

ANALYSIS READINESS SCHOOL IN IMPLEMENTATION OF INCLUSIVE EDUCATION IN MALANG CITY

Dessy Putri Wahyuningtyas^{*a)}, Nur Rohmah Nilam Sari^{b)}, Suryanti^{c)}, Wiryanto^{d)}

^{a)b)c)d)}Surabaya State University

^{*)}Corresponding Author: dessy.23013@mhs.unesa.ac.id

Article history: received 00 0000000 0000; revised 00 0000000 0000; accepted 00 0000000 0000

Abstract. Inclusive education is an effort to implement education with students with disabilities and non-disabled students as a form of justice, equality and the realization of human rights in the field of education. The low participation of children with disabilities in the learning process is very low due to limited physical and social abilities. The aim of this research is to study, analyze and evaluate the inclusive education delivery system in Malang City at the elementary, middle and high school levels. This research used a survey method with a quantitative approach carried out in Malang City, East Java. The population of this research was all inclusive schools in Malang City, totaling 160 schools. Based on the results of the analysis of questionnaire data distributed to respondents, it shows that the key to the success of educational units providing inclusive education is the readiness of teachers and disability-friendly infrastructure which is a significant benchmark for interventions to minimize barriers to learning for students with disabilities in order to realize learning flexibility, in addition to the support of students' parents. Disability is also a major supporting factor for educational units.

Keywords: School, Education, Inclusive.

I. INTRODUCTION

The implementation of inclusive education globally has been made an agenda in the SDGs in the international scope, where children must have the right to quality education for all levels, pathways and types as well as social rights without exception. The implementation of inclusive education in Indonesia has been carried out since 2003, with a list of 36,000 educational units providing inclusive education (Kemendikbudristek, 2022). The implementation of inclusive education is supported by supporting factors by minimizing obstacles to children's learning environment, by adjusting the learning needs of students, especially students with disabilities.

Children disabled person people with disabilities in Indonesia participated in general education with higher level of participation low compared to non-children disabilities, and their participation decreases at every level of education (Unicef, 2023). Figure 1 shows the difference between gross enrollment rates (APK) or *Gross Enrollment Rates* (GER) and pure enrollment rates (APM) or *Net Enrollment Rates* (NER), among children with disabilities and children without disabilities based on level of education.

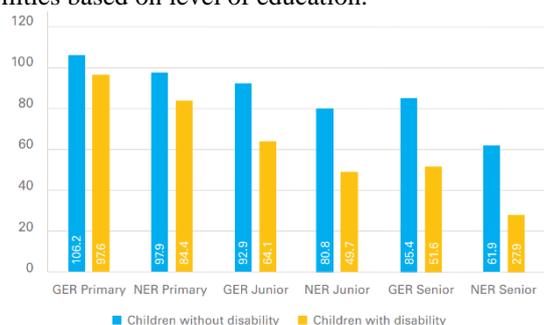


Figure 1. UNICEF estimates (2022), based on SUSENAS 2021

The data above shows the lower attendance of children with disabilities in elementary, middle and high school levels compared to children without disabilities. Low GER and NER participation of children with disabilities in education due to functional limitations causing them to have limited social mobility. In Indonesia, special schools are still considered the place of choice for children with severe functional limitations. For this reason, new policies, such as the National Development Master Plan for Inclusive Education, aim to encourage inclusive general education.

European countries have more advanced development of inclusive education in terms of mature preparation and early intervention than Indonesia (Nur Maghfiroh et al., 2022). The need to improve the quality of education for students disabled person disability through use assistive technology has become world attention (Hata et al., 2023). For this reason, evaluating joint educational interventions for students with disabilities with non-disabled students, especially focusing on access, motivation, hope, visualization and strengthening stereotypes, provides a large and open opportunity for the realization of inclusive education in regular schools (Aragonés-González et al., 2020). From the statement above, an integrated policy is needed that is used to facilitate students with disabilities to participate in learning activities. The importance of educational policies for students with disabilities in inclusive education will become a concrete reference for educational units for implementing inclusive education.

Inclusive education is a form of education with students with disabilities and non-disabled students. Inclusive education provides an open space of equality and non-

discrimination for students with various conditions and backgrounds, which include: personality, social status, ethnicity and culture, physical condition with the aim of providing quality educational opportunities for students who have physical, emotional, mental and social limitations or have special talents or intelligence (PP13, 2020).

