

## INCLUSIVE SCHOOL LEARNING MANAGEMENT IN KEBUMEN DISTRICT

<sup>1</sup>Muhamad Chamdani, <sup>2</sup>Siti Fatimah, <sup>3</sup>Maryanti

<sup>1</sup>Universitas Sebelas Maret, <sup>2,3</sup>Intitut Agama Islam Nahdlatul Ulama Kebumen

E-mail: [muhamad\\_chamdani@staff.uns.ac.id](mailto:muhamad_chamdani@staff.uns.ac.id)

### ABSTRAK

Pendidikan inklusi merupakan sistem penyelenggaraan pendidikan yang memberikan kesempatan kepada seluruh peserta didik berkebutuhan khusus dan memiliki kecerdasan atau bakat istimewa untuk mengikuti pembelajaran dalam lingkungan pendidikan secara Bersama-sama dengan peserta didik pada umumnya. Penelitian ini bertujuan untuk menganalisis manajemen pembelajaran sekolah inklusi di Kebumen. Penelitian ini dilakukan selama 2 bulan pada sekolah inklusi yang ada di Kebumen, Jawa Tengah. Teknik pengambilan data dengan menggunakan angket, observasi, wawancara, dan dokumentasi. Hasil analisis menunjukkan bahwa manajemen pembelajaran sekolah inklusi di Kebumen meliputi tahap perencanaan, pelaksanaan, dan evaluasi. Pada tahap perencanaan mencakup kegiatan yang meliputi membuat RPP, PPI (Program Pembelajaran Individual), menyiapkan materi pembelajaran, membuat media pembelajaran, menyiapkan lembar asesmen. Tahap pelaksanaan pembelajaran mencakup kegiatan menyampaikan materi dengan berbagai variasi metode dan media pembelajaran. Seperti media flashcard, puzzle, video, dan sebagainya. Evaluasi dilakukan setiap selesai pembelajaran bertujuan untuk meningkatkan kualitas pembelajaran.

**Kata kunci:** manajemen pembelajaran, sekolah inklusi

### ABSTRACT

*Inclusive education is an education system that provides opportunities for all students with special needs and have special intelligence or talent to participate in learning in an educational environment together with students in general. This study aims to analyze the management of inclusive school learning in Kebumen. This research was conducted for 2 months at an inclusive school in Kebumen, Central Java. The data collection technique was using a questionnaire, observation, interview, and documentation. The results of the analysis show that the management of inclusive school learning in Kebumen includes the stages of planning, implementation, and evaluation. The planning stage includes activities that include making lesson plans, individual learning programs, preparing learning materials, making learning media,*

*preparing assessment sheets. The implementation stage of learning includes activities to convey material with various variations of learning methods and media. Such as flashcard media, puzzles, videos, and so on. Evaluation is carried out after each lesson aims to improve the quality of learning.*

**Keywords:** *learning management, inclusive school*

## **INTRODUCTION**

Education has a very strategic role in building a nation to face global competition both nationally and globally. Education is one of the important pillars in improving the quality of human resources. The quality of education can be seen in the performance of a school (Fatimah & Maheasy, 2017). Education according to Law Number 20 of 2003 Article 1 concerning the National Education System is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation, and state.

Education is the right of every citizen, as regulated in Article 31 of the 1945 Constitution. Including citizens with special needs. Children

with special needs should have been given access to education even in general education (Romadhon, et al: 2021). However, based on the 2018 Basic Health Research data, there are 22% of adults with disabilities in Indonesia. The problem is that in education, according to BPS data, access to education for people with disabilities is still relatively low. BPS said that there were 30.7% of people with disabilities did not finish school until the secondary education level. Meanwhile, people with disabilities who managed to graduate from college were only 17.6% of the total people with disabilities. BPS also stated that employment opportunities for people with disabilities in the 2016-2019 period never grew more than 49%.

