



Equality of Learning for Children with Special Needs: Case Studies at the Elementary School Level

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This article aimed to: (1) describe the development of inclusive education in an Elementary School, Lazuardi Kamila Global Islamic School Surakarta, Central Java, Indonesia and (2) describe the conditions of inclusive learning for children with special needs. Data was collected through interviews, observation, and documentation. The data was analyzed using inductive-interactive-qualitative techniques. The results show that (1) during the last six years the development of inclusive education at Elementary School of Lazuardi Kamila Global Islamic School Surakarta has run smoothly, and there have never been cases of students who withdrew before basic education was completed. (2) students with special needs learn together with normal students in a mutual-common classroom. All school members support and try to maximize inclusive education, although there are still many shortcomings in the implementation of inclusivity. The implementation of inclusive learning has been going well through implementation of a system focused on equality in learning and in interacting and communicating in daily life where the methodology, media, and teaching materials are tailored to the development and needs of students.

Key words: *equality, learning, special needs, elementary school.*



Introduction

Inclusive education as an educational innovation for children with special needs first appeared in international documents in 1994 in The Salamanca statement. Now this approach has not been fully implemented throughout the world, but the trend is increasingly being accepted by the wider community. One important factor with regard to community acceptance of the ideology of inclusive education is the diffusion of this innovation. The purpose of inclusive education is to ensure the welfare of persons with disabilities and their capacity to access rights as citizens.

The reality of the diversity of Indonesian citizens is vast. However, every Indonesian citizen has the right and obligation to obtain an education (Kadir, 2015: 1). This is in line with the mandate of the Law of the Republic of Indonesia No. 20, 2003 concerning National Education System (National Education System) Article 1 paragraph 1, "Education 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, and skills needed by him, society, nation and state".

This research was based on the results of the Darma & Rusyidi (2015) study which showed that the implementation of inclusion schools in Indonesia was still not in accordance with the government's ideal concept nor in accordance with the implementation guidelines, both in terms of students, teacher qualifications, facilities and infrastructure, support from parents and the community. The implementation of inclusive schools in Indonesia is still a phenomenon.

According to Haryono et al. (2015) from the results of the Central Java Special Education Coordination (Bakor) survey in collaboration with the Central Java Provincial Education Office, it was found that from 33,472 ABK information that there were still 26,568 (79.37%) children with special needs (hereinafter abbreviated ABK) in Central Java who had not attended school, while 6,904 (20.62%) had been educated (Subagya, 2009). Although the number of ABK in Central Java is relatively small, the desire of ABK to obtain proper



education is yet to be expressed. Subagya (2012: 20) stated that the ABK's disbelief in school was based on 3 reasons, namely (1) his residence was far from a special school, (2) the concerned was refused attendance the nearest school, and (3) the motivation of the ABK parents was very low / embarrassed / hide.

The results of the above study, through the SWOT study, show schools that provide inclusive education are characterized by strengths in the implementation of inclusive classroom learning which include: having a school service team, namely inclusion programs; interested in the community as inclusion organizers, from the community up to the top, and aspire to the school becoming the pride and hope of parents of children with special needs and the community. There is a real opportunity for government support through strong legislation, the support of academics who organize majors in inclusive education, and most importantly is the strong willingness of children with special needs and families to take part in inclusive learning.

Although the existence of inclusive education has gained a strong legal foundation, its implementation is still faced with a number of obstacles (Jabarullah and Hussain, 2019). In some inclusion schools, the existence of Children with Special Needs, especially those who have physical, emotional, mental, and social disorders is still faced with resistance (resistance), both from the school management, regular (normal) students, as well as from parents of regular students. According to Mareza (2016), the obstacle faced by inclusive schools is the lack of education regarding inclusive education for the surrounding community, making it difficult for children with special needs to learn and to get equitable education rights. A further issue is that the educational background of teachers is still not in accordance with the competencies they have (PLB) so that the teachers further have not been able to handle student diversity optimally.

Facilities and infrastructure are still limited in schools in implementing inclusive education, especially in the field of learning arts and the lack of a culture related to creativity. The major reason for the rejection that occurred in elementary school according to Tarnoto (2016), was the lack of teacher competence in dealing with special need students. Problems are further related to the lack of parental care for special needs student. In addition, the number of special needs students in one class and the lack of cooperation from various parties, such as the community, professional experts, and the government influence inclusivity.

This shows that inclusive education, which should be the centre of the growth of togetherness values, in practice, is still often characterized by conditions of inequality. The emergence of such resistance is mostly caused by the lack of understanding of school people and the



community towards the philosophy of inclusive education (Garnida, 2015; Akay, 2018). From the preceding statement it can be concluded that inclusive education occurs where a school adopts education for all such that all children can learn in the same environment, both normal children and children with special needs regardless of physical or mental disorders. The essential component is the lack of discrimination in the learning environment and mutual respect for diversity that aims to realize the widest opportunity for students with special needs to obtain quality education. An inclusive education develops all students' talents and interests according to their needs and conditions and to achieve this, educators, facilities and infrastructure, curriculum, and the evaluation system must be packaged according to the needs of students, both normal and children with special needs.

Research question: (1) how was inclusive education in Elementary School of Lazuardi Kamila Global Islamic School Surakarta (LZGISS) Indonesia developed? and (2) what are the conditions of inclusive learning for children with special needs?

