INCLUSION EDUCATION IN BANYUWANGI DISTRICT: STAKEHOLDER UNDERSTANDING AND BARRIERS TO IMPLEMENTATION

Zidniyati[1] , Kurniyatul Faizah[2], Atho'ilah Aly Najamudin[3], Ainur Rofiq[4], Emi Hidayati[5]

[1,2,3, 4,5]Universitas Islam Ibrahimy, East Java, Indonesia
Email: zidniazmi12@gmail.com[1], kurnia_fz@gmail.com[2],
athoilahnajamudin@gmail.com[3], ainurrofiq1407@gmail.com[4],
hidayatiemi5@gmail.com[5]

Abstract:
This article examines how minority students form and assert their identities in school's public spaces, particularly in interactions with majority groups. This qualitative research uses interviews and documentation studies, focusing on several minority students in schools in East Java. The research results show that the identity of minority students is formed through religious expressions, which include verbal expressions, attitudes of prayer, and greetings on holidays. These three expressions function as a means for minorities to assert their identity among the majority. This research concludes that identity formation depends on significant religious expressions and small actions carried out repeatedly. Therefore, schools must provide equitable social spaces for minority students, with policies supporting equality and respecting differences in school social life. The research results show that the understanding of inclusive education is still limited to involving children with special needs in regular school learning classes. Significant structural and cultural obstacles exist to its implementation, and inclusive education needs to be redefined to make it more holistic. This research produced recommendations, including improving infrastructure, training teaching staff, and developing policies that support inclusive education. The findings from this research illustrate the importance of a broader understanding of inclusive education and the need for strategic action to ensure equal access to education for all children.

Keywords: *inclusive education, understanding of stakeholders, barriers to implementation*

INTRODUCTION

An inclusive education system has been affirmed by various countries around the world through the United Nations more than a quarter of a century ago, but the understanding of inclusive education itself is very varied, giving rise to different practices. It turns out that the concept of inclusive education is interpreted differently by various countries, giving rise to different practices (Opertti et al., 2014). This can be seen in the editorials of various policy documents related to inclusive education, including in Indonesia (Mulyadi, 2017). The policy related to inclusive education in Indonesia (Kemendikbud RI, 2009) states that inclusive education is "an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together. -the same as students in general." In Article 3 paragraph 2 it is stated that what is meant by students with disabilities consists of the

blind, deaf, speech impaired, mentally retarded; quadriplegic; tunable; learning difficulties; slow to learn; autistic; have motor disorders; become victims of drug abuse, illegal drugs and other addictive substances; have other disorders; and doubles. Looking at this article, it can be concluded that students with disabilities as referred to in the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 are students who have disabilities. This policy is also referred to by the East Java Provincial Government and is reflected in East Java Governor Regulation Number 30 of 2018 (Governor of East Java, 2018) concerning the implementation of inclusive education in East Java Province as an amendment to Governor Regulation Number 6 of 2011 concerning the implementation of inclusive education in East Java Province . Minister of National Education Regulation Number 70 of 2009 is also referred to by the Banyuwangi Regency Government, East Java, and is reflected in Banyuwangi Regency Regent Regulation Number 68 of 2012 concerning the implementation of inclusive education (Banyuwangi Regency Regent Regulation Number 68 of 2012, 2012). The meaning of inclusive education in the Governor's and Regent's regulations is the same as that stated in the Minister of National Education Regulation Number 70 of 2009, namely that inclusive education is interpreted as an effort to involve children with disabilities into regular schools. Different from international policy editorials.

According to UNESCO, inclusive education is not only about integrating students with special needs into regular classes, but also creating policies, practices and school culture that enable every student to participate and learn in a meaningful way. The Salamanca Statement, which is the main milestone in the affirmation of the inclusive education system, provides a different meaning from the editorial regarding inclusive education policy in Indonesia. The Salamanca Statements include a broader meaning (Anderson & Boyle, 2020). Although the main focus of the Salamanca conference in 1994 was on so-called special needs education, the conclusions were. Special needs education, an issue of equal concern to countries in the North and South – cannot develop alone. Such education must be part of the overall educational strategy and, of course, of new social and economic policies. Such education calls for major reforms of public schools (Halder & Argyropoulos, 2019; UNESCO, 1994). The aim of the formulation in the Salamanca Statement is to develop an inclusive education system (Nilholm, 2021). This can only happen, it is argued, if public schools are able to develop educational systems to educate all children in their local communities.

