Improving the Skills of Implementing Inclusive Education at PAUD RA Khadijah Tabanan Bali

Retno Sulistiyaningsih[1], Ali Syahidin Mubarok[2], Ike Dwiastuti[3], Helga Graciani Hidajat[4], Jati Fatmawiyati[5], Hajarotul Annisa Windraguri[6], Jesicha Ramadhani Puteri Hardinata[7], Choirul Rozi[8], Oky Bagas Prasetyo[9], Akhmad Farroh Hasan[10]

Universitas Negeri Malang, Indonesia[1,3,5,6,7]
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia [2,8,9,10]
{retno.sulistiyaningsih.fppsi@um.ac.id[1], alisyahidin@psi.uin-malang.ac.id[2],
ike.dwiastuti.fppsi@um.ac.id[3], helga.graciani.fpsi@um.ac.id[4], jati.fatmawiyati.fppsi@um.ac.id[5],
hajarotul.annisa.2108116@students.um.ac.id[6], jesicha.ramadhani.2108116@students.um.ac.id[7],
choirulrozi@.uin-malang.ac.id[8], bagasoky@.uin-malang.ac.id[9], akhfarroh.hasan@hbs.uin-malang.ac.id[8]}

Abstract. *Being a basic level educational institution appointed as the organizer of inclusion education in Tabanan Regency, RA Khadijah seeks to provide the best service to parents of students who have children with special needs. This appointment occurs because of students with special needs received to study at RA Khadijah, supported by the desire of teachers to learn about the implementation of inclusion education, especially knowledge about handling children with special needs. This community services uses the Asset Based Community Development (ABCD) approach to maximize the resources owned by RA Khadijah. ABCD implemented using discovery, dream, design, define and destiny. Data collection using a questionaries to know the differences before and after community service established. This approach was chosen because the assets owned by RA Khadijah are complete, so it is necessary to empower appropriate so that the implementation of inclusion education can be carried out optimally. The result of this service is that RA Khadijah is able to inventory the strengths possessed for the implementation of inclusion education including the conditions and location of the school, the school environment and most importantly the teachers who conduct the initiative of self-development related to the knowledge and handling of children with needs by participating in activities such as webinars, following the groups on social media and present experts related to children with special needs. The teachers in RA Khadijah no one has an extraordinary educational background or psychology. This community service also concluded that the ownership of qualified human resources became one of the important assets in the development of services to the community, in this case the handling of children with special needs with the background of non - extraordinary non -educational educators. The limitations of this community service lie in the lack of support for teachers to be able*

to develop better teachers regarding inclusive education. The results of this community service aim to show the importance of maximum support from various parties to provide proper education, especially in the theme of inclusive education.

Katakunci:
Pendidikan Anak Usia Dini; Pendidikan Inklusi; Peningkatan Kemampuan.

Abstrak. Menjadi lembaga pendidikan tingkat dasar yang ditunjuk sebagai penyelenggara pendidikan inklusi di Kabupaten Tabanan, RA Khadijah berupaya memberikan pelayanan terbaik kepada para orang tua siswa yang memiliki anak berkebutuhan khusus. Penunjukan ini terjadi karena adanya siswa berkebutuhan khusus yang diterima untuk belajar di RA Khadijah, didukung dengan keinginan para guru untuk belajar tentang penyelenggaraan pendidikan inklusi, khususnya pengetahuan tentang penanganan anak berkebutuhan khusus. Pengabdian ini menggunakan pendekatan Aset Based Community Development (ABCD) untuk memaksimalkan sumber daya yang dimiliki oleh RA Khadijah. Pendekatan ini dipilih karena aset yang dimiliki oleh RA Khadijah terbilang lengkap, sehingga perlu pemberdayaan tepat guna agar penyelenggaraan pendidikan inklusi bisa terlaksana secara maksimal. Hasil dari pengabdian ini adalah RA Khadijah mampu menginventarisasi kekuatan yang dimiliki untuk penyelenggaraan pendidikan inklusi meliputi kondisi dan lokasi sekolah, lingkungan sekolah dan yang terpenting adanya guru-guru yang melakukan inisiatif pengembangan diri terkait pengetahuan dan penanganan anak berkebutuhan dengan mengikuti kegiatan seperti webinar, mengikuti grup-grup di media sosial serta menghadirkan ahli terkait anak berkebutuhan khusus. Para guru yang ada di RA Khadijah tidak ada yang memiliki latar belakang pendidikan luar biasa atau psikologi. Pengabdian ini juga menyimpulkan kepemilikan sumber daya manusia yang mumpuni menjadi salah satu aset penting dalam pengembangan pelayanan kepada masyarakat, dalam hal ini pada penanganan anak berkebutuhan khusus dengan latar belakang pendidik non pendidikan luar biasa.

