

Sowiyah Sowiyah

Implementation of Inclusive Education Programs in Lampung ...

Sources Overview

17%

OVERALL SIMILARITY

1	Fakultas Teknologi Kebumian dan Energi Universitas Trisakti on 2020-12-17 SUBMITTED WORKS	<1%
2	Universitas Pendidikan Indonesia on 2019-05-27 SUBMITTED WORKS	<1%
3	s3.amazonaws.com INTERNET	<1%
4	repository.ub.ac.id INTERNET	<1%
5	hdl.handle.net INTERNET	<1%
6	King Saud bin Abdulaziz University for Health Sciences on 2020-09-18 SUBMITTED WORKS	<1%
7	Universitas Negeri Jakarta on 2022-01-21 SUBMITTED WORKS	<1%
8	Universitas 17 Agustus 1945 Surabaya on 2022-01-14 SUBMITTED WORKS	<1%
9	University of Huddersfield on 2012-07-16 SUBMITTED WORKS	<1%
10	jurnal.polinela.ac.id INTERNET	<1%
11	garuda.ristekbrin.go.id INTERNET	<1%
12	onlinelibrary.wiley.com INTERNET	<1%
13	Tinatin Tchintcharauli, Nino Javakhishvili. "Inclusive education in Georgia: current trends and challenges", British Journal of Special Ed... CROSSREF	<1%
14	Universitas Sebelas Maret on 2020-04-27 SUBMITTED WORKS	<1%
15	unesdoc.unesco.org INTERNET	<1%
16	Universitas Sebelas Maret on 2020-04-27 SUBMITTED WORKS	<1%
17	University of Newcastle upon Tyne on 2018-01-08 SUBMITTED WORKS	<1%

18	Blerim Saqipi. "Teacher education policy discourse in the midst of system reorganisation and policy transfer: lessons for small and de... CROSSREF	<1%
19	University of East London on 2009-12-14 SUBMITTED WORKS	<1%
20	Hidayatul Wafiroh, Harun Harun. "The barriers in the implementation of mathematics learning for slow learner during the COVID-19", J... CROSSREF	<1%
21	National Cheng Kung University on 2018-03-28 SUBMITTED WORKS	<1%
22	Universitas Riau on 2018-08-21 SUBMITTED WORKS	<1%
23	discipleship.ag.org INTERNET	<1%
24	download.garuda.kemdikbud.go.id INTERNET	<1%
25	es.scribd.com INTERNET	<1%
26	The University of Manchester on 2013-01-14 SUBMITTED WORKS	<1%
27	University of Edinburgh on 2017-08-12 SUBMITTED WORKS	<1%
28	University of Huddersfield on 2012-08-30 SUBMITTED WORKS	<1%
29	ir.canterbury.ac.nz INTERNET	<1%
30	journal.iain-samarinda.ac.id INTERNET	<1%
31	ojs.uniska-bjm.ac.id INTERNET	<1%
32	repository.radenfatah.ac.id INTERNET	<1%
33	www.magnanimitas.cz INTERNET	<1%
34	Abd Rahim, Achmad Tolla, Sjahrudin Kaseng, Salam Salam. "The Retention of Sinrilik Values in Teaching Local Language and Literat... CROSSREF	<1%
35	Khamim Zarkasih Putro, Muhammad Shaleh Assingily, Angga Febiyanto, Zaini Dahlan. ""Clown Children" Quo Vadis Guarantee Educa... CROSSREF	<1%
36	Universitas Siliwangi on 2022-03-08 SUBMITTED WORKS	<1%
37	University of Queensland on 2014-10-13 SUBMITTED WORKS	<1%
38	jbasic.org INTERNET	<1%
39	journal.iaisambas.ac.id INTERNET	<1%
40	scholar.sun.ac.za INTERNET	<1%

41	Sriwijaya University on 2021-01-07 SUBMITTED WORKS	<1%
42	Monash University on 2021-10-28 SUBMITTED WORKS	<1%
43	Savitribai Phule Pune University on 2016-02-18 SUBMITTED WORKS	<1%
44	Universitas Islam Internasional Indonesi on 2022-02-23 SUBMITTED WORKS	<1%
45	ejournal.unp.ac.id INTERNET	<1%

Excluded search repositories:

None

Excluded from document:

Bibliography

Excluded sources:

journal.untar.ac.id, internet, 1%
saudjournals.com, internet, 0%
www.saudjournals.com, internet, 0%
search.crossref.org, internet, 0%