It is clearly stated in the Salamanca Statement that public schools with an inclusive orientation are the most effective way to combat discriminatory attitudes, create welcoming communities, build inclusive societies, and achieve education for all; furthermore, these schools provide effective education to a large number of children and increase the efficiency and ultimately cost-effectiveness of the entire education system as well. Furthermore, it is also stated in the statement that the move towards inclusive schools can be justified for a number of reasons. The first reason is educational justification (Engelbrecht, 2020), which means that the requirement for inclusive schools to educate all children together (not separately) means that they must develop ways of teaching that respond to individual differences or characteristics and therefore benefit all children (Ainscow et al. al., 2019; UNESCO, 1994). The second reason is social justification (Boyle & Anderson, 2020; Engelbrecht, 2020). This means that inclusive schools are able to change attitudes towards differences by educating all children together, and therefore become the forerunner in forming the basis for a just and non-discriminatory society. The third reason is economic justification (Ainscow et al., 2019). This third rationalization states that it is likely to be cheaper to establish and maintain schools that educate all children together than to establish a complex system of different types of schools specializing in different groups of children. If special schools exist in Indonesia, they are called Special Schools (SLB), and public or regular schools are referred to as all schools.

Inclusive education grew from the field of special education and was initially related to the education of students with disabilities, but is now understood to include providing education to all students (Boyle & Sharma, 2015). However, researchers such as Kauffman, Anastasiou, and Hallahan (Anastasiou et al., 2016; Kauffman & Hallahan, 1996) state that efforts to have a fully inclusive education system are unattainable and

unrealistic. Slee (Slee, 2011) describes inclusive education as an educational philosophy that is bound by an egalitarian paradigm. In simple terms, inclusive education is about ensuring the best learning opportunities are available to all children, regardless of context.

Some research related to inclusive education also reflects the view that inclusive education is interpreted as a learning program that integrates groups with disabilities into general learning classes or regular schools. Even though children with disabilities in Indonesia face significant inequalities in several aspects of their welfare, including education, health and social inclusion, in the education sector, although the number of inclusive schools increased by 29 percent from 2020 to 2021, children with disabilities still have a lower chance of attending school and completing their education compared to peers without disabilities. As many as 36 percent of children with disabilities do not go to school, while only 8 percent of children without disabilities face the same situation (Unicef Indonesia, 2023). This UNICEF report also highlights health issues. Children with disabilities are almost twice as likely to experience growth retardation, malnutrition, or undernutrition, compared with children without disabilities. Women with disabilities are more likely to be affected than men. The report also highlights that children with disabilities have higher rates of acute respiratory infections and diarrhea – which are leading causes of illness and death in children. Although there has been an increase in immunization coverage among children with disabilities from 47 percent in 2019 to 62 percent in 2021 (Unicef Indonesia, 2023), their vaccination rates are still lower than those of children without disabilities, especially for those living in poverty.

The number of children with disabilities who reported experiencing violence fell by a third from 2019 to 2021, but more said they had experienced sexual abuse than any other form of violence. Twice as many report these violations as physical violence, and three times as many as emotional violence. However, research shows that in Indonesia, one in three children with disabilities do not have access to education. Even if they attend school, they do not get the accommodation they need (World Bank Group, 2024). The data details that almost 30 percent of children with disabilities cannot access school, and many of those who attend school do not receive adequate services. Inclusive education is one way to overcome the problem of access to education for children with disabilities. There are almost always cases of students who are not served at school in supporting or developing their potential according to their individual needs. This results in the level of open unemployment among fresh graduates becoming increasingly high when students are not served. Mental disorders or mental health among students/children are increasing because their needs are not being served. Impaired mental health will have an impact on the emergence of bullying among students/children. If children's needs are not met, it will lead to or have an impact on low literacy skills.

