

The Implementation Of Education Management At Islamic Inclusive Elementary School At Solo Indonesia

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Abstract: *The objective of this research is to describe the implementation of inclusive education in the elementary school of Al-Firdaus. This case study investigated the implementation of inclusive education at Al-Firdaus Elementary School Surakarta Indonesia. The research focuses are management of students with special needs, modification of the Inclusive Education Curriculum, implementation of learning management, and management of educators and staffs. The method used is the qualitative approach. The techniques used in data collection are participant observation, documentation, and interviews involving the principal, teachers, parents, community, and students. The data were analyzed descriptively by using the steps of data collection, data reduction, data presentation, and conclusion. The research results reveal that: (1) Management of Students with Special Needs requires fighting power, endurance, and high patience. There are children with special intelligence and special talent of course their treatment cannot be the same as normal students; (2) Modification of the Inclusive Education Curriculum used the national curriculum, the International Baccalaureate (IB) curriculum, a modified curriculum, and a curriculum according to the abilities and characteristics of students; (3) Implementation of Learning Management is slightly different from management at other schools. Smart plans describe character education starting from indicators (indicators), goals (the goals), strategies for how to achieve them (how to achieve); and (4) Management of educators and staff consists of classroom teachers, subject teachers (Islamic religious education, sports, English and information technology), teachers of reading and writing Al-Qur'an/tahajji, special companion teachers (GPK) and extracurricular teachers). Each teacher has their duties and obligations.*

Keywords: *inclusive education, Islamic character, elementary school*

1. INTRODUCTION

Educational services for exceptional students in Indonesia haven't ready yet to organize, meanwhile, exceptional students increase. Data of inclusive schools showed that the number of inclusive elementary schools has reached 16 schools in Surakarta Indonesia. An inclusive expert states that the tendencies of children with special needs increase, thus, schools with inclusive education are expected to be able to provide educational services

(Gilmore, 2012; Sunardi et al., 2011)). Inclusive education has received great support from the government although at the level of implementation it needs to be addressed (Tarman, Kilinc & Aydin, 2019). Schools must perform management function if to implement inclusive education consists of planning, organizing, actuating and controlling well and prepare inclusive elements to include teachers and infrastructure (Budiharso & Tarman, 2020; Rudiwati, 2011; Yusuf, Sasmoko, & Indrianti, 2017). The study conducted in Brazil states that there are still teachers hasn't ready yet to educate exceptional students due to the problems addressed to the complexity of children with special needs (Deng, 2008; Manrique, et al., 2018). Therefore it is necessary to have an educational service strategy for children with special needs.

Harmonious cooperation is a must. This is in line with the education of special children in Hongkong, that optimism is still built between parents and teachers even though there is anxiety about children with special needs (Forlin & Rose, 2010; Gerken, 2006; Gerken & Vandyke, 2006). The inclusive education model has been a hot topic to be discussed among education experts from around the world (Solikhah, 2017a). Learning of student's centered, learning about empathy, tolerance, child-friendly learning, learning about mutual understanding, help, and love each other are character education in inclusive school wherein regular students and exceptional students are mixed in one class (Rofisian, 2018; Clark et al., 1999)

School is a teaching-learning institution as well as a place to give and receive lessons according to its level. Islam is a religion taught by the Prophet Muhammad based on the holy book of Al Qur'an revealed to the world through the revelation of Allah SWT (Kadir, 2015; Depdiknas, 2014:549). Inclusion means unification. In the context of education, it is to unite children who have obstacles to comprehensive understanding in educational life as a whole (Corbett, 2003; Smith, 2006). Inclusive education is an educational model that accommodates various competencies of students and those with special needs learning together in one school without discrimination) (Putro, 2013; Ekins, 2013; Budiharso, 2018).

The implementation of inclusive education pays great attention to the problem of character education (Budiharso, 2016). Student-centered character education can be implemented properly by applying Islamic values, in other words, applying *asmaul husna ar rahman ar rahiim* meant compassionate character manifested by God for human good deeds. Student-centered learning is designed with attention to the learning needs of students and a comprehensive assessment carried out in the curriculum, human resources who handle it, and the infrastructure (Amka, 2017; Lam & Phillipson, 2009).