Implementation of Inclusive Education Programs in Lampung Province

Sowiyah^{1*}, Ryzal Perdana¹¹Faculty of Teacher Training and Education, Universitas Lampung, Jalan Soemantri Brojonegoro No. 1, Bandar Lampung, IndonesiaDOI: [10.36348/jaep.2022.v06i03.004](https://doi.org/10.36348/jaep.2022.v06i03.004)

Received: 25.01.2022 | Accepted: 04.03.2022 | Published: 13.03.2022

*Corresponding author: Sowiyah

¹Faculty of Teacher Training and Education, Universitas Lampung, Jalan Soemantri Brojonegoro No. 1, Bandar Lampung, Indonesia

Abstract

The implementation of inclusive education is a form of equal educational services between children who have special needs and regular children carried out in public schools. Therefore, inclusive education provider schools should be implemented properly which includes institutional, student, workforce, infrastructure, parental participation, and financing purposes. The purpose of this study is to describe and obtain an overview of the implementation of inclusive education programs in Lampung Province. The research method used was a descriptive survey with the principal respondent. Data collection by purposive sampling, instruments in the form of closed and open questionnaires to obtain free answers from participants. Data analysis techniques used descriptive statistical analysis. The results showed that in general inclusive education in Lampung Province did not meet the requirements of the implementation of inclusive schools in accordance with the Law on Inclusion Schools, especially related to the still low role of parents of students with special needs, the unavailability of special assistant teachers, and the unmet fulfillment of facilities and adequate infrastructure.

Keywords: inclusive education, inclusive schools, children with special needs.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

1 INTRODUCTION

As it is known that many Indonesian children today cannot enjoy the learning atmosphere in the school. The number of students diagnosed with special educational needs are increasing in number (Magyar, Krausz, Kapas, & Habok, 2020). Moderate and severe disabilities children around the globe have no access to qualified education (Bose, & Hermann, 2020). There are some barriers in developing practice of inclusive education for teachers- students (Angelides, Stylianou, & Gibbs, 2006). Not a few children who drop out of school or even do not go to school at all for economic reasons which are further compounded by the high cost of education today. In addition, they are also faced with prevalence bullying among disabilities (Adegboyega, Okesina, & Jacob, 2017). There is also link with the information, and communication technology inequality on its threshold (Asongu, Orim, & Nting, 2019). Here the role of government is needed as a protector of children's rights to get an education. It has become advocating for disabilities students to be debatable among the stakeholders (Andriana, & Evans, 2020).

Two variables that have received ample focus in the teaching field are self-efficacy and job satisfaction. A teacher who has good self- efficacy showed good level of organasational skill and positive citizenship behavior (Soto & Rojas, 2019). Teachers' self-efficacy (TSE) has called the attention of researchers and practitioners alike since it has been identified to be in a direct relationship between teachers' level of self-confidence and students' achievement of academic goals (Tschannen-Moran and Hoy, 2001; Caprara *et al.*, 2006; Nie *et al.*, 2008; Klassen and Chiu, 2010). Other studies have confirmed that self-efficacy influences directly and positively on teachers' job satisfaction, developing a workforce with capabilities to create a successful learning process (Canrinus and Helms-Lorenz, 2011; Collie *et al.*, 2012; Karabiyik and Korumaz, 2014; Skaalvik and Skaalvik, 2014; Dipasupil *et al.*, 2015; Salehi and Taghavi, 2016).

According to a preliminary study based on the results of interviews conducted by researchers, it turns out the implementation of inclusive education in the field especially some inclusive schools in Lampung Province still encountered obstacles. The obstacle of

inclusive education providers is that not all schools provide educational services to children with special needs according to their needs based on the standard of facilities that should be applied (Mularsih, 2016). Education systems in transition should adopt an analytical view to policy transfer by the basis of education for all (Saqipi, 2019).

The implementation of inclusive education in Lampung Province still faces obstacles. The obstacles faced by schools today are related to difficulties in the procurement of Special Assistant Teachers (GPK) even though in fact every school, both State and private, has implemented inclusive schools because schools are required to serve ABK. Although it is compulsory for schools in Lampung Province to hold inclusions since 2013, it is recognized that there are not many special assistant teachers (GBK) for children with special needs. It is planned that there will be more teachers who are developing competency as mentors; the challenge is that all schools have special assistant teachers (GPK). The challenge should be realized immediately by education providers, especially state schools related to the commitment of the Lampung Provincial Government which proclaimed "Lampung Province Providers of Inclusive Education". The target is to make 7,000 regular schools become inclusive schools consisting of 2,600 public schools and 4,400 private schools (Pervita, 2013).