1 Introduction

The implementation of inclusive education in Indonesia has been regulated based on several regulations, including Law No. 20 of 2023 concerning the National Education System, Law No. 8 of 2016 concerning Persons with Disabilities, Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents, and Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing the

Curriculum in the Framework of Learning Recovery (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022). They continuously regulate how inclusive education is controlled and implemented in Indonesia.

The implementation of inclusive education in Indonesia has been carried out at various levels, from elementary education to higher education Nurussakinah et al. (2024) surveyed the implementation of inclusive education in early childhood education, and 79% agreed with the implementation of inclusive education at the early childhood education level. On the other hand, the findings of Suastariyani and Tirtayani (2020) showed a less than favoo implementing inclusive education at the early childhood education level. Margiyanto (2022 In his research) in his research concluded that the implementation of inclusive education starting at the early childhood education level is very important because it is not only related to child growth and development, but the involvement of policymakers is also a concern regarding the implementation of inclusive education starting at the lowest level.

The development of inclusive education in early childhood education in Indonesia shows significant progress in accommodating diverse learning needs within the general education environment. The Ministry of Education and Culture shows if Indonesia has ten indicators of developing inclusion education, namely total of inclusion school, total of special need student served, inclusive education program from government, training for teacher, facilities for inclusive education, inclusive education implementation, technology adaptation for inclusive education, evaluation, organizational support, and inclusive education achievement (The Ministry of Education and Culture, 2021). Various efforts have been made to improve accessibility, teacher training, and curriculum adaptation to support children with special needs in an inclusive environment (Akrim & Harfiani, 2019; Maryanti et al., 2021). In addition, the Indonesian government also emphasizes policy support for inclusive education, which is considered to have great potential to promote social equality and reduce educational disparities (Mukminin et al., 2019).

Teacher readiness is crucial, considering that educators are responsible for implementing inclusive practices in their classrooms, which requires ongoing professional development and guidance (Rasmitadila, Widyasari, et al., 2021). Research shows that collaboration between educational institutions and local communities positively impacts the implementation of inclusive practices, which creates a network of support for early childhood learners (Rasmitadila, et al., 2021). However, challenges such as limited resources and variations in teacher competencies remain obstacles, so further infrastructure and policy improvements are needed to sustain the growth of inclusive education in early childhood settings (Mumpuniarti et al., 2020; Solekhah, 2020).

The human resource challenges in implementing inclusive education for early childhood education in Indonesia are significant. Various studies show persistent obstacles, especially in terms of training and preparing educators to be able to support diverse learners effectively. According to research by Ediyanto et al. (2024), one of the main problems is the lack of professionals who understand the principles and strategies of inclusive education, coupled with low knowledge of disabilities and inclusive pedagogy among early childhood educators.

Other research emphasized that government support in professional development and limited resources that are easily accessible to educators hinder the implementation of inclusive education (Karimatunisa & Muhtarom, 2024). Another study by Sari (2024) showed that the need for special education teachers and teaching assistants specially trained to meet diverse learning needs is a significant obstacle. The combination of inadequate training, lack of specialized staff, and limited resources makes implementing inclusive education goals in early childhood settings in Indonesia difficult.

Research on implementing inclusive education in Indonesia with non-special education resources shows mixed results and various challenges. Studies such as those conducted by Nurhasan and Madhakomala (2023) show that schools often face difficulties due to the limited expertise of non-special education teachers, which requires increased teacher training to address students' diverse needs effectively.

Salim (2019) also highlighted the importance of developing teacher competencies, finding that many educators have not had formal training in inclusion strategies, which impacts the quality of support available to students with special needs. In addition, Wahyuni et.al (2022) suggest that specifically targeted inclusive education training can increase teacher confidence and effectiveness in supporting students with special needs and regular students in integrated classes.