The implementation of character education needs to be instilled from an early age. Currently, the achievement of character education achieve 50% for children aged 4 years, and there will be an increase at the age of 8 years and over (Lambe & Bones, 2008; Abubakar, 2014). Character education is a holistic education that involves all good behavior. This education is appropriate to be given to children from an early age which incidentally is the parents' responsibility (Solikhah, 2017b). Meanwhile, Islam looks further about the basic human needs as expressed by Al-Syathibi that the formulation of human needs in Islam, the name is *Dharuriyat*, is primary needs, in other words, the need to maintain religion (*hifdzun addin*), to maintain reason (*hifdzul aqli*), to care for offspring (*hifdzun nafsi*), to guard the property (*hifdzul mal*), guard offspring (*hifdzun nasli*) (Sari, 2016; Williams et al., 2005).

The problem of basic human needs is very important in maintaining reason, for human beings. Allah SWT says that "He taught humans what they do not know"(Q.S. Al-Alaq, 96: 5). Then, human beings are required to seek knowledge until the end of their life. Allah the Great says, "Say O, my Lord, add to me knowledge" (Q.S. Thaha, 20: 114). In the perspective of Allah SWT's revelation, Allah SWT creates humans in a perfect state (Q.S. At

Tiin: 4) and requires knowledge (Q.S. Al Alaq: 4-5). Besides, Allah the Great informs that humans both male and female without exception naturally moves as tribal and national beings need knowledge and socialize with one another (Q.S.An Nur: 61). Islam also concerns with special need groups as in (Q.S.Abasa:1-4) which provides the concept of belief in the implementation of the education system for all (Triyanto & Permatasari, 2016).

History records that in fact, this universal education system has existed in the past 14 centuries since verses 1-4 of the surah surat Abasa. It is strengthened by the history of inclusive education in the world at first initiated from Scandinavian countries (Denmark, Norwegia, Swedia), in America 1960s, in England in Ed. Act. 1991, and then the Bangkok Declaration in 1994 triggered the need for inclusive education, and Indonesia in 2004, then in 2005 an international symposium was held at the Bukit Tinggi (Moin et al., 2009; Budiarti & Sugito, 2018). The objective of inclusive education is to fulfill the mandate of Article 31 of the 1945 Constitution. Meanwhile, the basis of inclusive education is philosophical, juridical, and empirical (Murniati, Usman & Nasir, 2018; Manset-Williamson & Rogers, 2002).

Inclusive education is intended as an educational service system that includes children with special needs (with physical, emotional, mental, social, and/or intellectual and/or special talent to obtain quality education (Mahbub, 2008; César & Oliveira, 2005). Thus, inclusive education is friendly education to children with an education service system that requires children with special needs to study at the closest regular school with friends their age (Ministry of National Education, 2010:21).

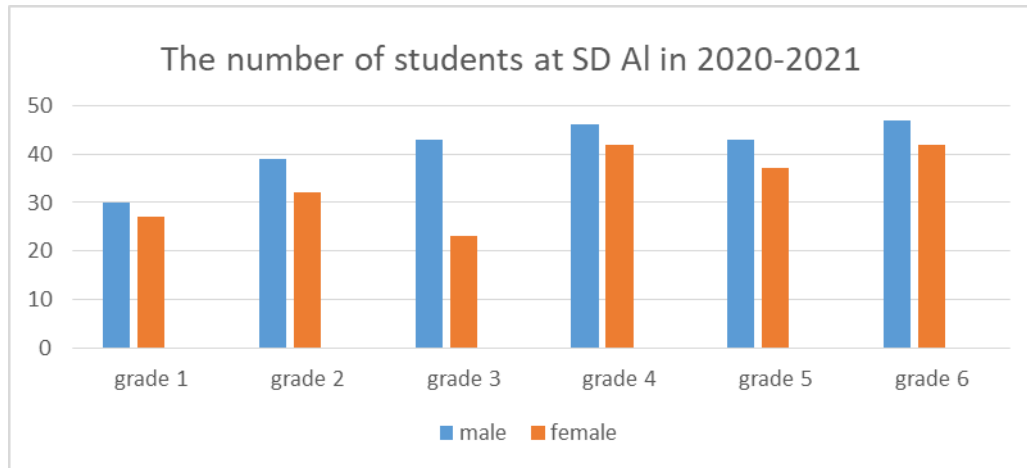
Constitution of Indonesian Republic Article Number 31 (1) of 1945 states that every citizen has the right to education and Law Number 23 of 2003 concerns with National Education System. The state should provide quality educational services to every citizen without exception including those who have physical differences and experience problems in their learning or are often referred to as exceptional students. Permendiknas No. 70 of 2009 regulates Inclusive Education for students who have disabilities and have the potential for intelligence and/or special talents. The above legislation shows that the issue of inclusive education for children with special needs has been taken into account by the government from the central to regional levels. The data of 30% of ABK who have received an education; only 18% of them have received inclusive education, both from special schools (SLB) and ordinary schools implementing inclusive education (Emam & Mohamed, 2011).

