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Internal Support System of Inclusive Education

Witri Shafira^{1,*}, J. Juhanaini², Zulkifli Shiddiq²

¹Sekolah Luar Biasa B Sukapura, Indonesia

²Universitas Pendidikan Indonesia, Indonesia

Correspondence: E-mail: shafirawitri13@gmail.com

ABSTRACTS

The purpose of this study was to reveal how the internal part of the school supports the organizers of inclusive education at 093 Tunas Harapan Cijerah Elementary School. The method used in this research is descriptive with a qualitative approach, the subjects of this research are school principals and teachers at 093 Tunas Harapan Cijerah Elementary School. Based on the results of the study, the internal support system at 093 Tunas Harapan Cijerah Elementary School is still far from ideal, this is because each party as part of internal support has not fully supported the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary School. Furthermore, this has an impact on the learning and mobilization of students with special needs in schools. The learning of students with special needs in practice is completely left to the special supervisory teacher, therefore there is a need for a reassessment of how teachers as internal support the learning of students with special needs in the classroom.

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1. INTRODUCTION

Education can simply be assigned to the *product*, or whether it is the *process* of education that is of paramount importance. However, if education is regarded as a process, a further question arises: what should this process entail? There may initially appear to be a strong argument in support of learning playing a fundamental role, particularly if learning is taken to mean the acquisition of knowledge, understanding, or skills that were not previously held.

Education is one of the development priorities since Indonesia's independence because education has an important role in improving the quality of human resources. In developing human resources, education seeks an environment that allows the development of talents, interests, and abilities of students optimally. To support this, the State of Indonesia guarantees that every citizen has the right and is obliged to attend basic education and the government is obliged to finance it without discrimination.

Law No. 20 of 2003 concerning the National Education System article 5 paragraph 1 states that "Every citizen has the same right to obtain a quality education." Furthermore, in Article 5 paragraph 2 it is stated that "Citizens who have physical, emotional, mental, intellectual, and/or social disorders are entitled to special education.". The law shows that the citizens in question are those who have special talents and intelligence, including children with special needs. Children with special needs must have the opportunity to get a proper education and the same as children in general in education. Children with special needs are children who experience physical, mental, as well as intelligence and emotional disorders. Thus, special learning is required.

Inclusive education is an alternative to providing education for children with special needs as demand from "education for all". In addition, the implementation of the inclusive school system is one of the conditions that must be met to build an inclusive society where the community respects and upholds the values of diversity as a reality of life (Darma & Rusyidi, 2015).

Implementing inclusive education requires a support system that can accelerate the understanding of inclusive education to all levels of society. Accelerating understanding of inclusive education will support the completion of nine years of compulsory education and the fulfillment of access to education for all. The support system can be in the form of support in the form of a clear regulatory system or policies of the government and local governments (provincial and district/city) regarding inclusive education, for example in the form of "government regulations", "ministerial regulations", "provincial/district/municipal regulations". cities" on inclusive education.

In implementing a successful inclusive education, a school principal has a very big role. A school principal must be responsible for the implementation and success of the inclusive education he leads.

The main support system comes from internal support. The first internal support includes the support of the principal. The most important support from the principal is the leadership side of the principal itself. The character and leadership style of school leaders will determine the success of the school. Another internal support comes from teachers. Competent and professional teachers can manage learning in inclusive classes. Finally, the school climate is something that is intangible but has consequences for the organization. School community acceptance of children with special needs is one of the values of the school climate that occurs in inclusive schools.

Based on the preliminary study, many students with special needs attended 093 Tunas Harapan Cijerah Elementary School. A large number of students with special needs in the school is closely related to the trust of parents in the school. This trust is caused by many factors, so the research conducted is based on our interest in the trust of parents of students in sending their children to school at 093 Tunas Harapan Cijerah Elementary School which of course starts from how the internal support system at the school is in providing inclusive education. Currently, many studies discussed inclusive education, including, namely, school adaptation to inclusive education policies (Fernandes, 2018), legislation and implementation of inclusive education (Handayani & Rahadian, 2013), teacher attitudes towards inclusive education in terms of attitude-forming factors, Principal policies in the implementation of inclusive education in schools (Taufan & Mazhud, 2016), but until now there has been no research that discusses the internal support system of schools providing education inclusive at 093 Tunas Harapan Cijerah Elementary School.