Inclusive education is a form of education that provides opportunities for all children, including children with special needs (ABK), to receive quality and appropriate education. Inclusive education aims to create fair and equal education for all children, regardless of differences. Children with special needs have the same right to education like other children.

When children with special needs are at school, they receive low acceptance of themselves (Utami, 2018). The readiness of special supervising teachers for ABK students is one of the priorities for preparing the implementation of inclusive education in educational units (Zakia, 2015). Teachers as the main figures in the implementation of inclusive education have a leading role in implementing the practice of implementing inclusive education where they have to deal directly with students with special needs (Yunita et al., 2019). Teacher readiness in the inclusive education system is also something that needs to be considered carefully in the initial preparation of the education unit.

Malang City is one of the cities in Indonesia that has a commitment to implementing inclusive education. The Malang City Government has issued a policy – policy for supports the implementation of inclusive education, including by requiring every school to provide inclusive education services. Apart from that, the Malang city government hopes that schools will provide training for teachers to teach children with special needs.

Number of children with special needs based on data from the Central Statistics Agency (BPS) in 2019 there are as many as 1.6 million children with special needs in Indonesia and only 18% of children have special needs who continue their education in inclusive schools (Subdirector of Education Statistics and Social Welfare, 2020) . Economic Survey Data National (SUSENAS) 2018 indicates that, in Indonesia, almost 3 in 10 children with disabilities never receive an education. Currently, children aged 7-18 years people with disabilities who do not attend school reached almost 140,000 people.

Number of children with special needs (ABK) in Malang City as many as 1,213 people. This number consisted of 639 men and 574 women. These ABK are spread across educational levels from Kindergarten (TK) to High School (SMA). Meanwhile, the number of inclusive schools in Malang City is 160 schools. This number consists of 10 kindergartens (TK), 109 elementary schools, 29 middle schools and 12 high schools.

Inclusive education must implemented by the government regions in Indonesia. Provision the regulated in article 6 of Minister of Education and Culture Regulation no. 70 of 2009 which states 1) Government district / city ensure implementation of inclusive education in accordance with need participant educate ; 2) government district / city ensure

availability source inclusive education power in inclusive education units ; 3) government and government province help availability source power of inclusive education [2].

However in fact, determination school organizer inclusive implemented by the Department of Education without There is consideration readiness school. So that although with minimal preparedness, however school respond with still implementing inclusive education with all its limitations. However, it is necessary readiness school in implementation of inclusive education consisting of from flexibility curriculum (teaching materials), personnel professional educators, environment and organizers schools, inclusive education facilities and infrastructure, as well as evaluation learning (Saputri, 2021) .

Therefore, it is necessary to conduct research to analyze school readiness in implementing inclusive education in Malang. It is hoped that this research will provide useful information for the government, schools and parents of students with special needs in increasing school readiness to implement inclusive education.

II. METHOD

This research uses a survey research method with a quantitative approach. This research was conducted in Malang City, East Java. The population of this research is all inclusive schools in Malang City, totaling 160 schools. This research sample was taken using a simple random sampling technique. The number of samples taken was 105 schools, consisting of 5 kindergarten schools, 60 elementary schools (SD), 25 middle schools (SMP), and 15 high schools (SMA). The research instrument used was a questionnaire. The questionnaire consists of 35 question items which are grouped into two dimensions, namely: teacher readiness with 15 question items and infrastructure with 10 question items. Questionnaire data was processed using SPSS statistical software. Research data was collected by distributing questionnaires to respondents. Questionnaires were distributed directly by researchers and via social media (whatsapp). Research data was analyzed using descriptive and inferential analysis techniques. Descriptive analysis is statistics used for analyze data in a way describe or describes the data that has been collected as is and without intending to do so conclusions that apply to general or generalization (Sugiyono, 2019) . Analysis descriptive used to describe the characteristics of respondents and research results, while inferential analysis is used to test research hypotheses.