More detailed data can be obtained from the 2018 National Economic Survey. The survey showed that only 56 percent of children with

disabilities graduated from elementary school, and almost 3 out of 10 children with disabilities had never received an education. Based on the 2018 Education Statistics, the percentage of the population aged 5 years and over with disabilities who are still in school is only 5.48 percent. Persons with disabilities who have not or have never attended school at all reached 23.91 percent. Meanwhile, people with disabilities who are no longer in school are 70.62 percent.

The Ministry of Education and Culture (2021) explains that one solution to reduce discrimination against children with special needs in receiving an education is to establish inclusive schools. Students who have physical, emotional, mental, social, and/or intellectual potential and/or special talents need to receive educational services that are following their needs and human rights. Special education for students who have disabilities and/or students who have the potential for intelligence and/or special talents can be held inclusively (Ministry of Education and Culture, 2009). This regulation is strengthened

in Permediknas number 70 of 2009 concerning inclusive education for students who have disabilities and have the potential for intelligence and/or special talents. UNESCO (2009) states that inclusive education is the process of strengthening the education system so that it can reach all students and thus can be understood as the main strategy to achieve education for all. Regulation of the Minister of National Education No. 70 of 2012 explains that inclusive education is given to all children regardless of ability or disability, social and economic status, ethnicity, gender, cultural background, language, and religion are united in the same school community. Meanwhile, one of the philosophical foundations of the application of inclusive education explains that inclusive education is the implementation of multicultural education so that it helps students to be able to understand, accept, and respect others with different ethnicities, cultures, values, personalities, and physical or psychological functioning.

In the Regulation of the Minister of National Education

Number 70 of 2009 it is explained that inclusive education aims to: (i) provide the widest possible opportunities for all students who have physical, emotional, mental, and socio-cultural barriers or have the potential for intelligence and/or talent. privileges to obtain quality education according to their needs and abilities; (ii) realizing education that respects diversity, and is non-discriminatory for all participants. Handayani & Rahadian (2013) state that the implementation of inclusive schools requires preparation involving complex issues, such as funding resources, human resources who are ready to carry out responsibilities in the process of implementing inclusive education through the provision of teachers who understand the nature of inclusive education. In addition, a supportive physical and social environment is needed in order to achieve smooth learning activities. UNESCO (2009) mentions several important aspects in implementing inclusive schools (see Figure 1).

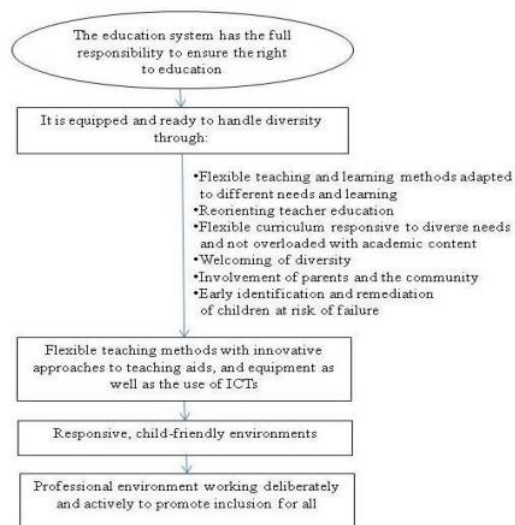


Figure 1. Inclusive Education (Source: UNESCO, 2009)

Figure 1 shows that several things need to be addressed in inclusive education; the use of flexible learning methods that are tailored to each student with special needs, inclusive-oriented educator preparation, and the availability of a curriculum that is flexible and responsive to various needs and is not burdened with academic content, able to accept diversity and involvement of parents and the community.