Efforts to support inclusive practices without unique resources are further challenged by the lack of learning aids and teaching adaptations, as observed by Budiarti and Sugito (2018). These findings are reinforced by Azzahra et al. (2022) who documented the limited educational infrastructure that hinders the successful integration of students with special needs. Despite the challenges, some schools have shown promising results, with teachers using collaborative strategies to foster inclusive classrooms (Rasmitadila et al., 2023). Overall, these studies suggest that while inclusive education in Indonesia has made progress, there is an urgent need for resources and professional development tailored specifically for inclusive environments (Sabila & Kurniawati, 2019).

Research shows various positive results from implementing inclusive education in Indonesia, even with non-specialist resources. Studies show that inclusive elementary and early childhood education has encouraged greater social cohesion and tolerance among students with and without special needs (Zakiah et al., 2021). This integration benefits children with special needs with access to mainstream education and positively impacts students without special needs, helping them develop empathy and social skills (Salim, 2019).

Despite challenges in teacher training, teachers without a specialized background showed increased competence and adaptability, creating an inclusive environment (Baharudin & Saidang, 2020). In addition, inclusive practices also encourage broader community participation and awareness, strengthening support for children with diverse learning needs (Nurhasan & Madhakomala, 2023). Another study by Ujianti (2021) noted that inclusive practices in early childhood education promote equal access and opportunities, which aligns with Indonesia's

national education goals. This model shows promising improvements in children's social integration and acceptance, which can be the basis for long-term social inclusivity and cultural acceptance.

This also happened in RA Khadijah, Tabanan Regency, Bali. This school is the only early childhood education under the Ministry of Religion of Tabanan Regency that was appointed as the implementer of inclusive education at the early childhood education level. None of the teachers at the school have a special education or psychology background. This condition initially surprised the education organizers with the appointment. This school was chosen because it has independently implemented inclusive education, although it has not been supported by human resources that are in accordance with the concept of inclusive education. This courage made the Ministry of Religion through the Islamic Religious Education Section appoint RA Khadijah as a pilot project for the implementation of inclusive education within the Ministry of Religion of Tabanan Regency.

The appointment did not just happen. This appointment was based on information and data from the Islamic religious education division of the Ministry of Religion of Tabanan Regency that RA Khadijah accepted students with special needs in 2022. The results of the field survey showed that RA Khadijah was able to provide inclusive education services in 2023, RA Khadijah was officially appointed as the implementer of inclusive education at the early childhood education level under the Islamic religious education division of the Ministry of Religion of Tabanan Regency.

The results of the interview with the principal of RA Khadijah explained the conditions they faced by accepting students with special needs. Pros and cons initially occurred with accepting students with special needs at the school, especially with the absence of human resources with a special educational background. This fact made the author want to assist in increasing knowledge about children with special needs and implementing inclusive education.

2   Method

Implementing Community Service activities is located at RA Khadijah, Tabanan Regency, under the auspices of the Muslimat NU Education Foundation of Tabanan Regency. The target for implementing this activity is divided into two, namely teachers and education providers at RA Khadijah and parents of students. The target of community service targeting these two groups aims to provide knowledge and implementation in a sustainable manner. Therefore, parents and teachers become participants in this community service. RA Khadijah itself consists of three locations, namely RA Khadijah I in Abian Tuwung Village, RA Khadijah II in Banjar Anyar Village, and RA Khadijah III in Dauh Peken Village, all of which are still in Tabanan District, Tabanan Regency. The number of participants in this activity was 190, consisting of five education providers, fifteen teachers, and one hundred and seventy parents of students.

The implementation of community service uses the Asset Based Community Development (ABCD) approach developed by Kretzmann and McKnight (1996) and supplemented by McKnight (2017). ABCD has five stages: a) Identification of Community Assets, such as individual skills, local organizations, and existing institutions; Second, Mobilization of Assets to achieve community goals; for example, individuals with special skills can be invited to work together to run community projects. Third, the Connection Between Assets aims to connect different assets to strengthen each other. For example, connecting community groups with local organizations to utilize their facilities or skills. Fourth, Project Planning and Implementation involve community members in decision-making to ensure the project is relevant to local needs. Fifth, Evaluation and Improvement are carried out to determine the impact and make necessary adjustments or improvements. This evaluation is essential for the future project's sustainability and improvement.