From the real illustration of inclusive school education in Surakarta, it shows that the organizers of inclusive schools of SD/MI are dominated by public schools with 32.12% and private schools with 14.6%. Meanwhile, at the junior high school level, private schools are dominated with 4.85% and state schools with 3.88%. The total of all-inclusive education of SD/MI and SMP/MTs is 55.45%. The percentage shows that the missed expectations that Surakarta as a city for inclusive education is far behind Boyolali, 32 schools that provide inclusive education are 179.84% of the 562 SDN schools in Boyolali Regency (Kadir, 2015; Solikhah & Budiharso, 2020).

Some researchers have investigated the inclusive education paradigmatically that has been implemented in various regions. Yusuf (2003) & Sunaryo (2015), reminded that education for children with special needs must be carried out with the best possible fulfillment efforts. Also, Kharisul (2013: \2) & Mareza (2016). states that the reality is that many children with special needs do not get the right to education and teaching like normal children. The government has provided access to education for children with exceptional students by being facilitated in SLB. However, the existence of this institution so far has not provided sufficient facilities for exceptional student development.

Data on the number of educators and students at the inclusion school SD Al-Firdaus in 2020/2021 are in Fig. 1.

Fig.1. Educators and students at the inclusion school SD Al-Firdaus



Meanwhile, the data of exceptional students Al-Firdaus Elementary School in 2020-2021 are as follows:

Table 1 Students with special needs at Al-Firdaus Elementary School in 2020-2021

Types of Students' Special Needs	Number of Children	Types of Students' Special Needs	Number of Children
Autism	10	hearing impairment	5
Low vision	1	slow to learn	2
Down Syndrome	3	speech impairment	1
Development Delay Disorders	6	behavioral disorders	1
AHD	2	congenital heart defects	1
Mental retardation	1	epilepsy	1
Nystagmus	1	intellectual disabilities	7
Hyperactivity	1	motor disorders	2
Speech Delay	2	ASD	3
Learning difficulties	47	Cerebral palsy	2

The total of these special children with special needs is 63 children. From the reality of exceptional students, 28 special companion teachers are needed with 1 technical special assistant teacher accompanying several exceptional students. They are also assisted by 21 class teachers and 15 subject teachers.

Due to the importance of paying attention to inclusive education for children with special needs, this case study investigated the implementation of inclusive education at Al-Firdaus Elementary School Surakarta Indonesia. It is one of the private favorite Islamic school prioritized character education. The research focuses are management of Students with Special Needs, modification of the Inclusive Education Curriculum, Implementation of Learning Management, Management of educators, and staff.