The Study: Data and Methodology

The research approach used is a case study. The case study design provides an opportunity to describe the context with various data sources. Bogdan et al. (1998: 62) "when researchers study one or more subject, setting or depository of data they are usually doing what we call multi-case studies". Researchers can explore individuals and organizations, community relations or complex programs that occur in educational institutions (Yin, 2009: 4). This approach is used to interpret the meaning of events or events and their relation to people in certain situations. This approach was chosen because this study did not aim to test hypotheses, but to gain an in-depth understanding and interpretation of the process of managing education for children with special needs at the Lazuardi Kamila Global Islamic School Surakarta (LKGISS) Elementary School.

The form of sampling used is purposive sampling, which entails choosing informants who are considered to know and can be trusted to be a source of data in the context (Cresswel 2016; Almeqdadi, 2018). Like students with special needs, normal students, history teachers, counsellors, teachers, school principals, and all school members are considered capable of providing true information.

The analysis data technique used is qualitative analysis that is inductive and presented in an interactive form. Qualitative analysis is an analysis of data based on the relationship between facts that have a causal relationship to explain an event (Sugiono, 2012). In carrying out the analysis it is not intended to prove a research hypothesis, but rather to develop conclusions formed from all data collected in the field.

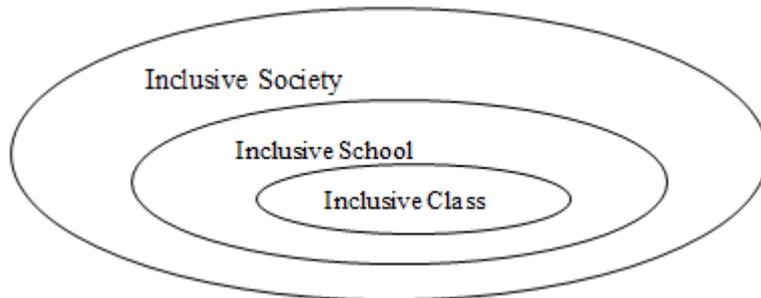
The analysis model includes: data reduction, data presentation, data verification, and drawing conclusions with the following description. (1) Data reduction in the form of a process of selection, focusing, simplification, and abstraction on raw data in the field notes. This process is carried out during the research, namely by summarizing the contents of the data records obtained in the field. This process continues continuously until the final report of the research is ready to be prepared. (2) The presentation of data in the form of narratives presented with sentences and languages arranged logically and systematically so that when read will be easy to understand. Data presentation refers to the formulation of the problem that has been formulated as a research question so that the narrative presented is a description of detailed and in-depth conditions to tell and answer any problems that exist. (3) Verification of data in the form of activities for the purpose of stabilization and rapid retrieval of data in field notes. Verification is also an activity to further develop accuracy, namely by way of discussion or replication in other data units so that the conclusions obtained will be clearer and will have a stronger foundation. Temporary conclusions can be formulated in the implementation of data analysis with verification, repetition motion. If new data is obtained with new understanding, it is likely that temporary conclusions will be changed appropriately. If the new data turns out to strengthen the temporary conclusion, the temporary conclusions will become stronger, and so on until the time of the data collection process has ended (Sutopo, 2006: 114-116).

Results and Discussion

Moderate Inclusive Education

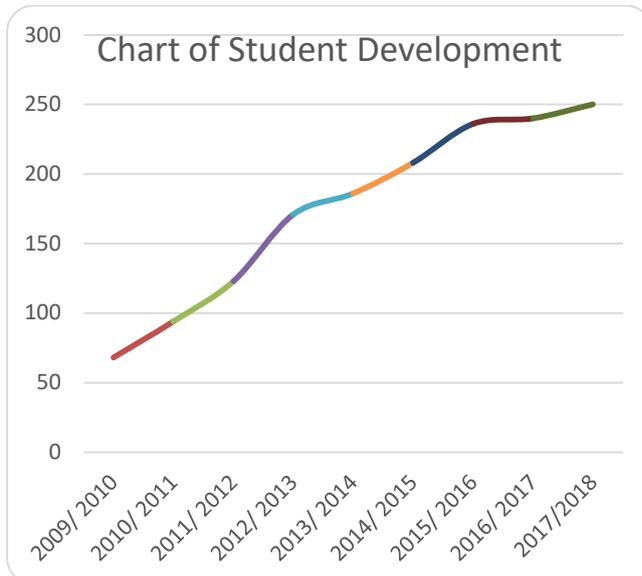
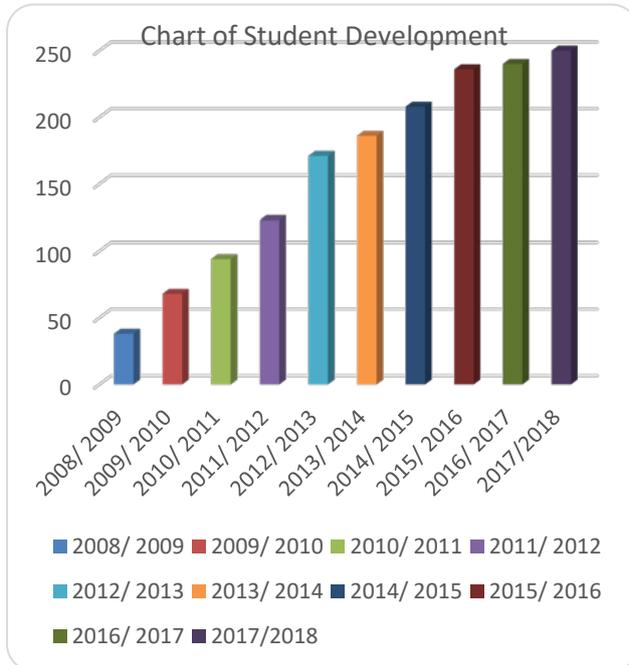
Inclusive education requires schools to adjust the demands of individual needs of students, not for students to adjust to the school system. A new view of education is that education must adjust to student conditions. This is different from the old view that states that students must adjust to education and that the learning process in the classroom must gradually change. As outlined by the executive director Lazu Kamila (M. Nashir, 2017; Ali, 2018) the implementation of this school is based on the needs of students so we use a multiple management based curriculum (MI). In the inclusion of the LKGISS Elementary School, an inclusive education model was in accordance with the model implemented by the Indonesian government, namely an inclusive or equal education model with moderate education. Moderate inclusive education is inclusive education that combines integrated and full inclusion, see Figure 1 below.