2 LITERATURE REVIEW

Obstacles to the implementation of inclusive education in Indonesia, including in Lampung Province are also found in other countries. The results of research conducted in India show that teachers experience obstacles related to the implementation of inclusive education in their schools. Children with disabilities have basic human rights to get equitable education (MacKenzie, Bower, & Owaineh, 2020).

The main obstacles are poor infrastructure, financial limitations, and a large number of students in inclusive classes. In addition, obstacles also occur in teacher problems due to the lack of teachers trained to teach students who have special needs (Bhatnagar, 2014). Regarding the learning outcomes and competencies of inclusive teachers, many countries have not yet succeeded in building an inclusive school system that is required by international organizations (Haug, 2017).

The Government through Government Regulation No.19 of 2005, Article 4 (1) concerning national education standards, encourages the creation of an inclusive education system, which explains that each education unit has competence in organizing learning for students with special needs. Article 6 concerning programs in implementing inclusive education. The statement of the program, namely: "(1) The district/city government guarantees the implementation of inclusive

education in accordance with the needs of students, (2) the district/city government guarantees the availability of inclusive education resources in inclusive education units, (3) the government and the provincial government help to provide inclusive education resources. The implementation of inclusive education is one of the conditions that must be met in order to build an inclusive society in line with the development and progress of the era, institutional reforms that serve children with disabilities have been carried out. In the past, there were still many forms of an institution that served the education of children with disabilities that were segregated or separated from society in general. So far, education for children with disabilities is provided in three types of educational institutions, namely Extraordinary Schools / Disabled Schools (SLB), Extraordinary Primary Schools (SDLB), and Integrated Education. Extraordinary Schools / Disabled Schools (SLB) as the oldest special educational institutions accommodate children with the same type of disabilities, Extraordinary Primary Schools (SDLB) accommodate various types of children with disabilities, whereas integrated Education is an ordinary school that accommodates children with disabilities with curriculum, teachers, teaching facilities and teaching and learning activities in common. Entering the end of the second millennium, institutional vision and mission have tended to be a form of integration. A form of where extraordinary children become an inseparable part of society.

The Provincial Government of Lampung has declared as the inclusion of education in 2014 and has had the provincial regulation number 13 of the year 2013 about the Government Ensuring the quality and facilities for schools providing inclusive education and ensuring its implementation. This is supported by 2 regencies/cities of 15 regencies in Lampung Province who have declared inclusive education providers, namely Metro City in 2012 and Pringsewu Regency in 2013. Metro City Government has been established nationally through the Decree of PKLK Directorate as a pilot of the Inclusive Education project. A policy which is stated in the regional regulation (Perda) of education in Pringsewu Regency is a regulation that contains the implementation of education for all (Educational for all) with the best solutions in overcoming the problem of education. Not only as a policy that is used as a pilot for the implementation of inclusive education in Lampung province, more than that in Pringsewu Regency also has worked in cooperation marked by a memorandum of understanding with UNESCO. Efforts to provide educational services for those who have disabilities or exceptional intelligence to get the same learning opportunities as other normal students has been carried out in several schools in the Pringsewu District including in Schools of all levels of education, and others have placed students who have abnormalities/special needs or exceptional intelligence to learn together, blend in and interact with other

normal students. The reality on the ground has given an indication that it has not been able to track it down well, although for children and parents it is not a barrier, the availability of educational resources and education personnel still needs to be trained. Inclusive education is an approach to change the education system so that it can accommodate very diverse learners. The aim is to enable both teachers and students to feel comfortable with differences and view them as challenges and enrichments in the learning environment and not consider them to be a problem (UNESCO, 1994).