Indonesia's reading literacy score in 2022 is lower compared to 2000, namely 371. The following is Indonesia's reading literacy score in 2022 according to the latest PISA. 2000 score: 371 2003 score: 382 2006 score: 393 2009 score: 402 2012 score: 396 2015 score: 397 2018 score: 371 2022 score: 359. Apart from reading literacy, mathematics and literacy scores Indonesian science in 2022 will also experience decline. The Mathematics literacy score in 2022 is 366. Whereas in 2018, the score was 379. Meanwhile the science literacy score was from 379 in 2018, down to 366 in 2022. Head of the Educational Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education and Culture, Anindito Aditomo, as reported by Antara, stated that the decline in PISA 2022 scores was due to the closure of schools in Indonesia for almost 24 months because Covid-19 pandemic which causes learning loss. This data was obtained based on the PISA survey which was conducted right after the pandemic ended, namely around May to June 2022.

If we return to the 4th goal of the Sustainable Development Goals, where all children without exception are guaranteed to be able to receive equal educational services by 2030 (Boeren, 2019), then this situation requires continuous determination and affirmation from all parties so that this goal can be realized. Indonesia, which is one of the countries that ratified the SDGs agreement, also has an education policy that ensures that all children have the right to equal education without discrimination. To realize an inclusive education system, all actors involved in education need to move

towards a more inclusive, resilient and effective education system, which is able to prioritize sustainable solutions. UNESCO as a world organization that focuses on education has declared that there is a need to take steps to help governments better understand and analyze the political economy of the education system and change it for the benefit of all children and young people. preparing to achieve the 4th goal of the SDGs agenda (to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all") (UNESCO-IIEP et al., 2021).

Historically, the concept of inclusive education has experienced at least four evolutionary phases in its development. The first phase began in 1948, when the concept of inclusive education was understood as a human rights-based approach. The second phase began in 1990, when the concept of inclusive education began to shift in response to the special needs of children. The third phase began around 2000 when the concept of inclusive education developed as a response to marginalized groups. The fourth phase occurred around 2005 when the concept of inclusive education was responded to as a necessity for the transformation of the education system (Opertti et al., 2014). Even though the transformation of the education system is currently reflected in the fourth goal of the Sustainable Development Goals, the definition, concept and practice of inclusive education are still being debated.

Four basic norms that make the priority and necessity of inclusive education realized. The four norms include equal access to education for all, quality of education, gender equality, lifelong learning, and a safe learning environment. Inclusive education aims to ensure that every individual, including those with disabilities and from marginalized backgrounds, can access education without barriers (UNESCO, 2017). Improving the quality of education for all students, so that they can achieve relevant and effective learning outcomes (UNESCO, 2020). Ensure that inclusive education also pays attention to gender equality, providing equal opportunities for men and women (UN Women, 2021). Encourages lifelong learning for all, enabling individuals to continue learning and developing at various stages of life (UNESCO, 2015). Creating a safe, inclusive and supportive learning environment, where all students feel welcome and valued (UNESCO, 2018). Based on the differences in the meaning of inclusive education between international documents and Indonesian national documents to documents at the district level government, this research wants to explore what stakeholders understand about inclusive education and what kind of obstacles occur when implementing inclusive education.

RESEARCH METHODS

This research uses a qualitative descriptive approach, which aims to provide an overview of stakeholders' understanding of inclusive education and the obstacles that occur when implementing inclusive education in Banyuwangi Regency. This approach was chosen because it is relevant for understanding the phenomenon as a whole through contextual qualitative data analysis. The research was conducted in Banyuwangi Regency, with a focus on schools that already have or have the potential to provide inclusive education. Locations were selected based on their relevance in implementing inclusive education policies and the diversity of social, cultural and geographical backgrounds in the area.

The subjects of this research include, Teachers in inclusive and non-inclusive schools, especially those who are directly involved in the learning process of students with special needs. The school principal, who is responsible for inclusive education policies at the school level. Parents of students, whether they have children with special needs or not, to gain a perspective on the need for inclusive education. Education Service Officials, to find out the policies and support available for inclusive education in Banyuwangi Regency. Data collection in this research was carried out through interviews and observations. Activities carried out to obtain this data were carried out through Forum Group Discussions with Special Assistant Teachers. Policy document analysis was also carried out to analyze the diction and content of policy documents related to the implementation of inclusive education. Informants interviewed included. School

Principals – to understand the policies and support for inclusive education in their respective schools.