Figure 1. ABCD Steps
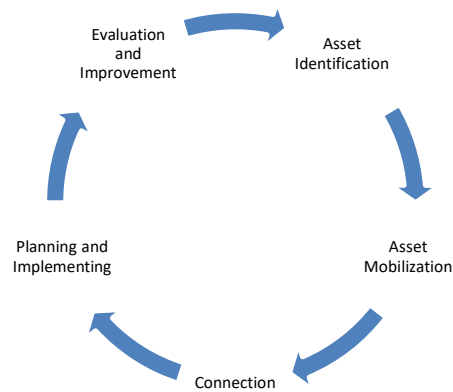
The selection of ABCD as an intervention approach used to promote equity and well-being attempts to rebalance our approach to well-being. The core of ABCD is its focus on social relationships, treating formal and informal associations, networks, and extended families as assets. Furthermore, McKnight and Russel (2018) explain that the stages above are not a hierarchy; they can start from anywhere but must do the parts listed in the diagram above.

3   Results

ABCD has five primary keys that must be available in its implementation. Identification obtained from the community service process carried out as follows:

Table 1. Five Aspects of ABCD according to McKnight and Russel (2018)

Aspect	Finding
Individual	Of the fifteen teachers, there are three teachers who are close to children with special needs, with details of one person having a child with special needs, one teacher who has a family with special needs and one teacher who has an interest in the development of children with special needs, as evidenced by their active participation in webinars and WhatsApp groups about autistic children.

Associations	Teachers who regularly participate in webinar activities, join WhatsApp groups about one type of special needs, and join and are active in one of the adult autism Facebook groups.
Institutions	Collaborate with community health centers, bring in pediatricians regularly, and discuss with experts in the field of psychology.
Physical Assets	Having adequate teaching and learning places in handling children with special needs, especially RA Khadijah II and III. RA Khadijah III has a wider area than RA Khadijah I and II, so it is most possible for the implementation of inclusive education.
Connections	There is a teacher rotation process between RA Khadijah I-III schools, aimed at providing experience in handling children with special needs, because inclusive education services are only available at RA Khadijah II.

Table 1 shows the five ABCD keys above, describing how the assets owned by RA Khadijah have the potential to be developed in the context of inclusive education services. There are human resources with initial knowledge, a supportive environment, and other supporters such as infrastructure, social environment, and government support.

Figure 1: Explaining Inclusive Education Implementation Procedure

The findings based on the ABCD implementation stages are as follows:
Table 2. ABCD's Finding

Aspect	Finding
Asset Identifying	In terms of human resources, there are no teachers with a background in special education/psychology. The absence of teachers with such educational backgrounds does not discourage teachers from accepting students with special needs. Several teachers took the initiative to increase their knowledge about children with special needs, both scientifically/theoretically and in how to handle children with special needs, according to the conditions of special needs faced in schools.
Asset Mobilization	Teachers who have knowledge about children with special needs hold sharing sessions about knowledge and handling of children with special needs twice a month or can be done when certain situations occur.
Asset Connections	The implementation of inclusive education services at RA Khadijah initially received opposition from the management and several parents because of the stigma of children with special needs that could have an impact on normal children. Another reason is the absence of teachers with a special education background. Time has proven that RA Khadijah is able to provide good services until it was appointed as an inclusive school for early childhood education from the Ministry of Religion, this has proven to be a form of recognition and support from government institutions, which has become a trigger for the Foundation and parents to support the implementation of inclusive education services.