2. RESEARCH METHOD

The approach used in this research is qualitative with field research involves analyzing and presenting systematic facts about the actual state of the object (Parker, 2004). The data sources used in this study are primary data (main data) and secondary data (addition data) (Rijali, 2019). Primary data sources are data that come from informants directly concerning the problem under study. Secondary data comes from documents in the form of notes. Regarding other important data sources are various written sources such as dissertation books, curriculum vitae books, journals, documents, archives, evaluations, decrees, diaries, and others besides photos and statistical data, data collection, observation, and documentation (Cohen, 1999). The data analysis technique used in this study is interactive model analysis (Interactive Analysis Model) which includes three components of analysis, namely data reduction, data presentation, and conclusion drawing, carried out in an interactive rubrics with the data collection process (data collection) as a cycle (Miles & Huberman, 1994).

3. RESULTS AND DISCUSSION

Based on data analysis taken from observations and interviews with several data sources regarding the implementation of inclusive education for children with special needs in schools, researchers describe it with several educational components. The education components include (1) student management, (2) curriculum management, (3) education personnel management and GPK, (4) infrastructure and facilities management, (5) financial/fund management, and (6) environmental management (school and community relations), and special service management (Directorate of Primary and Secondary Education Management 2008:6-9). Regarding the condition of children with special needs who have various limitations and learning needs, in the implementation of Inclusive education, management is needed which includes modification of students or students, curriculum, learning strategies, and evaluation, educators and education staff, infrastructure, financing, special services, relationships with the community.

3.1. Management of Students with Special Needs

The initial stage after the administrative process is an interview, this stage is applied to gather information from prospective parents of students about what and how the concept of education, motivation, goals, and targets entrust the educational process of their children with Al-Firdaus. After that, the socialization of the Al Firdaus educational concept was given. The important point is to get parental understanding, agreement, and commitment. This was done so that in the future the education process could run harmoniously and synergistically.

There is no new student admission test at Al-Firdaus elementary school. However, the assessment used is the mapping of abilities and search for talents, potentials, and interests through observation. The Inclusion Coordinator, Riris, S.Pd, explained that when observations were made by the team for cognitive assessment, developmental assessment, academic assessment, which was centered at the Puspalenta (a special division for ABK services), that is where uniqueness was found. If necessary, it would be followed up due to an

indication of special need. Then a follow-up interview was conducted with the parents of exceptional students to obtain understanding, agreement, commitment, and other logical administrative consequences. Observation and further assessment for exceptional students aim to determine the appropriate material and curriculum modifications for exceptional students that will be designed by the school.

Management of exceptional students requires fighting power, endurance, and high patience. Exceptional students who have special characteristics need a different touch. There are children with special intelligence and special talent of course their treatment cannot be the same as normal students.

The data for exceptional students as described in the picture above are as follows: 31 students with math learning difficulties, 8 students with reading difficulties, 6 students with emotional disorders, 4 students with slow learning, 4 children with hearing impairment, 3 students with cerebral palsy, Mental retardation for 2 students, Sensory Integration disorder for 2 students. Total is 62 students. The total number of students of Al-Firdaus Elementary School is 571 children. So the exceptional students in this school are 10, 8%.

3.2. Modification of the Inclusive Education Curriculum

The curriculum used in the implementation of inclusive education uses the national standard curriculum that applies in public schools. However, because of the variety of obstacles experienced by students with disabilities, it varies greatly, ranging from those that are mild, moderate, and severe. Then the KTSP (Education Unit Level Curriculum) which is following national standards and the IB (International Baccalaureate) Frame needs to be modified (alignment) so that it fits the needs of students.

Curriculum modification can be started from the objectives or Competency Standards (SK) and Basic Competencies (KD), content, questions, quality, methods, and evaluation. Curriculum modification is important concerning the condition of students. The curriculum modifications made at Al-Firdaus Elementary School are Islamic. Islamic religious education and Islamic values such as practice and manners of worship, morals, are modified in such away. For exceptional students, the most important thing is being able to practice basic worship such as prayer, reading the Al Qur'an and moral character is quite extraordinary.