III. RESULTS AND DISCUSSION

Results and Discussion containing results findings research and discussion in a way scientific. Write it down findings scientific (*scientific findings*) obtained from results research that has been done but must supported by adequate data. Findings science is meant here is not result data research obtained. Findings scientific the must explained in a way scientific includes: What findings scientific knowledge obtained? Why matter That Can happen? Why variable trends like That? All question the must explained in a way scientific,

no only descriptive, if need supported by phenomena base scientifically adequate. Apart from that, you have to the comparison is also explained with the results of other researchers are similar The same the topic. Results research and findings must Can answer hypothesis research in part introduction. Survey results show that School readiness in implementing inclusive education in Malang is still not optimal. Inclusive schools in Malang still do not have adequate facilities and infrastructure to support inclusive education. This can be seen from the existence of inclusive schools that do not yet have ABK-friendly classrooms, ABK-friendly toilets and learning aids. Apart from that, the competency of teachers in inclusive schools also still needs to be improved. Because there are still many teachers in inclusive schools who do not have adequate knowledge and skills for educating crew members.

Source resources, facilities and inclusive education curriculum influence readiness school in maintenance education inclusion (Raihan, 2023) . Based on the results of data analysis, it can be concluded that school readiness in implementing inclusive education in Malang is still not optimal. This matter in line with Darma and Rusyidi (2015) that implementation of the inclusion program in Indonesia has not yet in accordance with stated concepts and guidelines organization, good from students, teacher qualifications, facilities and infrastructure.

There are two problems that are the main focus in this research, namely related to teacher readiness and infrastructure in implementing inclusive education in the city of Malang.

1. Educators (Teachers)

Teachers are one of the most important factors in implementing inclusive education, success and achievement education will depend on the teacher's readiness. Teacher readiness is the key to success in implementing inclusive education (Mujiati & Yoenanto, 2023) . Teacher readiness requires accommodation, infrastructure, curriculum adaptation, and intensive training. This shows that teachers have more control over their readiness to implement inclusive education which lies in their learning abilities [8]. Teachers who understand the concept of inclusion, both curriculum, learning accommodations and curriculum, will be better prepared to teach ABK and create an inclusive learning environment [9].

As for teacher readiness in accompanying children with needs special includes 1) teacher ability in creating strategy learning; 2) teacher acceptance to teach needy children special; 3) improve abilities professional and 4) establish collaboration with teachers regular and special teachers [10].

Firli et al. (2020) explained that almost 90% of teachers know what is meant by a child with special needs and some teachers even know the types of disabilities of children with special needs. However, in interviews, many teachers were still confused about how to respond to children with special needs in the classroom, so they were confused about providing appropriate direction that was appropriate to the child's needs.

Problems that arise related to teachers include a lack of Special Assistant Teachers, a lack of teacher competence in handling ABK, teachers having difficulty in Teaching and Learning Activities (KBM), a lack of teacher understanding about ABK and Inclusive Schools, as well as inappropriate teacher educational backgrounds [12]. There are also schools with problems, namely the number of Special Assistant Teachers (GPK) which does not match the number of ABK student ratios [13].

In implementing inclusive education in the city of Malang, there are still many teachers in inclusive schools who do not have adequate knowledge and skills to teach ABK. The research results obtained data that 50% of teachers did not have adequate knowledge about inclusive education, and 45% of teachers did not have adequate skills to teach ABK. Teacher unpreparedness Because don't know how handle and not understand psychological characteristics of children with special needs [14].

There are several factors that can influence teachers' understanding of the concept of inclusion, including: teacher educational background, teacher teaching experience, training and socialization. Teachers who have a special education background or education for children with needs specifically tend to have better understanding of inclusion concept. This is because of them have studied about the concept inclusion and characteristics of crew members during their educational period. Pedagogical competence is one required professional competence prepared by the teacher first in implementation of effective inclusive education [7].

Likewise, teachers who have experience teaching ABK tend to have that understanding better about the concept of inclusion. Matter this is because they already have opportunity to interact with crew members and learn about their needs. Research result the other is due to teacher unpreparedness received no training regarding about children special needs or learning experience so teachers are not ready to implement education inclusion [15]. Teachers who have participated in training and outreach about inclusive education have a good understanding of the concept of inclusion. So training and socialization are really needed to provide teachers with knowledge and skills in teaching ABK.

Apart from that, Suyanto & Mujito (2012) stated that in implementing inclusive education teachers are required to collaborate with other professions or natural resources in planning, implementation and evaluation. With this collaboration, it is hoped that we can maximize the education provided to regular and ABK children.