Figure 1. Framework for Inclusive Education (Stubbs, 2002)



The inclusive education model in the form of inclusive schools, if well developed, can be used as a vehicle to develop shared values among students. The concept of inclusive education is an educational model based on human values as a whole in the context of togetherness, both in terms of service rights and the human perspective that places emphasis on the learning to live together component in terms of general education (Dresser and Lorimer, 1960; Nelsen. B. Henry, 1952). The core value that is at the basis of inclusive education is not competition, but rather, togetherness. It is very irrational and contrary to human values if children with special needs who have physical, mental, intellectual, or emotional disorders are conditioned in a competitive situation with normal students. In the perspective of education as a learning organization, inclusive education will encourage healthy and reasonable interactions between children with special needs and regular students, and other school members based on togetherness values. This can be understood from the philosophical view of inclusive education as proposed by Sunanto (2002: 4) that the presence of inclusive education not only accepts in public schools, but rather in the effort to blend the presence of children with special needs in the psychological, academic, social, and cultural dimensions, and institutional.

Figure 2. The growth in the number of students at the LKGISS Elementary School



Psychological Dimension

In inclusive schools, such as Lazuardi Kamila Global Islamic School Surakarta (LKGISS) Elementary Education, children with special needs learn together with normal children, and are treated as normal. This shows the positive impact of inclusive schools on children with special needs from a psychological perspective (Pratiwi, 2015: 237). Inclusion schools are considered to be able to provide various benefits, both for the general public and for



exceptional children themselves. The community began to accept the existence of extraordinary children. In addition, in inclusive schools, children with special needs learn together with normal children; they are treated like normal children (Wardani, 2011: 136). This has an impact on the psychology of children with special needs, which provides an opportunity for the development of the confidence of children with special needs and keeps them comfortable in they learning environment so that they complete their programs.

A child's confidence is subject to their feelings about discrepancies between themselves and what they want to be. Thus, it can be said that self esteem as one's assessment of oneself, involves identification of both the positives and negatives that exist. Children who have high self esteem generally feel themselves valuable so they can respect themselves, but still can accept the shortcomings that exist in themselves. Conversely, children who have low self esteem, feel themselves less valuable and the shortcomings that they wear affect how they perceive themselves (Schmidt and Cagran, 2008; Wilson, 2011, and Trampler, 2012).

In this psychological dimension inclusive education seeks to introduce the presence of ABK students by arousing student confidence. Inclusive education must be able to reduce feelings of inferiority, lack of possessions, and still accept the conditions as they are. In the end, in terms of inclusive education in the psychological dimension, the presence of inclusive education is part of efforts to increase confidence in ABK (Mohangi & Berger, 2015; Andrade & Fiamenghi-Jr 2018). Primary School Blue Kamila Surakarta GIS seeks to improve service to students struggling in psychological, social, academic, language, reading, writing and other aspects of growth and development. This is in line with the statement delivered by the inclusion coordinator represented by Endang.

In each semester the school monitors Pelangi services for all students who have needs, monitoring is done to improve the results of the process and the results of services for maximum results. (Endang, November / 2017)

Academic Dimension

As with education in general, inclusive education also provides opportunities for ABK to improve their academic abilities (Qvortrup & Qvortrup, 2017). Accessing an education is a right for everyone. In general, education itself is a life process in developing each individual to live their life. Being educated is very important. Elementary School is the initial stage to prepare for education to the next level. Characteristics of children at the level of elementary school education itself for the purpose of this study, are divided into two parts, namely the



lower classes and upper classes. Lower classes include grades 1-3, while upper classes include classes 4-6.

Along with the development of the education program, many schools have implemented an inclusive education system, namely an education program that meets the individual needs of children with special needs to ensure equitable education. In schools, inclusive education must accommodate all children regardless of physical, intellectual, social emotional, linguistic or other conditions. All children have the right to receive education without discrimination (Tarmansyah, 2007: 82).