The curriculum used in the inclusive Al-Firdaus elementary school is the national curriculum, the International Baccalaureate (IB) curriculum, a modified curriculum, and a curriculum that is individualized according to the abilities and characteristics of students. IB curriculum packaging with themes such as Who we are, Where We Are in Place And Time, How We Express Ourselves, How The World Works, How We Organize Ourselves, Sharing The Planet. All of the IB themes are based on Islam Core. The curriculum above is synchronized with the national curriculum and modified for children with special needs. (Doc. Curriculum). The Directorate of Special Education (2004:12) has also mentioned modification of the curriculum with stages a) Modification of the teaching-learning process, b) Modification of infrastructure, c) Modification of the learning environment, d) Modification of classroom management, e) Modification of time allocation, f) Modification of the teaching and learning process, g) Modification of the learning environment (Doc.PPI, RPPI).

Al-Firdaus elementary school modified the curriculum aimed at upholding diversity and giving appreciation for the educational objectives of the focus aimed at all children. Children must acquire knowledge, skills, social, life values according to their needs and abilities. So that the curriculum is designed according to individual needs and progress. Then the teaching material provided is sure to be relevant to children (Sunardi et al., 2011). In line with Sunardi's opinion, in practice Al-Firdaus elementary school has stepped in with a

modification of the National and International curricula while still paying attention to the exceptional students with the first stage of duplication, namely the inclusive curriculum is equated with the general curriculum; the second modification is that the general curriculum is changed to suit the needs and abilities of students; third, substitution, namely that some parts of the general curriculum are removed but replaced with something more or less equivalent; fourth, omission, namely that some parts of the curriculum are eliminated because it is not possible for exceptional students (Rohmadi, 2012:70).

3.3. Implementation of Learning Management

Learning management implemented at Al-Firdaus elementary school is slightly different from management at other schools, namely complete administrative learning. Moreover, this school starts with a smart plan. According to the low-level inclusion coordinator, Riris stated that a smart plan is an individual plan that is made once every 2 months. The content of this smart plan is a learning plan that becomes a mutual agreement between the three pillars, namely students, teachers, and parents. All move together following their functions and responsibilities to achieve the smart plan targets. Smart plans describe character education starting from indicators (indicators), goals (the goals), strategies for how to achieve them (how to achieve). The indicator in question is Knowledge (academic) which includes what subjects will be studied; Non-Academic includes practical worship practices and creative potential of arts and sports; Attitude includes characters such as leadership, caring, cooperation, discipline, mutual respect and appreciation, responsibility; Giving Contribution includes positive actions that benefit others.

Character education is the education of character of values and morals through aspects of moral knowing, moral feeling, and moral action. Thus, the actual purpose of character education is to contribute positively and measurably to a person's personality by strengthening one's potential ability, endurance, doing good to people (Komara, 2018). Islam has long previously educated humans to have the will and ability to read, research, conduct research as mentioned in the Qur'an. QS: Al Alaq: 1 "Read in the name of your Lord who has created" and also His Word Commandments to believe and do good deeds (action) in QS: 2: 25. In 1916, universities in America developed indicators of child mortality as the value of compliance with American nationalism. These values include teamwork, independence, responsibility, truth (Mulkey, 1997).

The purpose of character education is to develop the character of students including attitudes, ethics, morals, responsibility, love for students by showing and teaching good character (Raharjo, 2010). Character education can affect the morals of students if it is carried out integrally and simultaneously based on family, class culture, school environment, and community so that students know, understand, and apply every aspect of life (Anshori, 2017). This is in line with the teacher of Tahfidz) character building is a process that requires collaboration between parents, teachers, and students themselves.

The strength of character education and the totality of psychological and socio-cultural processes are spiritual and emotional development, intellectual development, and affective and creativity development as the great strengths of character education (Siregar, 2018). This is in line with what was conveyed by Komara (2018:24) that national education in the 21st century is aimed at realizing the ideals of the nation, namely a prosperous and happy Indonesian people, with an honorable and equal position with other nations at the global level. This goal can be realized through the formation of a society consisting of quality human resources, namely individuals who are independent, willing, and able to realize the ideals of their nation.

Administratively Al-Firdaus elementary school as an inclusive school, learning is added for exceptional students, namely the presence of PPI (Individual Learning Program),

RPPI (Individual Learning Implementation Plan), and programs. (Doc. RPP, PPI, RPPI, Supporting program, reports).