Teachers – to find out readiness, understanding and challenges in implementing inclusive education. Parents of students – to gain a perspective regarding their hopes and experiences regarding inclusive education for children with special needs. Education Service Officials – to understand local government policies regarding inclusive education in Banyuwangi Regency. Interviews were conducted in a semi-structured manner to allow for in-depth exploration of issues that emerged during the interview process. Observations were carried out in schools that already or have the potential to provide inclusive education. The focus of observation includes. Physical condition of the school (accessibility for students with special needs). Interaction between students with special needs and other students. The learning process in the classroom, especially the methods used by teachers to accommodate the needs of all students. Supporting facilities and infrastructure for inclusive education.

Observations were carried out directly and recorded using a previously prepared observation guide. (1)Regional policies or regulations related to inclusive education. (2)School plans and programs that support inclusive education. (3)Records of the attendance of students with special needs at the relevant schools. (4)Report on training or teacher capacity building programs in the field of inclusive education. FGDs are carried out to gather various perspectives in one discussion forum. FGD participants consisted of teachers, school principals, parents and representatives of the Education Department. The aim of the FGD is to get an overview of collective needs in implementing inclusive education in Banyuwangi Regency. This discussion was facilitated with guided questions to maintain focus on the research objectives.

RESULTS AND DISCUSSION

Nationally, the commitment to inclusive education has been regulated in Ministry of National Education Regulation Number 70 of 2009. This policy is implemented at the provincial level through East Java Governor Regulation Number 6 of 2011 which was later updated with Governor Regulation Number 30 of 2018 concerning the Implementation of Inclusive Education. As part of the response to this policy, the Banyuwangi Regency Government issued Regent Regulation Number 68 of 2012 concerning the Implementation of Inclusive Education. This regulation is the basis for implementing inclusive education at the regional level. In the national policy document Regulation of the Minister of National Education Number 70 of 2009 and in the Regent's Regulation document Number 68 of 2012 which regulates the implementation of inclusive education, inclusive education is interpreted as an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and /or special talent to participate in education or learning in an educational environment together with students in general.

Since 2014, Banyuwangi launched the innovative Agage Pintar program, which has become the main driver in implementing inclusive education in this area. This program succeeded in leading Banyuwangi Regency to win the Kovablik Awards for East Java Province in 2016 for the next four years in a row as a Regency that Cares for Human Rights. The assessment criteria are, the right to education, the rights of women and children, the right to population, the right to work, the right to housing, and the right to a sustainable environment, and Banyuwangi is able to fulfill all of these criteria (Banyuwangi Portal, 2020).

The Banyuwangi Regency Government's commitment is also followed up by determining the budget and implementing inclusive school education. In 2014, Banyuwangi had 115 schools providing inclusive education, consisting of 28 PAUD schools, 44 SD/MI, 26 SMP/MTs, 17 SMA/MA (East Java Provincial Communication and Informatics Service, 2014). The budget allocation in 2018 to support the inclusive education program was IDR 1.36 billion, given to support inclusive education in 217 inclusive schools, 275 Special Assistant Teachers (GPK) with 1065 Children with Special Needs (ABK) detected by the school (Fanani, 2018) . The number of 217 inclusive schools

is 6.36% of the total public schools (kindergarten to high school) in Banyuwangi. The number of crew members in 2018 was 80 percent of the total number of crew members in Banyuwangi Regency. This budget is bigger than in 2014 when Banyuwangi first declared itself an Inclusion Regency, namely 60 million rupiah (Fanani, 2018).

There are approximately 181 (one hundred and eighty one) inclusions from a total of 3,119 (one thousand one hundred and nineteen) schools in Banyuwangi Regency (records from the Banyuwangi Regency Education Office), from PAUD to high school level including Community Education. Based on an interview with one of the District Education Office officials Banyuwangi, the indicator that a school is called an inclusive school is that there are children with special needs (disabilities) who are students in public schools. There are 250 (two hundred and fifty) Special Assistant Teachers (GPK) who accompany children with special needs in inclusive schools spread across Banyuwangi Regency. According to the coordinator of the Banhyuwangi Regency Inclusion Working Group (informant 1), all GPK receive incentives from the Government every month, and receive technical guidance once a year. Based on the results of the FGD with the GPKs, the one-time technical guidance provided a little help in contributing knowledge and skills to the GPKs, but the cases that occurred in the classes they supervised were not always the same as the case examples given at the time. technical guidance. It was felt that the duration of the Technical Guidance which was carried out in just one day, and carried out in large groups (250 divided into 2 groups) was still not able to answer the various difficulties of the GPK in the class while accompanying the ABK. The data for 181 inclusive schools with 250 GPK is still the same as the data for 2023 (Suwito, 2023).