Planning and implementing	The above data is processed in such a way as to produce a design in the form of: 1. Improving knowledge and handling of children with special needs in the context of inclusive education. 2. Socialization to the school environment which includes Foundation managers, teachers and parents of students. The activity plan was implemented over six days, starting from July 15-20, 2024, with details of two days for observation, interviews and initial documentation, two days for implementing knowledge improvement and handling of children with special needs in the context of inclusive education assisted by providing training modules, one day for the activity evaluation process with teachers and one day for socialization with Foundation managers, teachers and parents. The entire activity process mostly ran smoothly, there were several obstacles that did not impact the activity implementation process. Activities involving teachers for three days were carried out after effective hours were finished so as not to interfere with regular teaching and learning activities.
Evaluation and Improvement	After participating in activities to improve knowledge and skills in handling children with special needs in inclusive education, there are several things that are noted in the implementation of the activities, namely: 1. Some teachers have problems in providing information to parents who still cannot understand the condition of children with special needs. This problem was resolved during the implementation of socialization with the parents of students.

2. Some teachers have not been able to control their emotions when providing services to children with special needs. This problem is solved by providing tips for handling children with special needs according to their type, and asking teachers who have knowledge about children with special needs to help the teacher.

3. All teachers showed great enthusiasm during the activity process and provided lots of feedback during the activity process.

Table 2 explains the main problem that is the focus of community service, which is increasing knowledge about children with special needs and providing inclusive education services for teachers and schools. Improvement is carried out by providing training focusing on explaining the various types of special needs, especially in the context of inclusive education. Furthermore, an FGD is carried out by presenting one of the children with special needs at an early age to provide direct practice on providing services in the context of education. In this process, teachers who know give support to other teachers assisted by the Community Service team to see the service delivery process. Teachers with initial knowledge can provide information to teachers who do not know children with special needs. Effective knowledge transfer occurs at this stage because it starts from their experience in dealing with children with special needs.

4 Discussion

The results of this community service explain that using ABCD as a group development approach has proven to be a good approach because it can identify assets owned to help group development, in this case, teachers at RA Khadijah. Empowerment of owned assets is essential in developing inclusive education services at RA Khadijah.

Figure 2. Special Needs Socialization with Student's Parent

Table 3. Score Before-After Community Service Implemented

Score before	Score After
73.55	93.65

The use of the ABCD approach in developing inclusive education has proven effective. Juvonen et al. (2019) explain community assets as one of the strengths of creating inclusive education services. Other findings in the article explain how inclusive education services open space for collaboration, reduce stigma, and increase student trust with the existence of a community that supports the provision of inclusive education services.

DeMatthews et al. (2019) highlighted leadership as a supporting asset for implementing education. RA Khadijah is supported by good leadership, from the Foundation level to the school level. The principals of RA Khadijah I-III support each other inclusive education services as a form of concern for children with special needs.

The environment is an important asset in implementing inclusive education, another factor that supports the program's success. Bhroin and King (2020) see the importance of collaboration between teachers, support staff, and the community to create an inclusive educational environment. Other findings in this article discuss practical strategies for integrating student support plans into the regular education system

using a community-based and collaborative approach. Other findings also emphasize the importance of ongoing training for teachers so that they can face various challenges and meet the diverse needs of students. This is supported by the findings of Forrester et al. (2020), who stated that the school environment is the most crucial asset in developing inclusive education services.

Coley et al. (2023), in developing inclusive education, highlighted the urgency of religious groups and academic institutions in supporting the implementation of educational services. The two groups are considered capable of identifying the assets they must implement inclusivity, especially in providing inclusive education services. RA Khadijah is an academic institution under the auspices of the Muslimat Education Foundation (YPM) NU Tabanan Regency, which is a background of an Islamic educational institution. Moreover, the location of RA Khadijah is close to the mosque, which is a solid religious environment.

Marron (2020), in his dissertation, explains how ABCD is a representative approach to developing inclusive education services. His research findings identify community strengths as assets in developing inclusive education services. RA Khadijah has community support from the religious community until the government. It indicates RA Khadijah can be strong enough to establish inclusive education well.

Negara and Fauziah (2022) used the ABCD approach as a form of teacher empowerment to improve teachers' abilities and create educational game tools that are friendly to children with special needs. This training was designed not to focus on making educational games alone but to bridge how teachers can develop teachers' understanding of children with special needs.

In their research, Ibnu and Tahar (2021) explain that local policies are one of the assets that support inclusive education services. The method used is to develop traditional games to foster togetherness between parties in implementing inclusive education. This condition is considered ideal because of the involvement of all parties in implementing inclusive education.