Social Dimension

Someone who has high social skills can be easily accepted by others socially. Hair, et al. (in Bremer and Smith, 2004) states that a teenager who has strong social skills is more likely to be accepted by peers, develop friendships, maintain strong relationships with parents and peers, be able to solve problems effectively, foster greater interest in school, and do better academically. From this statement it can be concluded that someone with high social skills can be easily accepted by social groups because it allows someone to be accepted by peers, able to develop friendships, and can maintain strong relationships with parents and peers (Pantic & Florian, 2015) . In addition, someone with high social skills is seen as being able to solve problems effectively, foster greater interest in school for themselves, and demonstrate better academic abilities.

Students who are classified as children with special needs are labeled as such with the intent of them receiving assistance in accordance with their abilities and the obstacles they face, with the aim of developing their potential. According to Directgov (in Thompson, 2010) students with special needs are those who has certain difficulties compared to other children of their age in general. In addition, Mangunsong (2009) states that students with special needs are children who are not like normal children in general, both in terms of mental characteristics, sensory abilities, physical and neuromuscular, social and emotional behavior, communication skills, and combinations of things that matter. Mangunsong (2009) also states that students with special needs are children who need modification of school assignments, learning methods, and services related to others aimed at maximizing their potential or capacity to the fullest. Ormrod (2009) states that students with special needs are students who are different from their peers and need instructional material or practice that is specifically adapted so that it fits the needs of special needs students.



Social skills of students with special needs generally differ according to the type of special needs of students, as demonstrated at Lazuardi Kamila GIS Elementary School. Children with special needs who have limitations in socializing and communicating socially with colleagues and with the teacher will receive PELANGI clinical services according to the identification of the types of limitations. The social skills are contained in the Individual Education Program (IEP) program in the achievement of cooperation between special tutor, class teachers, and children with special needs parents. The factors relevant in the social dimension are 1). Conditioning the classroom environment related to social acceptance, 2). Regularly scheduled life skills for crew members and 3). The existence of clinical services in accordance with the interests and needs. Ormrod (2009) states students with special needs specific to cognitive or academic difficulties, social problems or behaviors, and general delays in social and cognitive functions tend to have low social skills (Merrell and Gimpel, 2014).

Cultural Dimension

This dimension is related to the creation of a guarantee, acceptance, collaboration, community stimulation in which everyone feels valued. Inclusive values are given and delivered to all implementers, children, directors / government directors, and parents or guardians. The principles and values in an inclusive cultural guide decision on policies and practices must continue (Jauhari, 2017). Multicultural based learning is learning by integrating multicultural education in the learning process. Multicultural-based learning aims to instill a character of tolerance and respect for differences among others. To deal with pluralism in culture a new, more tolerant paradigm is needed, namely the multicultural education paradigm (Rahmawati & Fatmawati, 2016). Multicultural based education is a view to creating tolerance in the plurality of an environment. Multicultural based education will lead students to be more tolerant and inclusive of diverse community conditions. Multicultural based education provides an affirmation of being appreciative of other people's cultures, giving awareness that diversity and diversity are the wealth and treasures of the nation. In essence, multicultural education has attitudinal, cognitive and instructional goals (Etzioni, 2002: 197).

Multicultural education will be integrated effectively with an approach that is in accordance with the conditions of the country of Indonesia. In the practice of inclusive learning, children with special needs and regular children will get an understanding of sharing and understanding. Thus, there will be no blame for each individual's differences (Mahfud, 2013: 185-186). The practice of multicultural education in LKGISS Elementary Education starts with: understanding of school stakeholders through the introduction of multicultural



conceptual ideas through the dissemination of concepts interrelated with the school curriculum, and secondly, an awareness of attitudes and values based on the goals of national education and Islamic education on the basis of the Koran and Hadith and finally is achieved when the pattern of implementing multicultural education is integrated with Nationalism values and Islamic values.

Institutional Dimension

Inclusion schools are education service systems that involve children with special needs to learn together with other peer-aged students in the regular school closest to where they live. Alternately, a school that accommodates all students in the same class by providing appropriate, challenging educational programs, as well as assistance and support that can be provided by the teacher so that they succeed, but adapted to the abilities and needs of each student (Karhu, 2014) is also inclusive.

Inclusion schools are regular schools (regular), but accept children with special needs as students by providing an education service system tailored to the needs of both normal students and children with special needs students through curriculum adjustments, learning strategies / methods, assessment, and preparation of facilities infrastructure (Karhu, 2014). According to Valiullina & Fedotova (2016) ABK students get services in accordance with their potential and normal students get services to develop their potential in accordance with their capacity so that students with special needs and normal students jointly develop potential in accordance with their respective capacities. Thus, inclusive education services organize combined regular and special education services in one school system.

Lazurdi Kamila Elementary School embraces all students from a variety of diverse backgrounds, individual conditions, and social levels to be educated and learn together without discrimination so that the potential and personality of each of the diverse students can develop in harmony and balance with the same subject matter facilitated by a teacher. When children with special needs learn from a teacher in the class, the children with special needs are accompanied by a mentor or companion in addition to the teacher who is teaching (Rozenfelde, 2017). Therefore, ABK gets additional education services from a special tutor and infrastructure that is tailored to their needs, this clinical service is provided and scheduled according to the needs of students. In these circumstances all learners learn together regardless of differences that might exist without exception. This service stands alone without intervention from the school management. This service is called PELANGI Clinical Services. Pelangi Clinical Services has professional clinical staff consisting of Speech Therapy, Occupational Therapy, Physiotherapy, Psychologists and Sign Language Translators.