This study aims to reveal how the internal part of the school supports the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary School. This study used a descriptive research method with a qualitative approach. The school principal and teachers at 093 Tunas Harapan Cijerah Elementary School were the subjects of this study. Based on the results of the study, the internal support system at 093 Tunas Harapan Cijerah Elementary School is still far from ideal, this is because each party as part of internal support has not fully supported the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary School. This has an impact on learning and the mobilization of students with special needs in schools. The learning of students with special needs in practice is completely left to the shadow teacher, therefore there is a need for a reassessment of how teachers as internal support the learning of students with special needs in the classroom.

2. METHODS

The research subjects in this study were the school principal and the coordinator for shadow teachers at 093 Tunas Harapan Cijerah Elementary School. Furthermore, simple research instruments were developed after the research focus was clear. This school is an inclusive elementary school that provides education for children with special needs.

The instruments made are interview guidelines, observation guidelines, and documentation study guidelines to reveal how the pattern of support for school leaders and educators in the implementation of inclusive education is, what is the form of policy for school leaders and educators in supporting the implementation of inclusive education, and how the implementation of inclusive education in Indonesia is implemented. 093 Tunas Harapan Cijerah Elementary School.

2.1. Subject and location research

The research method used in this research is a descriptive research method with a qualitative approach. Qualitative research is more directed at understanding social phenomena from the participant's perspective, this is obtained through participatory observations in the lives of the people who are participants (Sudharyono, 2016). Therefore, in qualitative research, this study is required to go directly to the field and be involved with the subject under study. Furthermore, descriptive research is intended to describe a situation or phenomena as they are. Furthermore, in testing the validity of the data, this study used a source triangulation technique, where this study was checking data from

various sources in various ways and at various times. With this technique, the data obtained will be more consistent, complete, and certain (Sudharyono, 2016).

2.2. Research procedure

The research method used in this research is a descriptive research method with a qualitative approach. Qualitative research is more directed at understanding social phenomena from the participant's perspective, this is obtained through participatory observations in the lives of the people who are participants (Sudharyono, 2016). Therefore, in qualitative research, this study is required to go directly to the field and be involved with the subject under study. Furthermore, descriptive research is intended to describe a situation or phenomena as they are. Furthermore, in testing the validity of the data, this study used a source triangulation technique, where this study is checking data from various sources in various ways and at various times. With this technique, the data obtained will be more consistent, complete, and certain (Sudharyono, 2016).

2.3 Activity procedure

This study focuses on the internal support system at the 093 Tunas Harapan Cijerah elementary school, the internal support system itself consists of the principal, shadow teachers, and homeroom teachers. Qualitative research is more directed at understanding social phenomena from the participant's perspective, this is obtained through participatory observations in the lives of the people who are participants (Sudharyono, 2016). Therefore, in qualitative research, this study is required to go directly to the field and be involved with the subject under study. In addition, this qualitative research uses an open research design (emergent design) which was refined during data collection.

This method does not manipulate or provide certain interventions to the object of research, all activities or events run as they are. The descriptive method is used because this method is considered the most appropriate to describe and explain the internal support system of inclusive education schools at 093 Tunas Harapan Cijerah Elementary School.

Then in analyzing the data, there are several steps taken, first data reduction, in this stage, this study selects, records the data carefully and in detail through various sources by interviewing, observing, and commenting. The next stage is the presentation of the data. The data presented in qualitative research can be in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. In this study, the pattern of support and policy forms for school principals and teachers as well as the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary School can be seen through the data presented. Then the last stage is concluding, at this stage the results of the analysis are drawn that can be used to take action. The conclusion must be supported by valid and consistent evidence so that it can be a credible conclusion.

2.4. Instrument research

In this study, a simple research instrument was developed after the research focus was clear. The instruments made are interview guidelines, observation guidelines, and documentation study guidelines

Table 1 Explains the interview guidelines addressed to school principals and shadow teachers to reveal how the pattern of support for school leaders and educators in the implementation of inclusive education is, how are the policies of school leaders and

educators in supporting the implementation of inclusive education, and the implementation of inclusive education in 093 Tunas Harapan Cijerah elementary school.

Table 1. Interview guidelines for the internal support system of inclusive education in 093 Tunas Harapan Cijerah elementary school.