Adequate knowledge and skills for teaching ABK include knowledge about the characteristics of ABK, the principles of inclusive education, and learning methods that suit the needs of ABK. So that some teachers hope that:

- a. Government need give training to teachers at school inclusion about education inclusion and means teaching ABK on an ongoing basis. Teachers feel there is a lack of training programs provided by schools. Training and socialization can done via online or offline. Training and socialization must covers material about draft inclusion, crew characteristics, methods appropriate learning with

- crew needs, and strategies For create environment inclusive learning. _
- b. School need provide chance for teachers to follow training and seminars about education inclusion.
 - c. Schools need to create an inclusive learning environment and support teachers in teaching ABK. School need provide adequate facilities and infrastructure for support education inclusion, like room ABK -friendly classes, ABK- friendly toilets, and tools help adequate learning. Schools are also necessary give support to the teacher inside teaching ABK, such as provide time and opportunity for teachers to follow training and seminars about education inclusion.

One important factor in implementing inclusive education is the availability of adequate infrastructure to support ABK in participating in learning. Adequate infrastructure will enable crew members to study comfortably and optimally.

Teachers' understanding of the concept of inclusion is an important factor in implementing inclusive education. Teachers who understand the concept of inclusion will be better prepared to teach ABK and create an inclusive learning environment.

Based on the discussion above, it can be concluded that teachers' understanding of the concept of inclusion in Malang City is still not optimal. This is caused by several factors, including a lack of training and outreach about inclusive education to teachers, the existence of a negative stigma towards ABK in society, and the perception that inclusive education will burden teachers and schools.

2. Facilities and infrastructure

One important factor in implementation of inclusive education is availability means adequate infrastructure for supports crew members in follow learning. Adequate infrastructure will enable crew members to study comfortably and optimally. This has been explained in the Handbook of Guidelines for Implementing Inclusion in Elementary Schools, that schools providing inclusion do not have to have all the infrastructure related to ABK [17], but based on the main priority, namely sufficient for the needs of ABK in the school, and is easy to operate/does not require special operational personnel [18].

Problems related to facilities and infrastructure can be seen from the fact that there are still many inclusive schools in Malang that do not have adequate facilities and infrastructure to support inclusive education, such as ABK-friendly classrooms, ABK-friendly toilets, and adequate learning aids. Based on the research results, there are 60% of schools that do not have ABK-friendly classrooms, 55% of schools do not have ABK-friendly toilets, and 50% of schools do not have adequate learning aids. In Range Report Global Education Monitor also explains easy infrastructure accessed often No support all student [19].

still is school inclusion that has not been have props Special educational (APE) and rooms special nor accessibility child need special [20]. ABK-friendly classrooms are

classrooms that are specifically designed to make it easier for ABK to participate in learning. ABK-friendly classrooms usually have special facilities, such as chairs and tables that can be adjusted to suit ABK's needs, whiteboards that can be accessed by ABK, and learning aids that suit ABK's needs.

In this research, only 50% of inclusive schools in Malang had ABK-friendly classrooms. This is caused by several factors, namely the lack of awareness in schools about the importance of ABK-friendly classrooms because they are considered the same, and the lack of budget for procuring special infrastructure for ABK.

A crew-friendly toilet is a toilet that is specifically designed to make it easier for crew members to use the toilet. ABK-friendly toilets usually have special facilities, such as larger toilets, toilets that have armrests, and toilets that have handles to make it easier for crew members to stand.

Research shows that only 35% of inclusive schools in the city of Malang have ABK-friendly toilets. This is caused by several factors, namely the lack of school awareness about the importance of crew-friendly toilets, as well as the lack of budget for providing infrastructure.

Adequate learning aids are tools that can help ABK in participating in learning. Adequate learning aids are usually tailored to the needs of ABK, such as hearing aids, vision aids and mobility aids.

Researchers obtained data which showed that only 25% of inclusive schools in the city of Malang had adequate learning aids. This is caused by several factors, namely the lack of budget for procuring learning aids and the lack of information about learning aids.