Officials at the Education Service did not provide the names of inclusive schools due to considerations regarding the existence of children with special needs whose identities must be protected (informant 1). Based on interviews with school principals and GPK, the indicator for a school is that it is an inclusive school if a school accepts students with special needs (disabilities). Some schools that do not have GPK tend to reject the existence of ABK due to the lack of resources to accompany ABK in their schools. One of the informants who was a GPK (informant 3) said that he was still not able to serve ABK in sufficient time because the teacher also needed to accompany other students in the same class. The main difficulty experienced by the GPK was determining what program was right for the ABK in their class. Often the GPK provides additional study hours outside of school hours to train ABK to learn to read. Another GPK (informant 4) who works at a school in the Islamic boarding school environment said that his school accepts ABK but the teachers have not been able to assist them properly due to a lack of skills in this matter. Meanwhile, teachers at other schools (informant 5) said they did not accept ABK because there were no resources who had the skills to accompany ABK.

Meanwhile, in 2022, one of the Banyuwangi Regency Education Service Officials who also serves as the Coordinator of the Inclusion Working Group (informant 1) said that an Integrated Disability Service Unit (ULD) had been established by the Banyuwangi Regency Government and several service support programs for disabled groups had been established. implemented. However, ULD, which was established in 2022 (Arifin, 2022), has only been able to provide services for identifying ABK through an application called Si-Denakwangi (Banyuwangi Special Needs Detachment Application for Children with Special Needs) (Banyuwangi, 2023). GPKs can fill out a form in the application, the result of which is a temporary conclusion that a student listed in the application can be categorized as having a certain disorder. According to the Inclusion Working Group Coordinator, almost all of the results from the forms collected through the application fall into the learning difficulties category. This data has not been able to be followed up by ULD with the intervention of psychologists or other experts due to the lack of a budget and system that makes it easier for ULD to carry out follow-up. Likewise with the Lebur Seketi program (inclusive services for students with special needs with a heart approach) (Banyuwangi Facts, 2024), a program carried out by the Banyuwangi Regency Government to provide an initial assessment for the identification of ABK. This service

is still not fully implemented due to budget constraints and a system that is not yet integrated, based on the explanation from informant 1. This service was established in 2023, as stated by the Head of the Banyuwangi Regency Education Service who also explained that at the same time as the formation of Lebur Suketi, it was mandatory every Public schools accept 5 (five) ABK people in each class.

Several programs to support easy access to educational services have also been established by the Banyuwangi Regency Government, as follows (Banyuwangi Regency Government, 2021). Peer Foster Student Movement (SAS) which aims to support students from underprivileged families to remain in school through help from peers. This program involves students who are economically well off to provide assistance in the form of school supplies to their less fortunate peers. Garda Ampuh, a program that aims to reduce the number of school dropouts due to economic factors, parental limitations, or young marriage. The Regional Government of Banyuwangi Regency provides education savings of IDR 1,000,000 per student per semester, with disbursement through teacher consultation.

Student Pocket Money, a program that aims to help students from underprivileged families meet their daily needs at school. The Regional Government of Banyuwangi Regency provides daily pocket money for elementary school students of IDR 5,000 (five thousand rupiah), junior high school level IDR 10,000 (ten thousand rupiah), and high school level IDR 15,000 (fifteen thousand rupiah). This program also includes transportation subsidies for students in four sub-districts with high poverty levels. Free transportation for students, a program that aims to facilitate access to transportation for students and reduce traffic congestion and accident rates. There are 32 transport fleets with 10 routes provided. Vehicles are marked "Free Student Transportation." This service covers students from kindergarten to college level. It is hoped that this program can help reduce the burden on parents' transportation expenses and increase social interaction during travel.