However, the implementation of inclusive education requires various preparations such as facilities and infrastructure that support children with special learning needs (Chamdani, 2019). In addition, it is

necessary to pay attention to the learning system in inclusive schools. The learning pattern implemented must be able to create comfort and justice for children with special needs. These two components are important because they are some of the indicators used by the Indonesian government to measure the quality of education (Chamdani, 2019). Wibowo & Anisa (2019) also explained that the problem with inclusive education in Indonesia, especially in elementary schools, is that the schools are not yet ready to provide maximum service to children with special needs, especially in learning patterns. Some of these unprepared factors were seen from the teacher who was not ready to handle children in their class with different characteristics, in the end the teacher complained that he had difficulty teaching with the same method so that the learning objectives were not achieved properly.

To support the achievement of appropriate inclusive education, especially in achieving effective learning, it is necessary to have good learning management. Management is

planning, organizing, directing, and controlling resources to achieve goals effectively and efficiently (Baharun, 2019; Ahmad & Bawaeh, 2018). Learning management has a very important role. In addition to achieving effective and efficient learning objectives, good learning management will also determine the quality of graduates (Syarafuddin, 2019; Ahmad & Bawaneh, 2018; Sucipto, 2017). Panichpongsapak, et al (2016) stated that learning management is the arrangement of all learning activities, both those categorized based on the core and supporting curriculum based on the curriculum set by the government. Learning management in a broad sense implies the process of managing student learning with activities starting from planning, organizing, directing, or evaluating. While management in a narrow sense is an activity that needs to be managed by the teacher during the interaction process with students in the implementation of learning (Zamroni, 2019; Mei, 2016).

Based on the explanation above, the purpose of this study is to

analyze the management of inclusive school learning in Kebumen, especially at the elementary school level. The results of this analysis can contribute to stakeholder efforts to improve the quality of inclusive education in Indonesia.

## **METHOD**

This research is a qualitative. The subjects in this study were Muhammadiyah 1 Karanganyar elementary school, Kebumen. This research was conducted for 2 months. Data collection techniques using observation, questionnaires, interviews, and documentation. To ensure the validity of the data collected in this study, the validity of the data was checked using triangulation techniques. The data analysis technique uses the Miles and Huberman model which consists of three stages, namely data reduction, data presentation, and drawing conclusions.

## **RESULT AND DISCUSSION**

Learning management carried out at Muhammadiyah 1 Karanganyar

Kebumen Elementary School includes three aspects, namely planning, implementation, and evaluation. Learning carried out in inclusive schools is carried out by prioritizing a deeper understanding of the characteristics of students with special needs (Roza & Rifma, 2020; Maryanti, et al: 2022). It is intended that teachers can provide a learning pattern that is equitable and fair and effective. Convenience in learning in inclusive schools has also become a regulation from the government that learning in inclusive education must consider learning principles that are adapted to the learning characteristics of students (Ministry of education and culture, 2021; Romadhon, et al: 2021). At the elementary school of Muhammadiyah Karanganyar 1 Kebumen, before the learning takes place, the school will identify the characteristics of children with special needs which is carried out when new children enter the school through observation techniques. This is following the flow of handling in the implementation of inclusive education directed by the Ministry of Education and Culture.

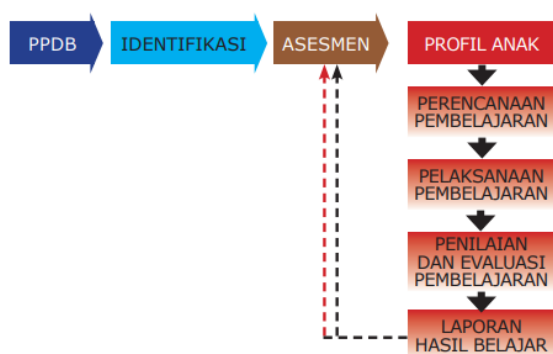


Figure 2. Handling Flow in the Implementation of Inclusive Education (Source: Ministry of Education and Culture, 2021)

### ***Lesson Planning***

Learning planning is a form of teacher learning management so that learning becomes more effective and efficient (Syarafuddin, 2019; Ahmad & Bawaneh, 2018; Sucipto, 2017). Tamela, et al (2020) stated that planning is the first step before learning. Learning planning is carried out before learning takes place which aims to make teachers know what will be done when carrying out learning. Learning planning carried out in schools begins with identifying and conducting assessments for children with special needs. The results of the identification and assessment are used as guides in making learning programs. This is also in line with the

results of research by Tamela, et al (2020) which states that the first step before carrying out learning is to carry out the identification and assessment stage of children with special needs. The process of identification and assessment is carried out at the time of observation of new students. In the identification process, it passes through several stages such as interviews with students and parents, tests and several supporting documents as a data mining tool.