Based on the problems that have been identified, it can be concluded that the infrastructure for crew members in the city of Malang is still inadequate. To increase the availability of infrastructure for crew members, various efforts are needed, namely:

- a. The government needs to provide an adequate budget to procure the facilities and infrastructure needed to support inclusive education.
- b. Schools need to increase awareness about the importance of adequate infrastructure for ABK.
- c. Schools need to collaborate with the private sector to get assistance in procuring facilities and infrastructure.

With the various efforts made, it is hoped that the availability of infrastructure for ABK can increase and can support the implementation of inclusive education. Implementing inclusive education is a joint responsibility of the government and schools. With good cooperation, internal problems can be resolved the implementation of inclusive education in Malang can be overcome and inclusive education can run more optimally.

IV. CONCLUSIONS

The implementation of inclusive education is not yet advanced compared to other countries, but its implementation has been carried out for quite a long time. The importance of appropriate accommodation for students with disabilities in educational units providing inclusive

education is a significant benchmark for minimizing barriers to learning for students with disabilities. Maximizing the function of the three education centers will bridge justice, equality and fulfillment of the human rights of students with disabilities in terms of education, this role must be carried out massively for the implementation of inclusive education

REFERENCES

- Arifin, F., Supena, A., & Yufiarti. (2023). Inclusive Education Practices in Elementary Schools. *UNMA FKIP Education Journal*, 9 (1), 198–208.
<https://doi.org/10.31949/educatio.v9i1.4191>
- Aragónés-González, M., Rosser-Limiñana, A., & Gil-González, D. (2020). Coeducation and gender equality in education systems: A scoping review. *Children and Youth Services Review*, 111.
<https://doi.org/10.1016/j.childyouth.2020.104837>
- Darma, IP, & Rusyidi, B. (2015). Implementation of Inclusive Schools in Indonesia. *Proceedings of Research and Community Service*, 2 (2), 223–227.
<https://doi.org/10.24198/jppm.v2i2.13530>
- Das, AK, Kuyini, AB, & Desai, IP (2013). INCLUSIVE EDUCATION IN INDIA: ARE THE TEACHERS PREPARED? *INTERNATIONAL JOURNAL OF SPECIAL EDUCATION*, 28 (1), 27–36.
- Fernandes, R. (2018). SCHOOL ADAPTATION TO INCLUSIVE EDUCATION POLICIES. *Socius Journal: Journal of Sociology Research and Education*, 4 (2), 119.
<https://doi.org/10.24036/scs.v4i2.16>
- Firli, I., Widyastono, H., & Sunardi. (2020). Analysis of Teacher Readiness for Inclusion Programs. *Best Journal (Biology Education Science & Technology)*, 3 (1), 127–132.
- Hata, A., Town, S., Yuwono, J., & Nomura, S. (2023). *Inclusive Early Childhood Education for Children with Disabilities in Indonesia*. www.worldbank.org
- Hussin, MKA Bin, & Hamdan, AR Bin. (2016). Effect of Knowledge, Readiness and Teaching Technique in Inclusive Practices Among Mainstream Teachers in Malaysia. *International Journal of Early Childhood Special Education*, 8 (1), 1–15.
<https://doi.org/10.20489/intjecse.239573>
- Ministry of Education and Culture. (2022). *Guide to Implementing Inclusive Education* (F. Arriani, Agustiyawati, A. Rizki, R. Widiyanti, S. Wibowo, C. Tulalessy, F. Herawati, & T. Maryanti, Eds.; 2022nd ed.). Curriculum and Learning Center. Ministry of Education, Culture, Research and Technology, Republic of Indonesia.
- Mujiati, KA, & Yoenanto, NH (2023). Teacher Readiness in Implementing Inclusive Education. *Educative: Journal of Educational Sciences*, 5 (2), 1108–1116.
<https://doi.org/10.31004/edukatif.v5i2.4918>
- Mumpuniarti, M., & Lestari, PHK (2019). Readiness of Regular School Teachers to Implement Inclusive Education. *JPK (Journal of Special Education)*, 14 (2), 57–61.
<https://doi.org/10.21831/jpk.v14i2.25167>
- Myers, M.D. (2013). *Students with Disabilities: Perspectives of Regular Education Teachers of Increasing Inclusion* [East Tennessee State University]. <https://dc.etsu.edu/etd/>
- Nur Maghfiroh, M., Septa Andika, D., Tyas Pratiwi, L., Nur Marcela, I., & Faza Afifah, A. (2022). Problems faced in implementing inclusive schools in Indonesia. *Flobamorata Journal of Elementary Education*, 3 (2), 314–318.
<https://e-journal.unmuhkupang.ac.id/index.php/jpdf>
- Pershina, N., Shamardina, M., & Luzhbina, N. (2018). Readiness of Teachers for Inclusive Education of Children with Disabilities. *SHS Web of Conferences*, 55, 1–5.
<https://doi.org/10.1051/shsconf/20185502005>