| NO | Question |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How do the school principals and teachers support the implementation of inclusive education in schools? |
| 2 | The process of formulating policies was issued by the principal at 093 Tunas Harapan Cijerah elementary school. |
| 3 | Efforts to provide opportunities for students with special needs to attend 093 Tunas Harapan Cijerah elementary school. |
| 4 | Learning for students with special needs at 093 Tunas Harapan Cijerah elementary school. |
| 5 | The role of a shadow teacher during teaching and learning activities. |
| 6 | Evaluation of students with special needs at 093 Tunas Harapan Cijerah. |
| 7 | Curriculum development for students with special needs at 093 Tunas Harapan Cijerah elementary school. |
| 8 | Inclusive service program at 093 Tunas Harapan Cijerah elementary school. |
| 9 | Competence of educators at 093 Tunas Harapan Cijerah elementary school. |
| 10 | Facilities and infrastructure for students with special needs in the inclusion service program at 093 Tunas Harapan Cijerah elementary school. |
| 11 | Cooperation of 093 Tunas Harapan Cijerah elementary school. |
| 12 | Interaction between school leaders, teachers, and parents with special needs students regarding the implementation of inclusive education at 093 Tunas Harapan Cijerah elementary school. |

Table 2 explains the observation guidelines addressed to school principals and shadow teachers to reveal how the pattern of support for school leaders and educators in the implementation of inclusive education is, how are the policies of school leaders and educators in supporting the implementation of inclusive education, and the implementation of inclusive education in 093 Tunas Harapan Cijerah Elementary School.

Table 2. Observation guidelines for the internal support system of inclusive education in 093 Tunas Harapan Cijerah elementary school.

| NO. | Aspect | Sub Aspect |
|-----|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1. | 1.1. How school principals and teachers support the implementation of inclusive education in schools. | 1.1.1. How school principals and teachers support the implementation of inclusive education in schools. |

Table 2 (Continue). Observation guidelines for the internal support system of inclusive education in 093 Tunas Harapan Cijerah elementary school.

| NO. | Aspect | Sub Aspect |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | 2.1. The process of formulating policies issued by the principal at 093 Tunas Harapan Cijerah elementary school | 2.1.1. Identification of problems |
| | | 2.1.2. The legal basis of the policy made. |
| | 2.2. 2.2. Inclusion service program at 093 Tunas Harapan Cijerah elementary school. | 2.2.1. The purpose of the created programs. |
| | | 2.2.2. Implementation scenario of the created programs. |
| | | 2.2.3. Evaluation of the created programs. |
| | 2.3. Efforts were made by school principals and teachers in providing opportunities for students with special needs to be able to attend 093 Tunas Harapan elementary school. | 2.3.1. The role of principals and teachers in seeking students with special needs is to be able to attend 093 Tunas Harapan elementary school. |
| 3. | 3.1. Curriculum development for students with special needs at SDN 093 Tunas Harapan. | 3.1.1. Curriculum used by students with special needs at 093 Tunas Harapan Cijerah elementary school. |
| | | 3.1.2. the role of the principal and shadow teacher in curriculum development |
| | 3.2. learning for students with special needs at 093 Tunas Harapan Cijerah Elementary School. | 3.2.1. classroom learning for students with special needs at 093 Tunas Harapan Cijerah Elementary School. |
| | | 3.2.2. teaching materials for students with special needs at 093 Tunas Harapan Cijerah Elementary School. |
| | | 3.2.3. Learning during the Covid-19 pandemic. |
| | | |

Table 2 (Continue). Observation guidelines for the internal support system of inclusive education in 093 Tunas Harapan Cijerah elementary school.

| NO. | Aspect | Sub Aspect |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.3. | The role of shadow teacher during teaching and learning activities. | 3.3.1. The role of shadow teacher during teaching and learning activities. |
| 3.4. | Evaluation of students with special needs at 093 Tunas Harapan elementary school. | 3.4.1. Scoring for students with special needs. 3.4.2. Exam for students with special needs. |
| 3.5. | Teachers' competencies at 093 Tunas Harapan Cijerah elementary school. | 3.5.1. How to improve the competence of shadow teachers. |
| 3.6. | Facilities and infrastructure for students with special needs at 093 Tunas Harapan elementary school. | 3.6.1. Facilities and infrastructure 3.6.2. School building |
| 3.7. | 093 Tunas Harapan Cijerah Elementary School's cooperation | 3.7.1. Efforts by the principal and teachers to improve inclusive education services at 093 Tunas Harapan Elementary School. |
| 3.8. | The interaction between the principal and teachers regarding the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary school. | 3.8.1. The way school principle communicate policies made to teachers. 3.8.2. The way the principal communicates the policies made to parents with children with special needs. |

Table 3 Explains the documentation guidelines addressed to school principals and shadow teachers to reveal how the pattern of support for school leaders and educators in the implementation of inclusive education is, how are the policies of school leaders and educators in supporting the implementation of inclusive education, and the implementation of inclusive education in 093 Tunas Harapan Cijerah Elementary School.