Togetherness values as core values of inclusive education must continue to be pursued so that they are manifested in an inclusive school environment. Some of the strategies that need to be employed are as follows: (1) Inclusive Awareness, carried out in order to foster a shared understanding of inclusive education by school residents (principals, teachers, students, parents of students, and school committees). (2) Implementing the EFA (Educational for All) principle within the scope of schools through the launching of school programs for all students. The program includes among others the competency development program for all students tailored to the characteristics and needs of each, recreation and rehabilitation programs for ABK which in its implementation can involve normal students, and activities involving all students, such as flag ceremonies. In carrying out the flag ceremony blind children can be involved in reading prayers and obades. (3) Social integration settings, in the form of activities that involve all students to be able to communicate, interact, and joint activities between Children with Special Needs and regular students. (4) Treatment of individual characteristics based learning, namely by placing and treating ABK based on the characteristics of their learning needs in class settings with regular students. The strategy is to that he special needs student is placed in a reasonable position (not behind) and during the learning process take place to get help learning from GPK (special Teacher Advisors) and student motivators. Students with special needs have the same rights in learning and appreciating their learning outcomes, only the way and shape are adapted to ABK's abilities. For example, the Autistic children with special needs is able to present the results of the discussion with the group.

The birth of inclusive education policies, especially in the education system in Indonesia is basically a mandate as well as an ideal of the founding fathers that have led the Indonesian people to walk through the gate of independence. One of the mandates contained in the foundation of Indonesian national philosophy is social justice for all Indonesian people. Inclusive education is the implementation of social justice in the realm of education that upholds the value of togetherness.

Special Tutor	Gender	Education	Skill
Ahmad Riyadi, S.Psi	Male	S1 Psychology	Psychological Services
Anna Sholiha G, Amd.OT	Female	D3 Occupational Therapy	Occupational Therapist
Desi Sulisty Wardani, S.Psi	P	S1 Psychology	Psychological Services
Endang Sriyani, Amd.OT	P	D3 Occupational Therapy	Coordinator of Pelangi Lazuardi and Parents

Eksan Aditomo, Amd.OT	L	D3 Occupational Therapy	vocasional skillandR&D on inclusion
Firtarani, Amd.OT	P	D3 Occupational Therapy	Okupasi Terapis
Heni Suryanti, Amd.OT	P	D3 Occupational Therapy	Occupational and vocational skillTherapist
Inggit Setiyaningrum, Amd.TW	P	D3 Speech Therapy	Speech Therapist
Linda Tri Hastuti , Amd.OT	P	D3 Occupational Therapy	Occupational Therapist
Meylisa Tamtiningsih, Amd.OT	P	D3 Occupational Therapy	Occupational Therapist
M. Yusuf, S.Psi	L	S1 Psychology	Psychological Services
Rica Okta, Amd.TW	p	D3 Speech Therapy	Speech Therapist
Ridwan Faqih Suryadi, S.Pd	L	S1 PLB	Remedial Service
Rohmah Alfiah, Amd.TW	P	D3 Speech Therapy	Speech Therapist
Siti Nurhalimah, Amd.OT	P	D3 Occupational Therapy	Occupational Therapist
Sisca M, S.Psi	P	S1 Psychology	Psychological Services
Sadania Apriani, Amd.OT	P	D3 Occupational Therapy	Occupational Therapist
Wahyuningsih, Amd.OT	P	D3 Occupational Therapy	Occupational Therapist
Winda Utami, S.Psi	P	S1 Psychology	Penerjemah Bahasa Isyarat
Wulan Sari, Amd.OT	P	D3 Occupational Therapy	Occupational TherapistandCoordinator of therapists in elementary school
Yeni Febriyanti, S.St.FT	P	D IV fisioterapi	Physiotherapist
Yunita Dwi Larassati N, Amd.TW	P	D3 Speech Therapy	Speech Therapist

Adaptation and cooperation between parties involved in deepening inclusive education are needed that are not yet well known to the wider community, as stated by Friend and Bursuck (Sunardi, 2011: 7), important points in adapting instruction for inclusive education, such as clarifying expectations of students with special needs who are integrated in regular classes,



arrangements for sharing planning time and instructional time for all team members, sufficient professional development for all staff members related to the topic, desire to work collaboratively, and initial resource allocation to move towards inclusive practice. LKGISS Elementary School builds communication and cooperation with several parties, both private and government namely: Education Department in Inclusion class, Special Education Study Program at Sebelas Maret State University, Faculty of Psychology, Muhammadiyah Surakarta University, Sahid Surakarta University, Wonogiri City Education Office, and University Yogyakarta State Islam.

Learning is at the heart of the educational process in an educational institution. This was agreed by LKGISS Elementary School in acknowledgement of the fact the the quality of learning is complex and dynamic viewed from various perceptions and perspectives across a timeline and accordingly the readiness of human resources in managing learning becomes very important. At the micro level, the achievement of quality learning is the professional responsibility of a teacher, through the creation of meaningful learning experiences for students and facilities to achieve maximum results. At the macro level, through a quality learning system, educational institutions are responsible for the formation of a qualified teaching staff, which can contribute to the intellectual, attitudinal, and moral development of each individual student as a community member (Ministry of National Education, 2006). HR owned by elementary school Blue Kamila has a background that can be accounted for because they have an educational background that suits the needs of students as can be seen from the following table:

Inclusive Learning Process

The reality of learning at LKGISS Elementary School is that it can be seen that the factors that influence the learning process in the classroom, both externally and internally, include teachers, material, patterns of interaction, media and technology, learning situations and systems. Of course, in its development LKGISS Elementary School tries to adapt to the necessary characteristics of school inclusivity as it is a pilot school of Inclusion.