Smart Better Innovation Program, a program that aims to improve the quality of education through technology-based learning. The expected benefits are encouraging school digitalization and increasing student competence in the field of technology. Friends of Dikmas (Gempita Perpus), a program that aims to support community literacy through mobile libraries. This program is expected to increase access to reading for the community, especially in hard-to-reach areas, in order to build reading habits. Banyuwangi Smart Bidik Misi, a program that aims to help outstanding students from underprivileged families so they don't drop out of school and can continue their education to college. The Regional Government provides assistance in the form of scholarships to outstanding students from underprivileged families. This is done by forming collaborations with universities. It has been running with 299 beneficiaries with a budget of IDR 4,101,600,000 (APBD). Online Class Innovation Program is a program that aims to facilitate further education for people who have not completed elementary, middle or high school. The program is organized through the Community Learning Activity Center (PKBM). Based on online technology to reach a wider community. The benefits of this program support increasing Human Resources and Literacy Skills (HRLS) and increasing the Average Years of Schooling (ARLS).

Meanwhile, one of the parents (informant 5) at an inclusive school whose child did not experience special needs expressed his concerns regarding his child being in the same class as ABK. The informant said that he had known that the school where his child studied was an inclusive school that accepted children with special needs since before he registered his child at the school, but there was still concern that his child would be negatively impacted by ABK. This concern arises because ABK who study in the same class as their children often show temperaments that could pose a risk of injuring other students. The parent (informant 6) who has a child with special needs ADHD (Attention Deficit Hyperactive Disorder) expressed his joy because his son could attend a public school. The informant had quite a heavy burden to bear when his child studied at a Special School (SLB).

Based on the data collected, it can be seen that stakeholders interpret inclusive education as a program to involve ABK into general or regular classes. The various programs established by the Banyuwangi Regency Government actually have very good aims, but in their implementation efforts and support still need to be made because more programs focus on support so that children can access educational services, but there is still a lack of functional optimization programs that ensure that every student in Educational institutions obtain services according to their needs. Based on an examination of national and Banyuwangi Regency policy documents, it is necessary to improve the meaning of inclusive education so that it is in line with international documents which define inclusive education more broadly and embrace all children without exception. It is feared that the editorial policy which defines inclusive education as limited to the inclusion of ABK in regular classes will actually provide an excuse for teachers to reject the presence of ABK on the grounds of the inability of teacher resources to accompany ABK.

Based on the results of in-depth interviews with informants are as follows and the data collected can identify several obstacles to implementing inclusive education as follows. Limited understanding of stakeholders, including education service officials, special assistant teachers, school principals, and the community in the Banyuwangi area, regarding inclusive education, which still means it is limited to involving children with special needs physically and mentally in regular school classes. limited skills/capabilities of educators' resources in terms of identifying student needs, thereby increasing the risk of students' vulnerability not being served according to their needs, talents, interests and potential in learning at school. limited teacher resources; For teachers who do not have sufficient skills in accompanying children with varying characteristics in a class, it will be easier for them if they are accompanied by a teacher, so that each class requires at least two teachers in one class. Rejection of students with special needs from regular schools on the grounds of limited teacher resource capabilities in assisting students with special needs. limited budget to support the implementation of inclusive education.

CONCLUSION

Based on data that has been observed, observed, discussed and studied based on various adequate theories, what can be done is to improve understanding of inclusive education for all stakeholders. This is needed so that there is a common perception on all parties. The similarities in perception are mainly based on the understanding that inclusive education is not a program to involve children with disabilities into regular classes, but rather a paradigm of thinking that inclusive education is an effort to realize a transformation of the education system that provides services to all children without exception. If a common perception regarding inclusive education has been created, it is hoped that inclusive education policies, culture and practices will be realized. The need to improve policy editorial regarding the implementation of inclusive education is urgently needed to ensure that all children are served. It is also predicted that improvements to the editorial policy will be able to eliminate rejection of children with special needs in regular schools. Training of educational resources is really needed so that all teachers are ready and confidently willing to provide services to all children without exception. The obstacles to implementing inclusive education that revolve around the inclusive education budget need to be focused on the goal of ensuring that all children can access education and that when they arrive at school they can be treated. Obstacles related to the lack of skills of educators in assisting ABK can be overcome by providing guidance according to the needs of the cases in the class. It is not enough just to provide technical guidance once a year, but it must be continuous. Of course, there are still quite a lot of things that need to be continued to be researched because the focus of this research is limited to understanding stakeholders and the various obstacles that arise during the implementation of inclusive education. Another focus that is no less important for further research is how to ensure that all children who are already in school can learn and obtain learning outcomes. The hope of this is the realization of an education system that can equip students with knowledge and life skills that can raise the quality and dignity of each student as a civilized human being

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