Table 3. Observation guidelines for the internal support system of inclusive education in 093 Tunas Harapan Cijerah elementary school.

| NO | PROBLEM FOCUS | QUESTION POINTS | ARCHIVES | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|
| | | | Yes | No |
| 1 | The pattern of support from school leaders, educators, and education in the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary school. | How school principals and educators support the implementation of inclusive education in schools. | | |
| 2 | Forms of school leadership policies in supporting the implementation of inclusive education at SDN 093 Tunas Harapan | The process of formulating policies was issued by the principal at 093 Tunas Harapan Cijerah Elementary School. Inclusion service program at 093 Tunas Harapan Cijerah Elementary School. Efforts to provide opportunities for students with special needs to be able to attend 093 Tunas Harapan Cijerah Elementary School. | | |
| 3 | Implementation of inclusive education at SDN 093 Tunas Harapan | Curriculum development for students with special needs at 093 Tunas Harapan Cijerah Elementary School. Learning for students with special needs at 093 Tunas Harapan Cijerah Elementary School. The role of the shadow teacher during teaching and learning activities. Evaluation of students with special needs at 093 Tunas Harapan Cijerah Elementary School. Competence of teachers at 093 Tunas Harapan Cijerah Elementary School. Facilities and infrastructure for students with special needs at 093 Tunas Harapan Cijerah Elementary School. 093 Tunas Harapan Cijerah elementary school Cooperation Interaction between principals, teachers, parents, and children with special needs related to the implementation of inclusive education at 093 Tunas Harapan Cijerah elementary school. | | |

3. RESULTS AND DISCUSSION

3.1. School demography

Based on the information obtained in the field, in supporting the implementation of inclusive education at 093 Tunas Harapan Elementary School, the school principal acts as a cog. The driving wheel here means that the school is in control of all decisions at 093 Tunas Harapan Cijerah Elementary School in the implementation of inclusive education. The way school principals support the implementation of inclusive education includes policies and regulations that determine the implementation of quality education for students with special needs. Shadow teacher at 093 Tunas Harapan Cijerah Elementary School save in the learning process for students with special needs, in supporting the implementation of education including, shadow teachers become assessors when students first come to school, then create Individual Learning Programs, supervise students with special needs in class, and holding programs that can develop the talents and achievements of students with special needs. Because administratively the curriculum modification process is seen in the syllabus and individual learning programs (Sudarto, 2016).

3.2. Activities during the process

Data collection is one of the most important stages in research. Correct data collection will produce data that has high credibility and vice versa. Therefore, at this stage, it cannot be wrong and must be in accordance with the procedure. Data collection activities began by asking permission from the principal, namely by providing a research application letter from the campus and the Education office then proceeded to determine a schedule for the research to take place.

Observation 1

In observation 1, the activity began with introductions with the principal, then this study interviewed the principal according to the interview guidelines that had been made. Furthermore, on the same day after interviewing the principal, the interview continued with the shadow teacher coordinator. Then the shadow teacher coordinator answered the questions, this study asked according to the interview guidelines. After finishing the interview session, this study ended observation session 1.

Observation 2

In observation 2, the activity began with asking for the principal's permission to observe the school environment, the learning of students with special needs, the principal herself, as well as documenting the files needed for data triangulation purposes. In this study, this study reviewed the results of interviews in previous studies with environmental conditions and school archives.

3.3. Analysis data

Regarding formulating policies that support students with special needs in schools, according to interviews, the school leadership of 093 Tunas Harapan Cijerah Elementary School involves all teachers and administration staff, especially shadow teachers. if there is a program for students with special needs then it will be socialized to parents of students with special needs. Because in practice parents are also involved in everything related to their children. This is supported by the data that this study obtained in the governance report regarding the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary School, where there are details of programs for students with special needs, including weekly programs for students with special needs that are tailored to the barriers

and needs of the related students with special needs, and daily programs where learning is carried out in the classroom and the support room.

In implementing inclusive education at 093 Tunas Harapan Cijerah Elementary School according to the results of interviews, the school principal refers to regulations from the government, be it laws, regional regulations, or ministerial regulations. The curriculum used for students with special needs at 093 Tunas Harapan Elementary School is a modified curriculum according to their needs, obstacles, and abilities. This means that the learning and evaluation of students are also adjusted to the results of the assessment.

This is supported by data attachments in the form of Individual Learning Programs for students with special needs. Furthermore, data is obtained from the report on the governance of the implementation of inclusive education, in the report, there is data on special programs for students with special needs which are also adapted to their needs as well as programs that reduce student barriers, and programs that develop the talents and achievements of students. according to the principal, the program runs every week and at the end of the month, there will be an evaluation of each program.