Observations in class I, II, and III inclusion students were found. In the three classes there are regular children and children with special needs who carry out learning in one room. The assistance model given to children with special needs varies because it is tailored to the type of student needs. Students with mild and moderate types of need usually receive a share assistance model, which is a companion teacher catering to children with needs. This is based on the results of interviews conducted by the inclusion coordinator of LKGISS Elementary School: "The mentoring program provided to the children with special needs was divided into



two: full assistance and share assistance. Determination of assistance provided to students is tailored to the needs of students through assessment before class division". In preparing the learning plan for implementation in the classroom the teacher bases the work on the criterion of the students who will receive the learning. To overcome the diverse range of ability of students, teachers design interesting learning media and use methods or forms of teaching activities that also vary. LKGISS Elementary School, an inclusive school, modifies the curriculum according to the needs of inclusive schools based on the concept of education for all, namely education for all people with diverse backgrounds (Observation, July 2016).

Inclusive education is an education service system that includes children with special needs learning together with their peers in regular schools closest to where they live. The school makes adjustments both in terms of curriculum, facilities and learning systems that are tailored to the individual needs of students. This is in line with the results of Abdullah's (2016) study finding that inclusive education requires schools that must adapt to the demands and needs of students, not students who adjust to the school system. The prevailing view is about education which must adapt to the conditions of students. The concept of inclusive education requires schools to adjust according to the demands of special needs of students through various types of modifications, ranging from curriculum, facilities, learning systems, teaching staff and education, learning models, to the scoring system. The view that education must adapt to the conditions of learners with special needs is very much related to the existence of differences in themselves according to Lindgren (1967) in Delphie (2006: 54). The difference here does not necessarily give rise to discrimination in education, but education must be responsive in the face of differences (Baihaqi & Sugiarmun, 2006: 76). Thus the teacher must have the ability to deal with many differences.

The learning atmosphere brings together inclusion children and normal children in one classroom with curriculum, methods, materials, media and the same evaluation of learning, but if there are remedial inclusion students the difficulty level of the questions is adjusted to the students' abilities (Endang, Oktober /2017).

Every learning experience requires the main material, interesting learning methods, innovative media and assessments that are in accordance with the competencies to be achieved. Students with special needs get the same learning experience as regular children in the same classroom, but ABK get special assistance in the learning process, this type of mentoring is divided into two forms: full mentoring that directs overall assistance and the assistance of share directed teaching, the assistance of 2-3 ABK with mild types of disorders.

Subjects follow the 2013 curriculum. 'In reality' learning is in demand by students, teaching materials are prepared in accordance with the Individual Education Program and syllabus that



has been previously designed. In the implementation the teacher forms groups according to the amount of material in the textbook, the teacher directs and explains the material and students are given the opportunity to discuss with each group and discuss together. It is realized that teachers must have an understanding of the nature of learning, learning objectives, competencies that can be developed in learning as a matter of course, what values are needed and can be developed in learning, before the teacher can determine the method or approach to be used (Anggara, 2007: 102) Learning emphasizes the concept of integrated subject matter (diachronic, ideographic, unique, and empirical) and learning that relates to students' daily lives, such as students being shown the surroundings or events around them according to the material provided. When learning is contextual and transformative, active and participatory in the perspective of social values and emphasize that this life is always experiencing development as well as referring to history it can be inclusive.

In general, the 'reality' of learning at LKGISS Elementary School is evident in the learning process as identified by the observation that: (1) lectures vary, namely two-way lecture and question and answer system, (2) use of discussion methods namely presentation of learning, where students are faced with a problem that can be a question or question that is problematic to be discussed and solved together. In this discussion the teaching-learning process occurs, namely there is interaction between two or more individuals involved in exchanging experiences, information, solving problems, engaging all students, (3) use of excursions such as visiting historical sites or places outside the school that are linked to teaching material in each class, activities designed in advance by the Teacher Working Group (TWK) in the school with the expectation that students write reports and discuss with their peers and teacher. (4) inquiry method, where students are given the opportunity to search, investigate, research, solve their own problems, while the teacher acts as a director, mediator and facilitator who is obliged to provide relevant information in accordance with teaching material is evident. In this method students are divided into small groups and the learning process is not in the final or direct form because students will find a solution by seeking information, gathering resources in the form of books, journals, magazines and so on so that students can form it in a hypothesis and draw conclusions. With this method students can be active, both in the process of finding, investigating, and in acquiring knowledge in order to develop a critical attitude and synthesise.

School Principals, teachers and students are the determinants of the creation of friendly schools. Principals as managers of education need to be wise and educate staff about students with special needs. Teachers are also required to better understand the diversity of individuals, to have high tolerance and empathy, and readiness to teach children with special needs. Student collaboration is the best way for student development to be truly involved in

improving academic and social quality for children with special needs in their classrooms. A further crucial role is played by parent stakeholders in the effort to develop their children in school. Cooperation between teachers and parents so that both have the same program in optimally developing children's potential is thus essential.