Asa et al. (2021) explain the role of ABCD for mothers in overcoming parenting challenges. This study's findings demonstrate that individuals are the main asset in handling children with special needs. This also happened at RA Khadijah, and several teachers knew children with special needs as a form of concern for children with special needs.

Inclusive education can be implemented with the support of the environment. This also happened at RA Khadijah, from the school environment to the home, to support the sustainability of inclusive education. This fact is in line with the opinions of Nadhiroh and Ahmadi (2024), Alfauzi et al. (2024), and Amahoru and Ahyani (2023), who said that inclusive education requires support from the environment as one of the assets that can support the implementation of educational services for children with special needs.

5   Conclusion

Community Service related to improving knowledge and inclusive education services at RA Khadijah using the ABCD approach has a significant impact. Identification of assets owned is complete, both in terms of human and natural resources and internal and external. ABCD can also provide insight for RA Khadijah about the urgency of implementing inclusive education starting from the most basic level, namely early childhood education.

This activity also provides information about the importance of policymakers' involvement in handling inclusive education services. Theoretically, ABCD has a significant impact, while practically, ABCD is still one of the most effective approaches in empowering communities and groups. The suggestion that can be taken from this activity is the need to provide theoretical and practical knowledge for inclusive education providers, both those who have appropriate human resources and those who do not, to strengthen maximum service in inclusive education.

6   Acknowledgment

7   Reference

Akrim, M., & Harfiani, R. (2019). Daily learning flow of inclusive education for Early Childhood. http://orcid.org/0000-0002-4751-7096

Alfauzi, I. K., Azizah, W., Adawiyah, R., & Andriani, O. (2024). Menganalisis Karakteristik Lingkungan Inklusif Di Sekolah Umum Bagi Anak Berkebutuhan Khusus. Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa, 3(1), 178–182. https://doi.org/10.58192/INSDUN.V3I1.1816

Amahoru, A., & Ahyani, E. (2023). Psikologi Pendidikan Inklusif: Menciptakan Lingkungan Belajar yang Ramah Bagi Semua Siswa. Indo-MathEdu Intellectuals Journal, 4(3), 2368–2377. https://doi.org/10.54373/IMEIJ.V4I3.522

Asa, G. A., Fauk, N. K., Ward, P. R., Hawke, K., Crutzen, R., & Mwanri, L. (2021). Psychological, sociocultural and economic coping strategies of mothers or female caregivers of children with a disability in Belu district, Indonesia. PLOS ONE, 16(5), e0251274. https://doi.org/10.1371/JOURNAL.PONE.0251274

Azzahra, I. M., Diana, R. R., Nirwana, E. S., Wiranata, Rz. R. S., & Andriani, K. M. (2022). Learning facilities and infrastructure based on the characteristics of Children with Special Needs in inclusive education. Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini, 5(2), 169–190. https://doi.org/10.24042/AJIPAUD.V5I2.14432

Baharudin, & Saidang. (2020). Implementasi Kebijakan Pendidikan Inklusif Di SDN No. 39 Cakke. Edumaspul: Jurnal Kependidikan, 2(4), 189–204. https://doi.org/10.33487/edumaspul.v4i2.717

Budiarti, N. D., & Sugito, S. (2018). Implementation of Inclusive Education of Elementary Schools: a Case Study in Karangmojo Sub-District,

Gunungkidul Regency. Journal of Education and Learning (EduLearn), 12(2), 214–223. https://doi.org/10.11591/EDULEARN.V12I2.8727

Coley, L. S., Howze, E. S., & McManamy, K. (2023). Faith-based community-academic partnerships: An asset-based community development strategy for social change. Gateways: International Journal of Community Research and Engagement, 16(2). https://doi.org/10.5130/ijcre.v16i2.8672

DeMatthews, D. E., Kotok, S., & Serafini, A. (2019). Leadership Preparation for Special Education and Inclusive Schools: Beliefs and Recommendations From Successful Principals, 15(4), 303–329. https://doi.org/10.1177/1942775119838308

Ediyanto, E., Mahanani, P., Aprilia, I. D., Ramadhani, R. S., & Wulandary, V. (2024). Optimizing Inclusive Education: Uncovering Challenges and Strategies in Primary Schools Through a Literature Review. Mimbar Sekolah Dasar, 11(2), 385–395. https://doi.org/10.53400/mimbar-sd.v11i2.71803