Learning for students with special needs does not escape from modified learning, modification is a response to the needs of the learner but does alter the task, making it more accessible to the student. According to the shadow teacher, in learning for students with special needs the material provided is adjusted to the academic abilities of the students concerned but takes place in the same room as regular students. During the Covid-19 pandemic, school from home and home visits were implemented by shadow teachers. According to observations that have been made by us, home visit learning is carried out entirely by shadow teachers, class teachers as homeroom teachers of students with special needs have not participated in this.

According to the data obtained, the evaluation for students with special needs at 093 Tunas Harapan Cijerah Elementary School is carried out by taking into account the achievements of students with special needs. adjusted here means that the depth of the material is adjusted so that the questions are very diverse. The making of the questions is carried out by a shadow teacher. Furthermore, the National Examination is followed by students with special needs who have been independent and whose academic ability is average, while the School Examination is followed by students with special needs whose academic abilities are below average. According to the results of observations and documentation studies, this is in accordance with Permendiknas No. 70 of 2009 article 9 paragraph (3) "students who have disabilities and take learning based on a curriculum developed under educational standards take exams organized by the education unit concerned."

In accordance with Permendiknas No. 70 of 2009 article 10 paragraph (5) which reads "The government and provincial governments are required to help improve competence in the field of special education for educators and teaching staff in the Education Unit providing inclusive education" schools in collaboration with P4TK and PLB in improving competence shadow teacher. One of the teacher competencies is pedagogic competence, this pedagogic competence is in accordance with what has been discussed in chapter II, the teacher's ability to manage student learning, therefore the shadow teachers at 093 Tunas Harapan Cijerah Elementary School in addition to having to understand the students, the person concerned must also participate in curriculum development, learning design, implementation of educational and dialogical learning, and the development of students to actualize the various potentials of students with special needs. According to the results of

observations and interviews, the shadow teachers at 093 Tunas Harapan Cijerah Elementary School have covered the things mentioned.

Furthermore, the existing facilities and infrastructure at 093 Tunas Harapan Cijerah Elementary School can be said to be not yet accessible, meaning that the facilities and infrastructure in schools do not facilitate the mobilization of students with special needs. When this study conducted observations, it was seen that the entrance from the school gate to the inside was too steep, making it difficult for students who use wheelchairs to pass. In addition, there is no guiding block in the school for students with visual impairments. In dealing with the existing infrastructure at 093 Tunas Harapan Cijerah Elementary School which can be said to be inaccessible, the school principal and the shadow teacher in addition to continuing to seek assistance from the relevant government or agency, use other ways to overcome it.

The most important thing besides the curriculum and learning is interaction, the interaction meant here is the interaction between the principal, shadow teachers, and parents of students with special needs. According to the information obtained, the principal is very open with teachers and parents of students. It can be said that it is open because, from the beginning, parents register their children to school, the school always provides very complete information to parents. The information is in the form of assessment results, programs, and matters concerning other students. This should have happened because communication between schools and parents of students with special needs is the main key in the implementation of inclusive education. Parents as educators of children at home must know what kind of learning their children get at school so that later students return home, students can study with these parents. The school principal regularly holds meetings with parents on matters relating to students. In addition, the school's openness to parents is to always listen to existing inputs, which will be considered and have the same perception. A concrete example of good communication between schools and parents of students with special needs is the running of home visits. According to the shadow teacher, home visits occur because of the similarity of goals between the school and the parents of students with special needs.

4. CONCLUSION

This study aims to reveal how the internal part of the school supports the organizers of inclusive education at 093 Tunas Harapan Cijerah Elementary School. The method used in this research is descriptive with a qualitative approach. The subjects of this research are the school principal and teachers at 093 Tunas Harapan Cijerah Elementary School. The results showed that the internal support system at 093 Tunas Harapan Cijerah Elementary School includes the principal, shadow teachers, and homeroom teachers. The principal acts as the driving force that controls all decisions at 093 Tunas Harapan Cijerah Elementary School in the implementation of inclusive education, then shadow teachers serve the learning process for students with special needs by arranging and adjusting learning, programs, and evaluations according to the results of the assessment. In this case, the role of the homeroom teacher has not been seen because from the information and observations made, learning is completely left to the special supervising teacher. The internal support system at 093 Tunas Harapan Cijerah Elementary School is still far from ideal, this is because each party as part of internal support has not fully supported the implementation of inclusive education at 093 Tunas Harapan Cijerah Elementary School. Furthermore, this has an impact on the learning and mobilization of students with special needs in schools. The

learning of students with special needs in practice is completely left to the special supervisory teacher, therefore there is a need for a reassessment of how teachers as internal support the learning of students with special needs in the classroom.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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