Accessibility of the school environment in the structure of the physical environment, including classroom arrangement, in this case requires adaptation, for example for wheelchairs, or chairs for guidance teachers. The learning environment should not endanger children and the school environment should be welcoming so that most importantly, the classroom facilitates effective learning and teaching for all children. This is in line with the results of this research which finds that the Inclusive Classroom Profile is designed to measure the quality of inclusive classroom practices, see Table 2 below, and can support the development needs of children (Soukakou, Evangelou, and Holbrooke 2018, Damianidou, Phtiaka 2017)

Table 2: The number of students with special needs based on the level of the class and the type of special care

NNNo	Educational Grade	AUTIST	ADHD	MENTALLY DISABLED	DEAF	SLOW LEARN	BEHAVIORAL DISORDERS	PHYSICALLY DISABLED	WRITING AND READING DISORDERS	DOWNSYNDROM
11	I	2	-	-	1	1	1			1
22	II	1	2	1	1	1	1			1
33	III	1	2	-	-	4	-		1	
44	IV	1	-	1	-	2	1			
55	V	-	1	1	-	1	-			
66	VI	1	1	2	-	2	1	1	1	
SUM		6	6	5	2	11	4	1	2	2

The elements that are key to a friendly class are the material, programs, attitudes of teachers and students as a group. Building a classroom atmosphere that can nurture children motivated to learn involves giving children the opportunity to play a role so that they feel part of the group and part of class management. This is in line with the statement "Inclusive classrooms create students who are comfortable with differences, skilled at challenging issues, and aware



of their interconnectedness" (Shevin, 2008). In addition, building interaction and communication between parents, teachers with parents, fellow children, teachers and fellow children will further support the creation of accessibility. Building good communication between all components related to inclusive education will provide harmony and make education run well in accordance with national education goals.

Lazurdi Kamila Global Islamic School (LZGISS) Elementary School uses clinical and learning services that have been packaged in flexible curricula that are able to respond to the diversity of children's needs (Garnida 2015: 107). Providing opportunities for children with special needs to attend regular schools will have an impact on the school curriculum, even though in reality the regular school curriculum is very much determined by the curriculum set by the government. Therefore, silabi and teaching approaches need to be tailored to the needs of children. The difficulty in this adaptation curriculum is finding special needs children's needs and also other stakeholders who need to be considered in implementing a flexible curriculum, namely: teachers, students, and learning resources. This adaptation curriculum is structured according to the peculiarities of students with special needs, and the training is carried out by class teachers, special teachers/tutor (GPK), PELANGI Coordinators, curriculum field officers and parents.

Based on the data in the school the following results re students with special needs who have adaptation curricula were found. An inclusive curriculum emphasizes the situation in the classroom that is able to accommodate the diversity and needs of children (Soukakou, Evangelou, and Holbrooke, 2018). For this reason, modification of the curriculum is needed. There are three alternative curricula that are fundamental to serving the level of participation of students with special needs in regular classes, (1) Similarity; similarity in focus, goals and activities, (2) multilevel, the similarity of the curriculum in setting 10 points compliance, but at a lower level using PPI based on assessment results, and (3) overlapping curriculum, similarity of activities but different focus.

Equality in Inclusive Learning

In preparing for learning the teacher uses an individual approach for students who have learning difficulties. Moreover, Children with special needs are students slow to learn so that guidance teachers, subject teachers, and homeroom teachers work together to guide students with special needs in the learning process. In addition to the classroom, students with special needs can be allocated if needed, to a special ABK classroom (inclusion room) where the place and time have been scheduled in advance by a special supervisor.



In children with special needs learning individual learning programs (IIP) are used, often known as the Individual Education Program (IEP) to ensure that children with special needs have individual learning programs to see their specific needs. With the existence of IIP, teachers are expected to be motivated to assess the learning characteristics of each child (Abdurrahman, 1999: 56). In learning at LKGISS Elementary School there are several inclusive classes that do not need individualized learning because in practice there are some children with special needs who do not need individual learning programs, they can learn together with regular children with the same program without differentiating. As stated by Booth T, Ainscow M, & Kingston D (2006) 'that children differ from each other does not mean they all have to be involved in individual tasks but understanding the various ways among them through shared experience is a good learning achievement' (Jauhari, 2017)

Regarding the learning materials, these used in accordance with the 2013 curriculum, syllabus, and subject books that are tailored to the class level, the level of ability of students with special needs and their respective programs / majors. Learning material contains relevant facts, concepts, principles and procedures, and is written in the form of items in accordance with basic competencies. The curriculum used in Lazuardi Kamila School is the 2013 curriculum in accordance with the government curriculum and has been adapted according to the development of students in each class (M. Nashir, September / 2017).

The curriculum for children with special needs is prepared based on the initial assessment carried out by the PELANGI clinic School which must be in accordance with the IEP which will be prepared before learning begins, and of course adjusted to the level of academic development, emotional development and language of children with special needs (Endang, October / 2017).

