



**Inclusive Education Management
In Lazuardi Kamila Kindergarten Surakarta**



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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan manajemen pendidikan inklusif di TK Lazuardi Kamila Surakarta yang meliputi perencanaan, pelaksanaan dan evaluasi. Jenis penelitian ini adalah penelitian kualitatif dengan desain penelitian studi kasus. Teknik pengambilan data melalui dokumentasi, observasi dan wawancara. Hasil dari penelitian ini adalah TK Lazuardi Kamila Surakarta telah melakukan perencanaan, pelaksanaan dan evaluasi pendidikan inklusif dengan baik. Perencanaan dilakukan di awal tahun ajaran baru dengan melibatkan yayasan, kepala sekolah, guru, guru pembimbing khusus, orangtua, pihak terkait dan masyarakat. Dalam pelaksanaannya, anak berkebutuhan khusus didampingi guru pembimbing khusus berada dalam satu kelas bersama anak tanpa kebutuhan khusus. Selain menggunakan kurikulum dinas, juga menggunakan kurikulum modifikasi. Evaluasi dilakukan terhadap semua program sekolah dan digunakan untuk perbaikan pada tahun berikutnya.

Abstrack

This research aims to describe the management of inclusive education at Lazuardi Kamila Kindergarten Surakarta which includes planning, implementation and evaluation. This type of research is qualitative research with a case study research design. Data collection techniques through documentation, observation and interviews. The result of this research is that Lazuardi Kamila Kindergarten Surakarta has carried out planning, implementation and evaluation of inclusive education well. Planning is carried out at the beginning of the new school year by involving the foundation, principal, teachers, special teachers, parents, related parties and the community. In its implementation, children with special needs accompanied by a special teacher are in one class with children without special needs. In addition to using the official curriculum, a modified curriculum is also used. Evaluation is conducted on all school programmes and used for improvement in the following year.



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INTRODUCTION

Article 31(1) of the 1945 Constitution states that 'Every citizen has the right to education'. (*Undang-Undang Dasar Negara Republik Indonesia 1945*, n.d.). It is further explained in Law number 20 of 2003 regarding the rights and obligations of all citizens to obtain education, namely in article 5 which reads:

(1) Every citizen has the same right to obtain quality education. (2) Citizens who have physical, emotional, mental, intellectual and/or social abnormalities are entitled to special education. (3) Citizens in remote or underdeveloped areas and remote indigenous communities are entitled to special service education. (4) Citizens who have the potential for special intelligence and talent are entitled to special education. (5) Every citizen is entitled to an opportunity to improve their lifelong education (*Undang-Undang Tentang Sistem Pendidikan Nasional Nomor 20, 2003*).

From article 5 above, point number 2 states that citizens who have physical, emotional, mental, intellectual and/or social abnormalities are entitled to special education. This makes it clear that children with special needs are included. They are entitled to the same education services as children without special needs. It was also emphasised that one of the Millennium Development Goals (MDGs) is the realisation of Education for All (EFA), which is education without discrimination and must cover all ages including children with special needs through special education (Samawi, 2017).

To realise this, a joint effort is needed, one of which is through inclusive education. In schools with an inclusive education system, there is a diversity of student conditions, including special needs students or SNS. Inclusive education in a copy of the regulation of the Minister of National Education of the Republic of Indonesia number 70 of 2009 Article 1 is "...an education delivery system that provides opportunities for all students who have abnormalities and have the potential for intelligence and / or special talents to attend education or learning in one educational environment together with students in general" (Supena et al., 2018). This definition is the same as written by UNICEF "*an education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This mean making sure that teaching and the curriculum, school building, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means ll children learn together in the same class*" (Unicef, 2017). Inclusive education assumes that living and learning together benefits everyone, including students with disabilities,

who have traditionally been excluded from mainstream environments. (Sakiz, 2018). It can be interpreted that in inclusive education there is no discrimination against children with disabilities or special needs, all get the same learning opportunities according to the abilities and potential of each child.

According to Mikhailenko, O.; Bashiyeva, Z.; Balkizova, F.; Nagoev, B. inclusive education is a means of transformation of general education for individuals with disabilities. This transformation concentrates on the development of conditions for accessibility of education for all, including the provision of access to education for children with disabilities (Ari et al., 2022). The implementation of inclusive education services should be prepared based on aspects such as the conditions of various children with special needs (deaf, intellectually disabled, visually impaired, gifted, and autism), and the level of education from kindergarten to university (Efendi et al., 2022).