Forrester, G., Kurth, J., Vincent, P., & Oliver, M. (2020). Schools as community assets: an exploration of the merits of an Asset-Based Community Development (ABCD) approach. Educational Review, 72(4), 443–458. https://doi.org/10.1080/00131911.2018.1529655

Juvonen, J., Lessard, L. M., Rastogi, R., Schacter, H. L., & Smith, D. S. (2019). Promoting Social Inclusion in Educational Settings: Challenges and Opportunities. Educational Psychologist, 54(4), 250–270. https://doi.org/10.1080/00461520.2019.1655645

Karimatunisa, E., & Muhtarom, T. (2024). Kebijakan Pemerintah Terhadap Pendidikan Inklusif. Journal Innovation In Education, 2(3), 101–107. https://doi.org/10.59841/INOVED.V2I3.1369

Kementerian Pendidikan Kebudayaan Riset dan Teknologi. (2022). Panduan Pelaksanaan Pendidikan Inklusif. Kementerian Pendidikan Kebudayaan Riset dan Teknologi.

Kretzmann, J., & McKnight, J. P. (1996). Assets-based community development. National Civic Review, 85(4), 23–29. https://doi.org/10.1002/NCR.4100850405

Kunda Marron, R. (2020). An analysis of early childhood development facilities as centres of care and support for vulnerable children using the asset based community development model: a case study of Uganda. Dissertation. School of Policy and Practice, Ollscoil Chathair Bhaile Atha Cliath Dublin City University

Margiyanto. (2022). Pengelolaan PAUD Berkualiatas melalui Konsep Sekolah Ramah Anak. Edudikara: Jurnal Pendidikan Dan Pembelajaran, 7(3), 115–121. https://doi.org/10.32585/EDUDIKARA.V7I3.291

Maryanti, R., Nandiyanto, A. B. D., Hufad, A., & Sunardi, S. (2021). Science Education for Students with Special Needs in Indonesia: From Definition, Systematic Review, Education System, to Curriculum. Indonesian Journal of Community and Special Needs Education, 1(1), 1–8. https://doi.org/10.17509/IJCSNE.V1I1.32653

McKnight, J. (2017). Asset-Based Community Development: The Essentials. DePaul Asset Based Community Development Institute. DePaul University.

McKnight, J., & Russell, C. (2018). The Four Essential Elements of an Asset-Based Community Development Process: What is Distinctive About an Asset-Based Community Development Process. DePaul Asset Based Community Development Institute. DePaul University

Mukminin, A., Habibi, A., Prasojo, L. D., Idi, A., & Hamidah, A. (2019). Curriculum Reform in Indonesia: Moving from an Exclusive to Inclusive Curriculum. Center for Educational Policy Studies Journal, 9(2), 53–72. https://doi.org/10.26529/CEPSJ.543

Mumpuniarti, M., Handoyo, R. R., Pinrupitanza, D. T., & Barotuttaqiyah, D. (2020). TEACHER'S PEDAGOGY COMPETENCE AND CHALLENGES IN IMPLEMENTING INCLUSIVE LEARNING IN SLOW

LEARNER. Jurnal Cakrawala Pendidikan, 39(1), 217–229. https://doi.org/10.21831/cp.v39i1.28807

Nadhiroh, U., & Ahmadi, A. (2024). Pendidikan Inklusif: Membangun Lingkungan Pembelajaran Yang Mendukung Kesetaraan Dan Kearifan Budaya. Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, Dan Budaya, 8(1), 11–22. https://doi.org/10.30872/jbssb.v8i1.14072

Negara, T. D. W., & Fauziah, H. N. (2022). Empowerment edukatif Guru PAUD dalam pembuatan Alat Permainan Edukasi ramah anak inklusi berorientasi SALINGTEMAS. WISDOM: Jurnal Pendidikan Anak Usia Dini, 3(2), 254–273. https://doi.org/10.21154/WISDOM.V3I2.5013

Ní Bhroin, Ó., & King, F. (2020). Teacher education for inclusive education: a framework for developing collaboration for the inclusion of students with support plans. European Journal of Teacher Education, 43(1), 38–63. https://doi.org/10.1080/02619768.2019.1691993