- PP13. (2020). *Republic of Indonesia Government Regulation Number 13 of 2020 concerning Adequate Accommodation for Students with Disabilities.*
- Raihan, S. (2023). ANALYSIS OF READINESS FOR IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS. *NSJ: Nubin Smart Journal*, 3 (2), 2023. <https://ojs.nubinsmart.id/index.php/nsj>
- Saputri, T. (2021). *School Readiness in Providing Inclusive Education.*
- Subdirector of Education Statistics and Social Welfare. (2020). *2020 Early Childhood Profile.*
- Sugiyono. (2019). EDUCATIONAL RESEARCH METHODS. In *Bandung: Alfabeta.*
- Sustainable Development Goals United Nations Educational, S. and CO (2020). *Global Education, Inclusion and Education Monitoring Report Summary.*
- Suyanto, & Mudjito. (2012). *The Future of Inclusive Education.* Ministry of Education and Culture.
- Tarnoto, N. (2016). PROBLEMS FACING SCHOOLS PROVIDING INCLUSION EDUCATION AT THE PRIMARY LEVEL. *Journal of Humanities*, 13 (1), 50–61.
- Primary School Directorate Drafting Team. (2021). *Handbook on Implementing Inclusive Education in Elementary Schools: Vol. Mold 1 (Mold 1).* Ministry of Education, Culture, Research and Technology. <http://ditpsd.kemdikbud.go.id/>
- Unicef. (2023). *Key issues for children with disabilities in Indonesia.* www.unicef.org/indonesia/reports/key-is-
- Utami, F.N. (2017). LEVEL OF SCHOOL READINESS IN THE IMPLEMENTATION OF EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN PRIMARY SCHOOL NEGERI 1 TIRENGGO. *Journal of Elementary Teacher Education*, 8 (6), 757–768.
- Utami, NEB (2018). Class Teacher Services for Slow Learner Students at Inclusive Schools (Sd N Bangunrejo 2 Yogyakarta). *AL-BIDAYAH: Journal of Islamic Basic Education*, 10 (2), 1–20.
- Vitasari, N., & Martaningsih, ST (2018). SCHOOL READINESS IN IMPLEMENTING INCLUSION EDUCATION IN KULON PROGO DISTRICT. *FUNDADIKDAS Journal: Fundamentals of Basic Education*, 1 (1), 2–11.
- Wardani, K., & Dwiningrum, SI (2021, May 1). Case Study: The Role of Parents in Inclusive Education at Seruma Elementary School. *Academic Discourse: Educational Scientific Magazine*, 5 (1), 69–75.
- Yunita, EI, Suneki, S., & Wakhyudin, H. (2019). Management of Inclusive Education in the Learning Process and Teachers' Handling of Children with Special Needs. *International Journal of Elementary Education*, 3 (3), 267–274. <https://ejournal.undiksha.ac.id/index.php/IJE>
- Zakia, D.L. (2015). *Proceedings of the National Seminar on Special Supervising Teacher Education (GPK): Pillars of Inclusive Education.*
- [1] Subdirektorat Statistik Pendidikan Dan Kesejahteraan Sosial, “Profil Anak Usia Dini 2020,” Jakarta, 2020.
- [2] R. Fernandes, “Adaptasi Sekolah Terhadap Kebijakan Pendidikan Inklusif,” *J. Socius J. Sociol. Res. Educ.*, Vol. 4, No. 2, P. 119, Mar. 2018, Doi: 10.24036/Scs.V4i2.16.
- [3] T. Saputri, “Kesiapan Sekolah Dalam Penyelenggaraan Pendidikan Inklusif,” Surabaya, May 2021.