The government, through Education Regulation No. 70 of 2009, established the inclusive education programme as one of the efforts to provide fair, responsive and friendly education services for all learners (Desmita et al., 2021). In accordance with international commitments, Indonesia declared Indonesia Towards Inclusive Education in August 2011 (Yusuf, 2016 according (Mulyadi, 2017). In the Socialisation Webinar on the Protection of Children with Disabilities in Education Units on 24 March 2021, in 2019 there were 59 thousand schools that provided inclusive education, while for 2020 there were 99 thousand schools with inclusive education. As for the number of students, in 2019 there were 17,473 students, and in 2020 there were 17,558 students (Yanuar, 2021)

In Indonesia, there are two types of names that are often used to describe children with developmental conditions, namely children with special needs and people with disabilities.

Regulation No. 8/2016 defines that persons with disabilities are those who experience long-term physical, intellectual, mental and/or sensory limitations, who interact with the environment may experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights. The term children with special needs has a more specific scope than this definition, namely that the use of the term disability is to describe limitations in terms of physical, intellectual, mental, and/or sensory limitations, while the term special needs is

also intended to refer to children who have special talents or intelligence (for example, high IQ) (Waldes Hasugian et al., 2019).

For inclusive education to run optimally, good management is needed. With good management, the system in the organisation will run and process well too, including the school organisation. Lazuardi Kamila Kindergarten as one of the inclusive schools in Surakarta City, is known in the community to accept children with special needs and without special needs. There is special treatment in the process of admitting new students and good handling of children with special needs. Children with special needs are accompanied by special teachers/therapists and are not separated in learning activities. Instead, they join in one class with other children without special needs. Seeing this condition, the researcher is interested in conducting research on the management carried out by Lazuardi Kamila Kindergarten Surakarta as an inclusive education provider school. Management includes planning, implementation and evaluation carried out by Lazuardi Kamila Kindergarten Surakarta. The purpose of this research is to find out how the management of inclusive education has been carried out by Lazuardi Kamila Kindergarten Surakarta which includes planning, implementation and evaluation.

Machali & Hidayat (2018) revealed that management comes from the verb to manage which means taking care of, organising, driving, controlling, handling, managing, organising, running, implementing, and leading. The word management comes from Latin, namely *mano* which means hand, becoming *manus* means working repeatedly by hand, plus the affix *agree* which means doing something, so that it becomes *managiare* which means doing something repeatedly by hand (Mahfud & Darsinah, 2021). Organisational management involves planning, organising, mobilising and supervising efforts to achieve predetermined goals by using existing potential effectively and efficiently. Planning, organising, moving and supervising in the field of education are managerial activities that are essentially a decision-making process. All these activities require information. (Desmita et al., 2021). More specifically in a school according to Achadah (2019) school-based management, gives full authority to the Principal to plan, organise, communicate, direct, coordinate, supervise, and evaluate the educational components of a school, which include not only input from students, curriculum, education personnel, infrastructure, funds,

management, environment, and teaching and learning activities, as we know is a general management function (Melia, 2022). Similarly, educational organisations in the form of schools that have grown and developed into excellent schools also require school management development (Ali & Istanto, 2018).

In inclusive education, planning involves identifying children's needs, identifying sources of support, selecting children's classes, preparing learning programmes, creating timetables, and training teachers (Indah Xk W, 2012). Implementation and evaluation provide an overview of the results of the plan.

LITERATURE REVIEWS

According to The Liang Gie, management is a process that drives actions in human cooperation efforts so that predetermined goals are actually achieved (Damayanti, 2022). The management activities carried out include the first planning is a process of preparing a series of decisions to take future actions directed at achieving goals with optimal means. This planning concerns what will be done, when it will be done, by whom, where, and how it will be done. Second, organising is a process that involves how the strategies and tactics that have been formulated in planning are designed in an appropriate and resilient organisation, a conducive system and organisation, and can ensure that all parties in the organisation can work effectively and efficiently to achieve goals. Third, actuating is the effort or action of the leader in order to generate willingness and make subordinates know their work so that they consciously carry out their duties in accordance with a predetermined plan. Fourth, controlling is the function or task of the leader to see the extent to which the established programme or plan is implemented and take a firm stance in the implementation of the next programme (Desmita et al., 2021).

METHODS

This research is a qualitative research. Qualitative research is one of many research methods used to analyse text data (Hsieh & Shannon, 2005). Qualitative research aims to explain a phenomenon in the deepest possible way by collecting the deepest possible data, which shows the importance of the depth and detail of the data under study (Sugianto, 2020). While the method used is descriptive.