The role of a teacher is relatively important so that the teacher needs to be prepared to become a professional teacher, especially in inclusive schools that have a variety of student characteristics both in terms of physical, emotional, cognitive, language, behavior and other needs so that teacher unpreparedness when managing learning is quickly evident (Walton, 2017). Teachers must be able to create an atmosphere that encourages students to think, act, and be creative so they can express their ideas and creativity freely but within the limits of norms that are consistently enforced regardless of the diversity of characteristics and needs of students (Surahman, 2014: 130-141).

The teacher's educational background is one of the factors in the success of the teaching and learning process in the classroom and in the therapy room. So that learning and action therapy in the Pelangi room carried out by the school is right on target. All lecturers and therapist staff have special expertise in their respective fields and have



social competence and personality in accordance with the principles of the Prophet's knowledge. Lazuardi Kamila Elementay School added the concept of the Global Islamic School because it adapted the Cambridge curriculum with Islamic values in its curriculum. (Titik, September / 2017)

LKGISS Elementary School as one of the organizers of inclusive education is a community that is cohesive, accepting, understanding and responsive to the needs of students as unique individuals. This is in line with the statement "Schools are increasingly acknowledging the heterogeneity of their student population and the need to respond thoughtfully and responsibly to differences in the classroom. It's understandable that educators often have demands for inclusion, multicultural education, multiple intelligences, and differentiated instruction to deal with the growing diversity (Shevin, 2008). The attitude of mutual respect, respect, love, empathy, mutual help, and working together is a character that must be maintained and developed optimally as a distinctive characteristic of the national pride. This is based on the statement of the principal and head of the inclusion field:

In the process of educating children there is no term selective because in the educator and all school stakeholders, the principle has been embedded to educate all children based on their talents and characteristics. Since the beginning, the philosophy of education for all and child-friendly education has been embedded (Titik, October / 2017)

In the process of educating children with special and regular needs, class teachers and special companion teachers (GPK) already have an attitude of patience, mutual love, mutual respect and understanding of the diversity of students where the character developed in the school is the Rasulullah (Endang, October / 2017)

In this case the most important supporting factor is how the school engages students in fun teaching and learning activities. Furthermore, the teacher as an educator with cognitive, affective and lifeskill abilities becomes inspiring in educating students with different backgrounds and abilities to be able to develop and optimize the abilities of students in terms of their intellect, attitudes, and skills. The teacher is a model and role model in character education, and as such, from the beginning to the end of learning, the words, attitudes and actions of educators must reflect the character values that they want to instill.

The figure of the teacher that must be possessed by SD Lazuardi Kamila is a teacher who has four competencies in accordance with the competencies standardized by the



government in the national education system law, namely professional, social, pedagogic and personality competencies (M. Nasir, October / 2017)

A teacher in an inclusive school is demanded to be extra patient, painstaking and innovative so that in the implementation of the teacher's recruitment, it is expected that it must meet the specified standards (Endang, November / 2017)

Infrastructure facilities are also an important part to support the smooth operation of inclusive education as the facilities and infrastructure found in the education unit administering the inclusive education must contribute to added accessibility and provide learning media for students with special needs. In addition to facilities such as those used by regular schools, children need special education services which necessitate the use of special infrastructure and equipment in accordance with the types of disorders and needs of children. The management of facilities and infrastructure is in charge of planning, organizing, directing, coordinating, supervising, and evaluating the needs and uses of infrastructure so that they can contribute optimally to learning activities.

According to Naim (2009: 15) the role of teachers is to accompany their students towards learning success or maturity. Psychological aspects referenced in this context include the fact that students who learn generally have different levels of development from one another and do so through different responses to material, methods, and approaches. Likewise, the conditions of students, competencies, and goals to be achieved are also different. The way students are tested for subject matter is not the same, and the way of learning is also diverse. Qualified teachers enable their students not only to achieve national academic standards but also to value gaining important knowledge and skills for learning throughout their lives (Domianidou, Phtiaka, 2017). The aims is contribution to their community life through broad thinking and wise action in dealing with problems to be a positive example for the generation that follow.

Other efforts to support the smooth running of inclusive education, special training on inclusion in temporary regular teachers was carried out in stages by the local government, in order to shape the character of the teacher in handling and understanding inclusive education as a whole. A communication forum for the formulation of learning plan modifications and syllabus that is tailored to the needs of students with special needs in each school providing inclusive education reports that

Schools do several things related to the smooth learning in inclusive classrooms: Training, seminars, internships, are involved in the activities of the city-level Inclusive



working group (KKGI) weekly meeting and the Provincial and National KKG (Titik, November / 2017).

Conclusion

The reality of learning at LKGISS Elementari School is that it can be observed through the factors that influence the learning process in the classroom, both externally and internally, including teachers, material, patterns of interaction, media and technology, learning situations and systems. In preparing the learning plan through to the classroom implementation ,the teacher must base the work on the criteria of students who will receive the learning. The inclusive education model in learning at the LKGISS uses a moderate education model, which combines integrated and full inclusion. This moderate model is known as the mainstreaming model. The inclusive education model brings together students with special needs with regular students to study together in the same classroom, curriculum, material, media, and through the same teaching and learning method.

Will the placement of disabled children in regular schools be really good for their welfare? It will take time to prove this and the right support is needed in design for schools who aim to test this. The number of children with disabilities attending school has significantly increased and so a target to realize education for all in 2015 seems to be more realistic. Although its implementation in Indonesia still does not seem serious, as indicated throughout this paper, there have been significant efforts by both the State and the community and related educational institutions.

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