Organizing learning for children with special needs (ABK) at Al-Firdaus elementary school consists of several components, namely objectives, materials, methods, and media. The purpose of the learning material is to try to design the potential and basic abilities possessed by students so that they can develop optimally and fairly. According to PYP Vice coordinator Aris Suwastini Ariyanti, learning for exceptional students is well served and educated according to their potential by still paying attention to smart plans and PPI (individual learning programs).

The learning material given to the children with special needs is adjusted by paying attention to the results of the assessment and then outlined in the RPPI. In principle, all material is given both general and religious as well as self-development. However, some materials are reduced and only main subjects are given, some are given in full with different methods and approaches. Meanwhile, the main material for the children with special needs, for example about practical worship practices and the Koran, is still given.

Learning media for regular students and exceptional students are fully prepared. Educators have the opportunity to develop learning media. The learning media for exceptional students is completely owned by the school and its management is under the control of the inclusive coordinator of Al-Firdaus elementary school. The learning media can attract students and they enjoy studying. In other words, they learn while playing. There is an LCD facility in every class, full internet to facilitate teachers and students in the classroom.

The methods commonly used in the learning process as expressed by class teachers, subject teachers, inclusive coordinators are various models including lectures, assignments, storytelling, role-playing, playing games, question and answer and laboratory practice, Exhibition, and other methods (Interview with Ambar).

Management of student learning time at Al-Firdaus elementary school one week and 5 days of school entry is a long enough time for researchers, known as full day school. Students feel at home and enjoy learning while playing (Obs.10). The management of this learning is already clear that this school reflects indicators of child-friendly schools. In the morning the teacher welcomes the students with a warm welcome accompanied by children's style music, and/or reciting Al Qur'an.



Figure 1 Learning process at Al-Firdaus

The implementation of learning evaluation management at AL Firdaus elementary school runs normally as the curriculum targets and school goals. The evaluation stage is

starting from daily tests, oral tests, deeds, assignments or portfolios, midterm tests, semester tests, and year-end tests for class advancement (Doc. Daily Test & UTS).

The inclusive school Al-Firdaus elementary school does not recognize children living in class. In other words, all students move up to the next level. The passing criteria are seen from several aspects including KKM (Minimum Completeness Criteria), for exceptional students it could be that the KKM is different from the KKM for regular students. So graduating students to the next level follows academic development based on competence and psychological aspects as well as support from parents. (Doc. Report). Exceptional students take the final basic ability test and take the National Examination to obtain a diploma. However, for students with mental retardation, they can take school exams (US) and are entitled to receive STTB (Certificate of Completion of Study) and continue to secondary school level inclusive education. This policy is following Permendiknas No. 70 of 2009. (Doc. *Syahadah/ STTB*). Also, the school gives an appreciation for the achievements of students' abilities in terms of *tahfidz* Al-Quran, as well as certificates or other awards that can help motivate students (Doc. Tahfidz Certificate).