The research design uses a case study. The research data is qualitative data obtained from several informants. While the data sources were obtained from the principal, 4 classroom teachers and 4 special mentor teachers/therapists. Data collection techniques through interviews with principal, class teachers and special mentor teachers/therapists. Observation techniques are carried out by observing classroom and learning conditions. While the documentation technique is done by collecting administrative supporting data. This research was conducted at Lazuardi Kamila Kindergarten which is located at Jl. Monument 45 No. 17 Setabelan, Banjarsari, Surakarta. For data analysis using three stages of analysis as proposed by Miles and Huberman, namely data reduction (Data Reduction), data exposure and conclusion drawing and verification (Conclusion Drawing/ Verifying). While validating the data using triangulation techniques which are divided into 2, namely triangulation of data sources triangulation of data collection techniques or methods. (Wulandari, 2017).

RESULT AND DISCUSSION

a. Planning Inclusive Education at Lazuardi Kamila Kindergarten

In planning inclusive education, there are several things that Lazuardi Kamila Kindergarten does, namely:

1. Identifying children's needs

Identifying children's needs is done through observation. Observations are carried out after the registration process is carried out classically with 3 children every observation session. Observation materials include self-identity, gross motor, fine motor, memory/ cognitive, religion, socialisation and sensory. The aim is to find out the stage of growth and development of each child. If it is known that there are children who are experiencing obstacles in their growth and development, the observation team consisting of special teachers/ therapists and teachers will provide referrals to child growth and development doctors. This is according to the Principal's statement "All children who have registered will be observed by the team, there is the principal, teacher and therapist". However, if the child is known to have special needs, they will be asked to bring the results of the diagnosis from the doctor to be given a special mentor teacher. Although Lazuardi Kamila

Surakarta Kindergarten is an inclusive school, the quota for accepting children with special needs in each class is limited. The goal is to keep class conditions under control and handle children with special needs more optimally. This is in accordance with what was conveyed by the B2 Kindergarten class teacher "observations are carried out classically and there is also an interview session by the principal".

2. Selecting the child's class

Class selection is based on observation results. Each class will have a child with special needs and a special teacher/therapist. This was explained by the B1 class teacher: "If the child's condition is severe, there is only one class with one child with special needs and a therapist, it's called full assistance". The B2 therapist also said, "There must be one or two children with special needs in each class, depending on whether it is full or shared". Full assistance is when 1 therapist handles 1 child, while share assistance is when 1 therapist handles 2 children.

3. Identify sources of support

Supporting sources include the foundation, parents, school committee, local government and the community. As the principal said, 'we collaborate with various parties, not only parents but also the education office, community health centres and health schools'. Supporting sources help the school to socialise inclusive education, provide financial support, send student interns and also provide resource persons for parent activities.

4. Preparing the learning programme

Preparing the learning programme involves the class teacher, special teacher/therapist and parents. The programme is prepared at the beginning of the new school year and includes the annual programme, semester programme, weekly activities and daily activities. There is no differentiation in the curriculum but there is an additional modified curriculum for children with special needs. According to the principal, "in addition to the regular programme, there is also an IEP or Individual Education Programme". This was also conveyed by therapist B2 "At the beginning of the new school year, therapists make direct observations of children with special needs. There are also direct interviews, and home visits to see the child's condition at home. In the last stage, the therapist conducts an assessment of

the results of observations, parent interviews and home visits to create a programme that will be achieved in the IEP Plan." For children with special needs, there is additional group therapy which is conducted once a month by a team of special teachers/therapists. The aim is to stimulate and help children with disabilities discover their potential.

5. Making a learning schedule

According to the A2 class teacher interview "the learning schedule is made at the beginning of the year after the new student orientation period a week at the beginning. This schedule will be carried out for the next year". From therapist A1 added "ABK has an additional therapy schedule according to their needs, it can be 2x or more a week. At Lazuardi Kamila Kindergarten, the learning schedule is discussed by the principal and class teacher, while the therapy schedule will be discussed by a team of special teachers/therapists.

6. Teacher training

Training in this case is attended by class teachers and special teachers/ therapists. It is conducted at least twice a year or as needed. The organisers are foundations, agencies or the inclusive school community. This is in accordance with the principal's statement "this training must be attended by teachers and therapists, because knowledge is constantly developing and we must not be left behind". Therapist A2 also said "the training is very helpful because it can improve the skills of teachers and therapists".