The Ministry of Education and Culture (2021) states that identification is a process to recognize the diversity of students. The identification principle is limited to determining individuals who are suspected of having obstacles so it cannot be determined what potential students have. While the assessment is a systematic and comprehensive process to explore problems in-depth to find out what are the problems, obstacles, strengths, and individual needs. Roza & Rifma (2020) stated that the identification of children with special needs in an attempt to find out whether a child has abnormalities/deviations

(physical, intellectual, social, emotional/behavioral) in their growth/development compared to other children of their age. While assessment is a professional activity carried out specifically to determine the diagnosis of a disorder or disorder experienced by a person. Assessment is defined as the process of collecting detailed information about a child that will be used to make judgments and decisions related to a child (Wijayanti & Akbar, 2018; Rusilowati, et al: 2016).

The results of the description contain actual information about the barriers or disorders of children, their characteristics, impacts, service strategies, and media needed in the intervention, including knowing the causes of children with special needs. Preparation of child profiles is very important as data supports the developments that have been achieved by students with special needs. Understanding children's profiles will make it easier for teachers to develop knowledge and skills and children's character according to their characteristics and needs during

learning. The next step is to create a learning program based on the description of identification and assessment. Here are some things that have been done in schools in making lesson plans.

#### 1. Prepare curriculum and syllabus

The curriculum is the main reference for achieving educational goals in the form of a series of learning experiences provided by schools (Bakhtiar, 2016; Pratami, et al: 2019; Yuliena, 2019). The curriculum is a set of plans that contain educational goals (vision, mission, and school goals), structure and content (core competencies and basic competencies), authentic learning and assessment, and an educational calendar (Rokhmaniyah, et al: 2019). The Ministry of Education and Culture (2021) explains that curriculum development in inclusive schools is adjusted to the characteristics and special needs of students by applying a duplication and modification curriculum model.

The duplication curriculum model is a curriculum for children with special needs that is equated with the



curriculum for regular students, while the modified curriculum is a regular curriculum that is modified to suit the abilities of children with special needs. Modifications can be made to aspects of objectives, content, process, and evaluation with the following models:

- a) Escalation, acceleration and expansion programs in terms of time and mastery of materials;
- b) Duplication: A duplication of material in the curriculum which is structured the same as the regular program;
- c) Simplification, the general curriculum is simplified, adapted to the needs and abilities of children with special needs;
- d) Substitution, some parts of the general curriculum are replaced with something more or less equivalent;
- e) Omission, some parts of the general curriculum are abolished altogether because it is not possible for children with special needs (Ministry of education and culture, 2021).

In the schools studied, the curriculum uses a modified simplification and omission model. Omissions are carried out when the child with special needs is in severe condition so that it is not possible to

use other types of curriculums. As for the making of the syllabus, it is adjusted to the basic competencies contained in the learning syllabus from the government. While the modified core competencies are usually in the aspects of knowledge and skills. Meanwhile, for the social aspect, if the child can still follow it, it will not be changed. The syllabus that has been made is used as a guide for teachers in making lesson plans and individual learning programs. The results of the analysis show that the syllabus that has been made by the Muhammadiyah 1 Karanganyar Kebumen elementary school is in the good category.