This research was conducted in 5 (five) Regencies / Cities of 125 schools at all levels, each with 25 schools, namely Metro City, Pringsewu Regency, Bandar Lampung City, South Lampung Regency, and East Lampung Regency. The reasons for determining the implementation of inclusive education, namely 1) Districts / Cities have participated in the training of inclusive educators, 2) all children have the right to learn together, 3) children should not be treated discriminatively by being separated from other groups because of their disabilities; 4) persons with disabilities who have passed segregation education, ending the segregation system; 5) does not separate education for children with disabilities, all because each child has their own strengths and weaknesses; 6) good commitment and support for inclusive education is still not optimal, 7) the unavailability of teacher's human resources (HR), in terms of facilities and infrastructure, it is not yet adequate for the needs of children with special needs. This makes the implementation of inclusive education at the school level in Lampung Province has not run well. It needs to be raised awareness that each child has different learning needs and barriers. It also needs to apply different level of instructions to meet their needs (Machu, 2015). Pedagogical sense needs to be prepared for them as one of the aspects of individual schools (Gavalda., & Qinyi, 2012).

The concrete manifestation of a region that promotes inclusive education needs to be acknowledged and appreciated for the diversity of children is the existence of a flexible learning process. Flexibility can be realized in the form of adjustments between the curriculum and children's needs and learning is done through a cooperative learning approach (cooperative learning). This is indeed not easy to do because it requires sufficient skills from a teacher. But if it can be realized it will be very beneficial for children's development. Children who learn faster can be served in line with their speed, the average child can also be served and children who have obstacles can also learn according to their needs. This can be done if the role of parents also plays a role in the implementation of education. In addition, the appreciation and recognition of children's diversity are to create a classroom

atmosphere that reflects the tolerance, appreciation, and acceptance between teachers and students, students and students, in which there is no coercion and reproach.

3 METHODOLOGY

The subject of this research is the formal education level of elementary schools, junior high schools, senior high schools. The number of schools implementing inclusive is 125 schools. Sampling with purposive sampling was taken with the criteria of schools that have held inclusive education for at least 3 years. The instrument used in the form of a closed and open questionnaire (to obtain data that is natural / as is). The statement items in the questionnaire were developed based on the components of inclusive education. Research method is in the form of was survey methods. Activities in this survey method are carried out by gathering information by asking respondents of research through questionnaires so as to describe various aspects of the population (Fraenkel & Wallen, 1990). Data collected in this study are primary data. Data collection techniques used is using open questionnaires because the types of questions asked can be answered freely by respondents. Data processing uses simple descriptive statistical data analysis techniques. The data analysis technique uses content analysis by matching the components of the implementation of inclusive education.

4 RESULTS

4.1 Research results

The results of research on the implementation of inclusive education in schools at the elementary school (SD), junior high school (SMP), and senior high school (SMA / SMK) in 5 districts/cities a total of 125 schools in the aspect of providing inclusive education in schools can illustrate in a diagram that includes aspects, institutions, curriculum, student affairs, workforce, facilities and infrastructure, parental participation, and financing.

Data were collected from June to November 2019. Primary data were obtained from questionnaires filled out by 125 inclusive schools spread across 5 Regencies / Cities in Lampung Province. The questionnaire was in the form of points on aspects of organizing inclusive schools. The results of research on the implementation of inclusive education in schools at the elementary school (SD), junior high school (SMP), and senior high school (SMA / SMK) in 5 districts/cities a total of 125 schools in the aspect of providing inclusive education in schools can be illustrated in a diagram that includes aspects, institutions, curriculum, student affairs, workforce, facilities and infrastructure, parental participation, and financing.

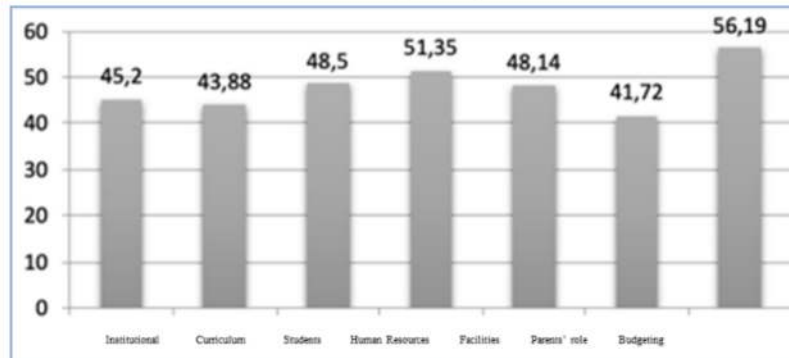


Fig-1: Results of Inclusive School Organizations (N = 125)

Based on the results of a questionnaire from 125 inclusive schools in Lampung Province regarding the implementation of inclusive schools, the highest score was obtained in the aspect of financing 56.19, followed by the employment aspect, which amounted to 51.35. The lowest percentage is in the parental parentage aspect that is equal to 41.72.