Planning for inclusive education carried out by Lazuardi Kamila Kindergarten is in accordance with the principles of inclusive education of the Indonesian Ministry of Education and Culture, namely:

a. Equity and quality improvement

Inclusive education is one of the strategies to equalise educational opportunities, because inclusive education institutions can accommodate all children who have not been reached by other education services.

b. Individualised needs

Every child has different abilities and needs, so education should be adapted to the child's condition.

c. Meaningfulness

The inclusive education should create and maintain a classroom community that is welcoming, accepting of diversity and appreciative of differences.

d. Sustainability

Inclusive education is organised on an ongoing basis at all levels of education.

e. Participation

The implementation of Inclusive Education must involve all relevant education components (Supena et al., 2018).

b. Implementation of Inclusive Education at Lazuardi Kamila Kindergarten

In its implementation, Lazuardi Kamila Kindergarten Surakarta applies a mixing system between children with special needs and children without special needs in one class. So in one class there is a class teacher and a special teacher/ therapist who accompanies children with special needs. As stated by teacher A2 "the learning model is the acceptance of regular children and children with special needs. The learning model is the same as regular, but the children with special needs follow the guidance of the therapist". The purpose of this mixing is to provide a picture of the real conditions of people in everyday life, helping with socialisation and communication. As for regular children, it can increase gratitude to Allah SWT, foster compassion for others and empathy. The learning materials delivered are also the same, the class teacher delivers the material for all children. However, specifically for children with disabilities, there will be adjustments according to the programme that has been made at the beginning of the semester.

Learning at Lazuardi Kamila Kindergarten uses a centre model and moving class. So class teachers not only teach in one class, but also teach in other classes according to the schedule. "We use the centre model so that all teachers are familiar with all the children's characters, including those with disabilities". Learning schedules are made systematically, starting with the annual programme, semester programme, weekly lesson plans and daily lesson plans. All are made in accordance with the Child Development Achievement Level Standards plus the characteristics of Lazuardi Kamila Kindergarten.

Classroom teachers and special teachers work together and collaborate in managing the classroom. Both in terms of delivering learning materials, organising the

classroom, managing regular children and special needs children to making report and preparing the special needs children programme. As stated by the kindergarten B1 class teacher, "Learning planning is done by combining the class curriculum and individual children with disabilities". For children with special needs, in addition to classroom learning, there is also a group therapy programme. The aim is to improve children's abilities and help them discover their potential. As stated by the kindergarten A1 therapist, "There is group therapy once a month".

The implementation of inclusive education at Lazuardi Kamila Kindergarten is not in accordance with research conducted by Mila Faila Shofa. In her research, it is stated that the implementation of inclusive education has an special needs children study group which is a learning programme for children with special needs classically in the classroom. The special needs children learning group aims to provide learning activities such as children's activities in the classroom in general but with a curriculum adapted to the abilities of each child. This class consists of all children with special needs who are not yet able to enter regular classes, until they can enter regular classes (Shofa, 2018).

c. Evaluation of Inclusive Education at Lazuardi Kamila Kindergarten

Evaluation of inclusive education at Lazuardi Kamila Kindergarten includes:

a. Programme sustainability

During the one-year period all programmes that have been implemented will be evaluated. The programme includes the curriculum with regard to learning and classroom management including children with disabilities in each class, including the production of report cards on the learning outcomes of regular children and children with special needs. The student affairs area deals with the activities of all students including group therapy, the infrastructure area including learning media and therapy tools, the financing area including therapy costs and the community area including co-operation in training teachers and therapists. The principal discusses with class teachers and therapists in conducting evaluations. The results of the evaluation are used for improvement in the next school year. This was stated by the principal "all programmes that have been implemented must be evaluated, which ones have been implemented well and which ones have not, or maybe some

have not been implemented". This statement was reinforced by the A1 class teacher "every meeting is one of the agendas to discuss programme evaluation".

b. Achievement of programme objectives

Achievement of programme objectives is reported in the form of activity reports. Reports are made by the class teacher, covering learning activities, and by the special teacher, covering the children's dress-up activities and therapy programmes. This was conveyed by the B2 class teacher: "every time an activity is completed, a report is made, usually there is a written and oral report submitted during the meeting". This is shown in the activity accountability report and the IEP Plan report. The report will be submitted to the principal and the foundation.

c. Factors hindering the success of the programme

As an inclusive school, Lazuardi Kamila Kindergarten also experiences obstacles, such as difficulties in finding special teachers, not being able to accept all children with disabilities who register because of quotas related to regular children and infrastructure that requires expensive costs. In addition, hindering factors also come from parents of children with disabilities due to parenting and compatibility with therapists. Kindergarten teacher B1 said "hindering factors are education patterns at home/ environment, parenting patterns, habits, food for children with special needs". This was also stated by the principal "therapists are not always suitable for children with special needs, some take a long time but some end up not being able to handle them".

d. Steps to overcome barriers

To overcome the obstacles, Lazuardi Kamila Kindergarten collaborates with schools in Solo to fulfil the needs of special teachers. As for obstacles from parents, class teachers and therapists invite cooperation in order to support the therapy programme that has been made. This is as stated by the B2 class teacher "cooperation from parents is very influential for the progress of children".