Nurhasan, N., & Madhakomala, R. (2023). Quality Control System for ABK Inclusion Education. East Asian Journal of Multidisciplinary Research , 2(12), 5211–5222. https://doi.org/10.55927/EAJMR.V2I12.7563

Nurussakinah, T., Mulyadi, S., & Gandana, G. (2024). Menyongsong Masa Depan: Survei Implementasi Pendidikan Inklusi Jenjang Pendidikan Anak Usia Dini. Murhum : Jurnal Pendidikan Anak Usia Dini, 5(1), 389–403. https://doi.org/10.37985/MURHUM.V5I1.563

Rasmitadila, Efendi, I., Rajagukguk, Z. F., Safari, Y., & Tambunan, A. R. S. (2023). The perspectives of Indonesian teachers toward co-teaching experiences in the inclusive classroom: classroom internal support and instructional goals. Education 3-13. https://doi.org/10.1080/03004279.2023.2263016

Rasmitadila, Humaira, M. A., Rachmadtullah, R., Sesrita, A., Laeli, S., Muhdiyati, I., & Firmansyah, W. (2021). Teacher Perceptions of University Mentoring Programs Planning for Inclusive Elementary Schools: A Case Study in Indonesia. International Journal of Special Education, 36(2), 53–65. https://doi.org/10.52291/IJSE.2021.36.18

Rasmitadila, R., Widyasari, W., & Prasetyo, T. (2021). Persepsi Guru Pembimbing Khusus terhadap Manfaat Model Strategi Pembelajaran Berbasis Sistem Pembelajaran Alamiah Otak (SiPAO) bagi Siswa Berkebutuhan Khusus (ABK) di Kelas Inklusif. Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar, 8(2), 87–103. https://doi.org/10.30997/dt.v8i2.4383

Sabila, H., & Kurniawati, F. (2019). Parental Attitudes of Preschool Children toward Students with Special Needs in Inclusive and Non-Inclusive Kindergartens: A Comparative Study. 602–609. https://doi.org/10.2991/ICIAP-18.2019.51

Salim, A. (2019). The Analysis of Teachers' Competence in Participating the In-Service Training Program of Inclusive Education in Indonesia. Asian Social Science, 15(2), p8. https://doi.org/10.5539/ASS.V15N2P8

Sari, F. (2024). Challenges and Opportunities to Well Education. TOFEDU: The Future of Education Journal, 3(3), 787–792. https://doi.org/10.61445/TOFEDU.V3I3.165

Solekhah, H. (2020). Distance Learning of Indonesian Early Childhood Education (PAUD) during the Covid-19 Pandemic. International Journal of Emerging Issues in Early Childhood Education, 2(2), 105–115. https://doi.org/10.31098/ijeiece.v2i2.409

Suastariyani, N. K. N., & Tirtayani, L. A. (2020). SURVEI PERSEPSI ORANG TUA MENGENAI PROGRAM PAUD INKLUSI DI KOTA DENPASAR TAHUN 2020. Jurnal Pendidikan Anak Usia Dini Undiksha, 8(2), 80–90. https://doi.org/10.23887/PAUD.V8I2.25156

Syamsi, I., & Tahar, M. M. (2021). Local wisdom-based character education for special needs students in inclusive elementary schools. Cypriot Journal of Educational Sciences, 16(6), 3329–3342. https://doi.org/10.18844/CJES.V16I6.6567

Ujianti, P. R. (2021). The Implementation of Inclusive Education Program for Early Childhood. Proceedings of the 2nd International

Conference on Technology and Educational Science (ICTES 2020), 540, 175–178. https://doi.org/10.2991/ASSEHR.K.210407.233

Wahyuni, W., Pratiwi, S. H., Wiandari, F., & Meutia, C. I. (2022). Inclusive Education Training For Non-Special Education Primary School Teachers. International Journal for Education and Community Service, 1(1), 1–6.

Zakiah, W. G., Karsidi, R., & Yusuf, M. (2021). The Implementation of Inclusive Educational Policies in Elementary School. Jurnal Pendidikan Dan Pengajaran, 54(1), 130–140. https://doi.org/10.23887/JPP.V54I1.32210