5 DISCUSSION

Inclusive education is the government's effort in the field of education so that all citizens can obtain educational services including children with special needs. Not all children with special needs at an early age feel that early childhood education exists in the community (Sri, 2014). The implementation of inclusive education (Yusuf, M; 2016) is a form of shared responsibility; central government (policies, regulations, support, outreach, evaluation, monitoring, and development), local government (policies, regulations, implementation, and development), and the community (support, participation, and control). The regulation is a serious commitment of the government in implementing inclusive in Indonesia's beloved country. In the era of regional autonomy, this regulation needs to be followed up with the preparation of regional regulations (Perda) governing governors (Pergub), regent regulations (Perbup) and mayors (Perwali) as well as technical guidelines on the implementation of inclusive education with a series of activities or action plans in each province which found in these provinces in the grand design of inclusive education. The grand design of inclusive education with action plans by the government to support the implementation of inclusive education in regular schools (TK / RA, SD / MI, SMP / MTs, SMA / MA, and SMK / MAK).

Based on Permendiknas No. 70 of 2009 concerning education for students who have abnormalities and potential intelligence and special talents, the principles of implementing inclusive education in Indonesia can be formulated as follows: 1) The principle of equity and quality improvement, 2) The principle of individual needs, 3) The principle of meaningfulness, 4) The principle of sustainability.

The results of the questionnaire found that the lowest score on the organization of inclusive schools was the aspect of the role of parents or collaboration with other parties. This makes a reference to increasing the role of parents in implementing inclusive schools. This effort is intended as an effort to implement an optimal inclusive school. Based on Yusuf (2018), factors that influence inclusive education includes 1) Management and Leadership of School Principals who play a successful role in the implementation of inclusive education by moving school resources to achieve predetermined educational goals. 2) Teacher Knowledge, Perception, Competence and Skills; Teachers' knowledge about inclusive education will make teachers able to understand children with special needs and their needs, 3) Attitudes and Acceptance of All School Components; Implementation of education in inclusive schools requires support from all components of the school. If there is one party that does not agree with the implementation of inclusive education, then the inclusive education program will not run properly, 4) Availability of support for facilities, infrastructure, and costs; The implementation of inclusive education requires special facilities and infrastructure to help ABK in overcoming its obstacles and supporting the learning process, 5) Cooperation with other parties; School effort in optimizing inclusive programs can be done by ensuring cooperation with other relevant parties, 6) Severity of obstacles experienced by ABK, The more severe the disability of children with disabilities (ABK), it requires more handling during the learning process and it is feared that class teachers are not yet competent in handling the ABK.

Public acceptance of inclusive education innovation still faces obstacles, especially in participating in inclusive education programs. The pros and cons in the community regarding inclusive education until now continue so that implementation in the field is not going well. While the existence of special schools (SLB), although each year gets guidance from the government, education through SLB has not been able to produce optimal graduates to help establish ABK (Sowiyah, 2019). Efforts made by schools to

enhance the role of parents do not merely call parents to consult, but also participate in active participation in the delivery of inclusive schools (Mularsih, 2019).

Based on Figure 1 regarding the aspects of organizing inclusive schools, it was found that the aspect of financing had the highest score of 56.19. This explains that careful financial planning is needed in implementing inclusive schools. Some things that distinguish it from non-inclusive schools are special attention to children with special needs (ABK).

Inclusive education funding requires good financial management or funding. Although the implementation of inclusive education is carried out in regular schools with adjustments, it does not necessarily mean that the funding for implementation can be included with regular school funding. So financial management or funding is needed that is able to meet various needs in the implementation of inclusive education and overcome various problems between the hooks with funding. In the context of the implementation of inclusive education, special funds need to be allocated, which include for the purposes of (1) identifying student input activities, (2) Modifying the curriculum, (3) Incentives for educational staff involved, (4) Procurement of infrastructure, (5) Empowering community participation, (6) Implementation of teaching and learning activities (Sowiyah, 2019).

6. CONCLUSION

The study sampled 125 inclusive schools in Lampung Province by distributing questionnaires in the form of institutional aspects, curriculum, student affairs, personnel, facilities and infrastructure, parental participation, and financing. Based on the results of a questionnaire from 125 inclusive schools in Lampung Province regarding the implementation of inclusive schools the highest score was obtained in the financing aspect of 56.19 then followed by the employment aspect which was 51.35. While the lowest percentage is in the aspect of the role of parents that it is equal to 41.72. In the implementation of inclusive schools, it is necessary to encourage all specs, especially the parents' role. This can make feedback and make it easier to create programs in inclusive schools.