## 2. Lesson Plan

After the syllabus is adjusted to the needs of each child, the next process is the preparation of a lesson plan. The stage of preparing the lesson plan is carried out by the Special Assistant Teacher. The preparation of the lesson plan is the same as in general with the stages following the standard format. Usually, the teacher will use simple learning methods and media such as using flashcards and puzzles. Darmayasa, et al (2021)

mention that learning with puzzle media can be a medium for children with disabilities. Puzzles can train memory, reasoning, creativity, and focus for children with disabilities. The lesson plans that have been developed in inclusive schools have been well prepared to start from the introductory, core, and closing activities.

### 3. Preparation of Individual Learning Programs

Individual learning programs are very necessary for children with special needs because the individual learning program contains data on obstacles and the arrangement of the direction of learning objectives. The Ministry of Education and Culture (2021) states that individual learning programs are learning programs that are based on the needs of each student, are student-centered, and work with students to harmonize student needs, assignments, and student learning development to develop student potential optimally. Antono & Rosid (2021) stated that the individual learning program is a learning program that is structured to define concretely

the basic abilities of each inclusive student. This is because this learning program focuses on observing each student's behavior individually so that it is possible for learning that functions to hone existing abilities and find indications of other competencies in higher inclusive students. Learning designs for inclusive students must be arranged as simply as possible but still aim to maximize the potential of inclusive students. Individual learning programs are very necessary for students because intellectual barriers can cause learning barriers. Intellectual barriers are complex problems so teachers must be able to accommodate the needs of students. Failure to accommodate the needs of children with special needs will adversely affect further learning. Figure 3 is an example of an individual learning program in schools.

PROGRAM PEMBELAJARAN INDIVIDUAL							
NAMA SEKOLAH		: .....					
NAMA		: .....					
KELAS		: .....					
UMUR		: .....					
JENIS KELAMIN		: .....					

NO		LIMITASI	TELAH DIKLASAI	TUJUAN JANGKA PENDEK	TUJUAN JANGKA PANJANG	STRATEGI	MEDIA PEMBELAJARAN
1	KEMAMPUAN KOMUNIKASI						
2	KEMAMPUAN MOTORIK HALUS DAN MOTORIK KASAR						
3	KONSENTRASI						
4	KEMAMPUAN BANTU DIRI						

Figure 3. Example of an individual learning program format in an inclusive school

### ***Learning Implementation***

Implementation of learning is done by following the lesson plan that has been made. The implementation of learning is carried out in three stages, namely introduction, core, and closing. The results of the analysis show that the teacher has carried out learning well such as preparing seats for inclusive children so that they can study comfortably, starting learning after students are ready to learn, and using methods and media according to the characteristics of students. Some examples of the use of media in learning at school are flashcards, videos, and puzzles. Stefani & Samsiyah (2021) found that flashcard media can be used as learning media

for children with disabilities. The findings also show that the flashcard learning media can increase the enthusiasm for learning in the classroom. Students with disabilities feel happy and understand the learning being taught. Observation results also show that teachers are very innovative in using learning media. This is because the facilities from the school in the form of teaching aids that support the learning development of children with special needs are also complete. So that teachers can maximize the media that is already in school.

In addition to learning media, teachers also use various learning methods. Class management is also very concerned by teachers in creating varied learning so that the class is more fun. Children not only learn in the classroom but also learn outside the classroom. Including the pattern or seating position in the classroom is also arranged by the teacher to make teaching and learning activities varied. Jannah (2018) found that a good seating arrangement will create conducive and fun learning conditions

for students. Seating is also a facility needed by students in the learning process, especially in the learning process in the classroom. It was explained that there are several possible seating arrangements for students in inclusive classes, which can be used in seating arrangements so that students can study together between regular and disabled children, for example, group arrangement patterns, circle or square patterns, semi-circle patterns, poultice formation patterns. horses, and the pattern of marching or lining up in a row.