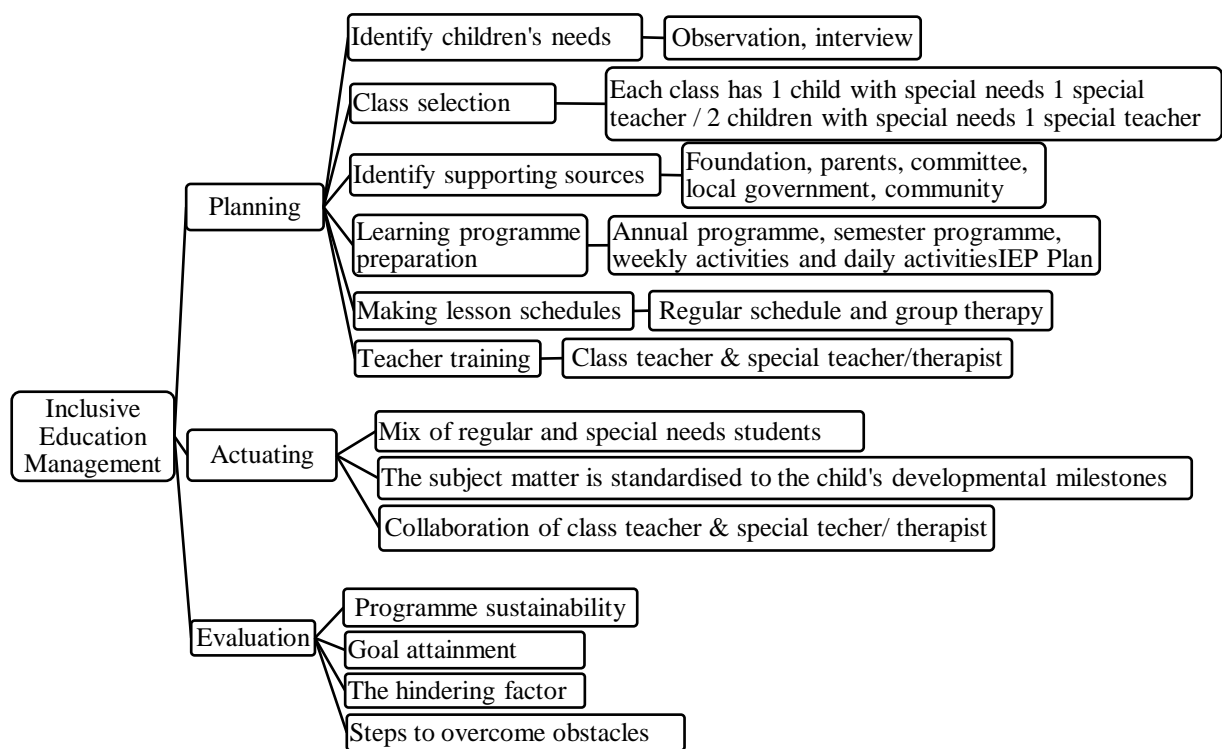


Figure. 1
Inclusive Education Management at Lazard Kamila Kindergarten Surakarta

CONCLUSION

The management of inclusive education at Lazard Kamila Kindergarten Surakarta is divided into three things: planning, implementation and evaluation. Planning includes identifying children's needs, identifying sources of support, selecting children's classes, preparing learning programmes, making learning schedules and teacher training. Implementation includes classroom learning activities where children with special needs are in the same class as children without special needs. Class teachers and special teachers collaborate to implement classroom management. The implementation of learning materials is adjusted to the annual programme, semester programme, RPPM and RPPH and IEP Plan. The evaluation includes the sustainability of the programme, the achievement of programme objectives, factors that hinder the success of the programme, and steps to overcome obstacles. Overall, the management of inclusive education at Lazard Kamila Kindergarten is good because in one class there are regular children and special needs children. Where children with special needs is handled by a special teacher/therapist who is in accordance with their field of work. In addition, there is also a special

curriculum for children with special needs called the IEP Plan which is made in collaboration with class teachers, therapists and parents.

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