REFERENCES

- Adegboyega, O. L., Okesina, A. F., & Jacob, A. O. (2017). Family relationship and bullying behavior among students with disabilities in Ogbomoso, Nigeria. *International Journal of Instruction*, 10(3), 241-256.
- Andriana, E, & Evans, D. (2020). Listening to the voices of students on inclusive education: responses from principals and teachers in Indonesia. *International Journal of Educational Research*, 103, 101644.
- Angelides, P., Stylianou, T., & Gibbs, P. (2006). Preparing teachers for inclusive education in Cyprus. *Teaching and Teacher Education*, 22(4), 513-522.
- Asongu, A. S., Orim, M. S., & Nting, T. R. (2019). Inequality, information technology and inclusive education in sub-saharan Africa. *Technological Forecasting and Social Change*, 146, 380-389.
- Borodkina, O. (2014). Problems of the inclusive professional education in Russia. *Procedia- Social Behavioral Sciences*, 140, 542-546.
- Bose, B., & Heymann, J. (2020). Do inclusive education laws improve primary schooling among children with disabilities. *International Journal of Educational Development*, 77, 102208.
- Deng, M., & Guo, L. (2007). Local special education administrators' understanding of inclusive education in China. *International Journal of Educational Development*, 27(6), 697-707.
- Gavalda, S. M. J., & Qinyi, T. (2012). Improving the process of inclusive education in children with ASD in mainstream schools. *Procedia- Social and Behavioral Sciences*, 46, 4072-4076.
- MacKenzie, A, Bower, C., & Owaineh, M. (2020). Gratitude versus children's rights: an exploration mothers' attitudes towards disability and inclusive education in Palestine. *International Journal of Educational Research Open*, 23, 100001.
- Machu, E. (2014). Analyzing differentiated instructions in inclusive education in gifted preschoolers. *Procedia- Social and Behavioral Sciences*, 171, 1147-1155.
- Magyar, A., Krausz, A., Kapas, D. I., & Habok, A. (2020). Exploring Hungarian teachers' perceptions of inclusive education of SEN students. *Heliyon*, 6 (5), e03851.
- Mendikbud. (2009). Permendikbud no 70 tahun 2009 tentang Pendidikan I Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/Atau Bakat Istimewa. Menteri Pendidikan dan Kebudayaan RI. Jakarta
- Mularsih, H. (2019). Gambaran Pelaksanaan Pendidikan Inklusi Sekolah Dasar Negeri di Jakarta Barat. *Jurnal Muara Ilmu Sosial*. Jakarta. 3(1): 95-104
- Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.
- Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008, tentang Guru.
- Rizal, A., Sidi, D, I., & Dharma, S. (2009). *Dari Guru Konvensional Menuju Guru Profesional*. Jakarta: PT. Gramedia.
- Saqipi, B. (2019). Teacher education policy discourse in the midst of system reorganisation and policy transfer: lessons for small and developing countries. *International Journal of Management in Education*, 13,1.
- Soto, M., & Rojas, O. (2019). Self-efficacy and job

- satisfaction as antecedent of citizenship behaviour in private schools. *International Journal of Management in Education*, 13,1.
- Sudarwan, D. (2010). *Profesionalisasi dan Kode Etik Guru*. Bandung:Alfabeta. Education- A two level analysis. *Research in Developmental Disabilities*, 102, 103685.
 - Szumski, G., Smogotzewska, J., & Grygiel, P. Attitudes of students toward people with disabilities, moral identity and inclusive
 - Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
 - UNESCO. (2003). *Overcoming Exclusion through Inclusive Approaches in Education. A Challenge and a Vision*. (conceptual paper)
 - Rahayu, S. M. (2014). *Memenuhi Hak Anak Berkebutuhan Khusus Usia Dini Melalui Pendidikan Inklusif*. 1-12
 - Sowiyah. (2019). *Pendidikan Inklusif: Konsep dan Implementasi*. GrahaIlmu. Yogyakarta.
 - Yusuf, M. (2016). *Isu-Isu dalam Pendidikan inklusif*. Artrikel disajikan dalam Workshop Nasional Pokja Inklusi Direktorat PKPLK. Solo; 20-22 Agustus 2016.