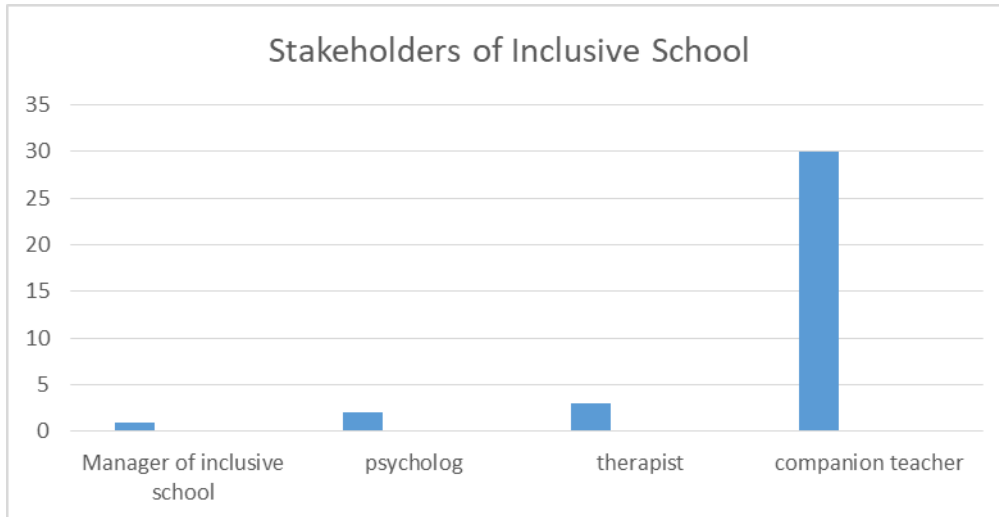
The character that is built in this inclusive elementary school is based on the mutually agreed profile of students, carrying Islamic values associated with the IB Profile: 1). The inquiry is curiosity (QS: Al Ankabut: 20), 2). Open Minded, namely open-minded (QS: 7: 176) 3) Principled, namely principled (QS: Al Mudassir: 38) 4) Communicators have communication skills (QS; .ali Imran 159) 5). Caring is having concern (QS; Al Qasas: 77) 5). RiskTaker is the courage to take risks (QS: 3: 159), 6). Knowledgeable (QS: Al Alaq 1-5), 7) Reflective is thinking about the consequences of an action (QS: Al Hasyr: 18), 8). Balanced (QS: Al Baqarah: 201) 9). critical and analytical thinking responsibly (QS: Ali-Imran: 65). All these values are packaged to the needs of students especially for exceptional students (School Profile Doc.)

3.4. Management of educators and staffs

High commitment and integrity in educating students and having qualified pedagogical abilities are highly expected in inclusive schools because teachers face children with complex conditions that require extra patience and exemplary. Teachers must also be able to create individual-based learning that respects differences. In general, the professional requirements for teachers to be prepared are pedagogical competence, professional competence, social competence, and personality competence.

According to K.H. Hasyim Asy'ari, a founder of *Pondok Pesantren Tebuireng Jombang*, that is, teachers should be; a) easy for students b) enthusiastic, c) helpful, d) care, e) engaged, f) open-minded, g) critical thinker and problem solver, h) wise and compassionate (Kurniawan, 2011:219).

In practice, teachers or educators of inclusive school at Al-Firdaus elementary school are those who consist of classroom teachers, subject teachers (Islamic religious education, sports, English, and information technology), teachers of reading and writing Al-Qur'an/*tahajji*, special companion teachers (GPK) and extracurricular teachers). Each teacher has their duties and obligations. The total number of class teachers is 34 people with details of 17 groups, each class there are 2 class teachers. There are 11 subject teachers. Also, 8 special teachers teach the Al-Quran to teach Tahajji, and 30 special guidance teachers (GPK). In particular, the stakeholders of inclusive school is as follows:



According to Hidayatullah (2010:67–68), an educator must have SAFT Competency, namely *Sidiq*, *Amanah*, *Fathonah*, and *Tabligh*. This competency is stated in Government Regulation Number 19 the Year 2005, namely the Teacher and Lecturer Law. In other words, teachers and lecturers must have Personality, Social, Pedagogic, and professional competencies.

4. CONCLUSION

The implementation of Islamic character-based Inclusive education management at Al-Firdaus Surakarta Elementary School runs well through the system of student admission, curriculum modification, learning modification, preparation of educators and education personnel, financing models, preparation of infrastructure, community relations, and special services. The managerial approach used is strong planning, organizing, actuating, controlling, evaluating.

Management of inclusive education requires Islamic values as moral values because moral strength is the spirit of inclusive education. Besides, the value of Inquiry is curiosity, Open Minded, Principled, Communicators, Caring, Risk Taker, Knowledgeable, Reflective, Balanced, Thinker, Responsible. All the values above are packaged to the needs of students, especially for exceptional students. Meanwhile, the value that must be instilled by educators is SAFT competency, namely *Sidiq*, *Amanah*, *Fathonah*. The implementation of *aruh* (greeting), *gupuh* (hurriedly in welcoming students), *suguh* (providing appropriate learning material), and *langat* (designing a comfortable learning place) is carried out in educating and managing exceptional students.

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