- [4] Sugiyono, *Metode Penelitian Pendidikan*. 2019.
- [5] S. Raihan, "Analisis Kesiapan Penyelenggaraan Pendidikan Inklusi Di Sekolah Dasar," *Nsj Nubin Smart J.*, Vol. 3, No. 2, P. 2023, May 2023.
- [6] I. P. Darma And B. Rusyidi, "Pelaksanaan Sekolah Inklusi Di Indonesia," In *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2015, Vol. 2, No. 2, Pp. 223–227. Doi: 10.24198/Jppm.V2i2.13530.
- [7] K. A. Mujafiat And N. H. Yoenanto, "Kesiapan Guru Dalam Pelaksanaan Pendidikan Inklusi," *Edukatif J. Ilmu Pendidik.*, Vol. 5, No. 2, Pp. 1108–1116, Jun. 2023, Doi: 10.31004/Edukatif.V5i2.4918.
- [8] M. K. A. Bin Hussin And A. R. Bin Hamdan, "Effect Of Knowledge, Readiness And Teaching Technique In Inclusive Practices Among Mainstream Teachers In Malaysia," *Int. J. Early Child. Spec. Educ.*, Vol. 8, No. 1, Pp. 1–15, 2016, Doi: 10.20489/Intjecse.239573.
- [9] M. Mumpuniarti And P. H. K. Lestari, "Kesiapan Guru Sekolah Reguler Untuk Implentasi Pendidikan Inklusif," *Jpk (Jurnal Pendidik. Khusus)*, Vol. 14, No. 2, Pp. 57–61, 2019, Doi: 10.21831/Jpk.V14i2.25167.
- [10] M. D. Myers, "Students With Disabilities: Perspectives Of Regular Education Teachers Of Increased Inclusion," East Tennessee State University, 2013.
- [11] I. Firli, H. Widyastono, And Sunardi, "Analisis Kesiapan Guru Terhadap Program Inklusi," *Best J. (Biology Educ. Sci. Technol.)*, Vol. 3, No. 1, Pp. 127–132, Jun. 2020.
- [12] N. Tarnoto, "Permasalahan-Permasalahan Yang Dihadapi Sekolah Penyelenggara Pendidikan Inklusi Pada Tingkat Sd," *J. Humanit.*, Vol. 13, No. 1, Pp. 50–61, 2016.
- [13] F. Arifin, A. Supena, And Yufiarti, "Praktik Pendidikan Inklusif Di Sekolah Dasar," *J. Educ. Fkip Unma*, Vol. 9, No. 1, Pp. 198–208, Mar. 2023, Doi: 10.31949/Educatio.V9i1.4191.
- [14] N. Pershina, M. Shamardina, And N. Luzhbina, "Readiness Of Teachers For Inclusive Education Of Children With Disabilities," In *Shs Web Of Conferences*, 2018, Vol. 55, Pp. 1–5. Doi: 10.1051/Shsconf/20185502005.
- [15] A. K. Das, A. B. Kuyini, And I. P. Desai, "Inclusive Education In India: Are The Teachers Prepared?," *Int. J. Spec. Educ.*, Vol. 28, No. 1, Pp. 27–36, 2013.
- [16] Suyanto And Mudjito, *Masa Depan Pendidikan Inklusif*. Jakarta: Kementerian Pendidikan Dan Kebudayaan, 2012.
- [17] Tim Penyusun Direktorat Sekolah Dasar, *Buku Saku Penyelenggaraan Pendidikan Inklusif Di Sekolah Dasar*, Cetakan 1., Vol. Cetakan 1. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi, 2021.
- [18] F. N. Utami, "Tingkat Kesiapan Sekolah Dalam Implementasi Pendidikan Anak Berkebutuhan Khusus Di Sd Negeri 1 Trirenggo," *J. Pendidik. Guru Sekol. Dasar*, Vol. 8, No. 6, Pp. 757–768, 2017.
- [19] S. And C. O. Sustainable Development Goals United Nations Educational, "Rangkuman Laporan Pemantauan Pendidikan Global, Inklusi Dan Pendidikan," Perancis, 2020.
- [20] N. Vitasari And S. T. Martaningsih,

“Kesiapan Sekolah Dalam Menerapkan Pendidikan Inklusi Di Kabupaten Kulon Progo,” *J. Fundadikdas Fundam. Pendidik. Dasar*, Vol. 1, No. 1, Pp. 2–11, Mar. 2018.