Based on the observations, the teacher can convey the material well and can communicate well with children with special needs. The existence of good communication will form a close relationship with children with special needs so that children are comfortable and happy to study at school without worrying about being discriminated against. Teachers also always prepare material before teaching by paying attention to the characteristics of children with special needs. In the end, the teacher conducts

an assessment that includes three domains, namely cognitive, affective, and psychomotor. The cognitive aspect is usually done by giving tests, the psychomotor aspect uses practice, and the attitude aspect for children with special needs is the development of an independent and responsible attitude so that children are accustomed to doing activities independently. In addition, the school also makes reports in the form of children's worship activities to develop the religious character of children with special needs. Maryanti, et al (2022) stated that the attitude and spiritual aspects of children with special needs remain a priority in character development. The method most often used is the method of habituation and example.

### ***Learning Evaluation***

In teaching and learning activities in inclusive schools, there are supporting and inhibiting factors. Several supporting factors in achieving learning in inclusive schools are the high commitment of schools to providing quality inclusive education, the existence of adequate human

resources and supporting the implementation of inclusive education, and the high willingness of teachers to learn to understand the character of children with special needs, the existence of facilities and complete infrastructure to support the learning activities of children with special needs either from school or from teachers who make them directly, the existence of student access to special services outside of school (therapy), the existence of special assistant teachers who although not an expert on children with disabilities but the teacher is willing learning to get to know the children, the involvement of support from family and parents, the complete administration of the learning system, and students feel comfortable because they feel accepted and valued in the school environment. The existence of these supporting factors has a huge impact on the comfort of students in learning. These results are also in line with Anjarsari, et al (2018) that supporting factors such as commitment, human resources, and adequate facilities will facilitate schools in achieving educational goals.

The inhibiting factors in learning can come from teachers, parents or students. Several factors that become obstacles are that not all teachers attend workshops on teaching procedures or provide services to inclusive students, parents who give their children completely to the school and are no longer responsible for their educational development, the spirit of children with special needs that sometimes goes up and down. Especially when there is a covid-19 pandemic, learning in inclusive schools is not running optimally, especially for children with special needs. The results of the interview stated that the mood of children with disabilities who tend to change easily, especially in autistic children, is due to the lack of parental assistance. It was also explained that the role of parents of children with special needs online is very important and very necessary, some parents can accompany children with special needs while studying at home. The existence of good mentoring is proven to increase children's willingness to learn and establish good communication.

However, parents who do not accompany their children will have an impact on the decline in the child's willingness to learn. Arsani, et al (2021) also found that parents who can accompany children and establish good communication will affect the growth and development of children with special needs so that learning achievement will increase.

## **CONCLUSION**

The results of the analysis show that learning management in inclusive schools is carried out in three stages, namely the planning stage, the implementation stage, and the evaluation stage. In general, the learning management in the inclusive elementary school of Muhammadiyah Karanganyar 1 Kebumen shows a good category. The planning stage starts from making curriculum and syllabus, lesson plans, and individual learning programs. The implementation stage of learning is carried out with innovations made by teachers such as the use of varied methods and media, classroom management and varying seating positions, as well as the teacher's

ability to explain the material. At the evaluation stage there are supporting factors such as the presence of adequate human resources and support the implementation of inclusive education, the teacher's high willingness to learn to understand the character of children with special needs, the existence of complete facilities and infrastructure to support the learning activities of children with special needs either from school or from school. the teacher who makes it directly, the existence of access for students to get special services outside of school (therapy), the presence of a special assistant teacher who, although not an expert on children with disabilities, but the teacher is willing to learn to get to know children, the involvement of support from families and parents, there is a complete administration of the learning system, and students feel comfortable because they feel accepted and valued in the school environment. While the inhibiting factors include that not all teachers have attended workshops on teaching procedures or provide services to inclusive students and

parents who surrender their children completely to schools and are no longer responsible for their educational development.

Suggestions for further research are the development of assessments for children with special needs because assessments for children with special needs are still rare and incomplete. In addition, great support from parents and the community needs to be increased in order to create quality inclusive learning.

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