

## ANALYSIS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN INCLUSIVE SCHOOLS AT THE JUNIOR HIGH SCHOOL LEVEL IN PADANG CITY

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### Abstract

The implementation of inclusive education has many roles contained in it. Each role supports each other in order to create inclusive education for students. This research aims to find out how implementation of inclusive education in inclusive junior high school level in Padang City. Type of research carried out qualitative descriptive, with data collection techniques through direct interviews with Special Assistant Teachers (GPK) and supported by data obtained during field observations. Based on research that has been carried out, it was found that there are 4 types of Children with Special Needs (ABK) at this school for the 2022/2023 academic year, including blind, *low vision*, learning difficulties, and autism. This junior high school uses the regular (national) curriculum, namely the 2013 curriculum and the Independent Curriculum which has not been modified according to the needs and characteristics of students with special needs. In its implementation at this school there is an Individual Learning Program (PPI). Apart from that, this school also has a Special Assistant Teacher (GPK) in the learning process. The assessment techniques used are the same between ABK and regular students. In terms of School facilities and infrastructure already exist but are not yet optimal.

**Keywords:** implementation, inclusive education, children with special needs

### INTRODUCTION

One of the goals of education is to produce a generation that is superior and intelligent and has noble morals. It is hoped that the presence of education can encourage change for the better than the previous generation. Through education in Indonesia, it is hoped that it will produce a generation that is creative, innovative and productive in nation building. In the preamble to the Constitution (1945), it was explicitly explained that in education, making the life of the nation intelligent is the responsibility of the state (Khusni, 2022).

Education for children with special needs has been included in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. It is emphasized in article 15 concerning special education that it is stated that special education is education for students with disabilities or students who have extraordinary intelligence which is carried out inclusively or in the form of special education units at the primary and secondary education levels (Amka, 2020). It is this

article that enables a breakthrough in the form of educational services for children with disabilities in the form of providing inclusive education.

Inclusive education is a government policy in seeking education that can be accessed by every citizen in order to obtain equal distribution of education regardless of children with special needs or children without special needs so that they can go to school and obtain proper and quality education for their future lives (Pratiwi, 2019). Inclusive education has been agreed by many countries to be implemented in order to reduce discriminatory behavior in the field of education.

Inclusive schools require a basic understanding of students who experience special needs or are also called disabled (inclusion). An inclusion child is someone who experiences physical, mental, social, emotional and intellectual abnormalities or deviations. In the process of growth and development, he is compared with other people of the same age with the help of special education services (Juwita, 2021).

Inclusive schools are educational institutions that do not discriminate for all children, where children can learn together without differences. All students have the same rights and responsibilities without special treatment (Mayangsari, 2020). Inclusive schools are not only limited to providing opportunities for children with special needs to receive the same education, but also educational rights for other less fortunate children, such as street children (Asiyah, 2018).

Students who are not used to socializing in diversity at school will find it difficult to interact with their surrounding environment. The togetherness of students in inclusive schools aims to reduce differences, so that they get used to living in diversity, so that they know and understand each other. Children with special needs can learn with normal students, and vice versa, normal students can develop an attitude of being able to accept the presence of children with special needs (Munajah, 2021).

The role of special education teachers is a factor that influences the success of learning in inclusive schools. The existence of special education teachers is important because ordinary teachers experience many difficulties when dealing with children with special needs, where they require more time and attention than other friends. Therefore, regular teachers need the help of special education teachers in handling the learning of children with disabilities in the classroom. Special education teachers are teachers who have a special education background or who have received training in special education who are assigned to inclusive schools (Amalia, 2021).

From the various explanations above, it can be seen that the implementation of inclusive education has many roles contained in it. Each role supports each other in order to create inclusive education for students. For this reason, this research was carried out with the aim of finding out how inclusive education is implemented in schools, especially at SMP Negeri 23 Padang.

## **METHOD**

This research is a qualitative descriptive study that describes how inclusive education is implemented in inclusive schools at junior high school level in Padang City. Aspects to be analyzed include students, curriculum, teaching staff, assessment, and educational facilities and infrastructure. The data collection technique was carried out by direct interviews with Special Assistant Teachers (GPK) at SMP Negeri 23 Padang and supported by data obtained during field observations. Research conducted at SMP Negeri 23 Padang. The data obtained, collected, then analyzed descriptively.

## **RESULTS AND DISCUSSION**

### **A. Learners**

A student with special needs is someone who experiences significant abnormalities or deviations (physical, mental, intellectual, social and emotional) in the process of growth and development compared to other people of the same age, so they require special education services. someone who is different from the average, because there are problems in the ability to think, see, hear, socialize and move. In the field of education, people with special needs require specific services because they have barriers to learning and development (barriers to learning and development), such as: blind, deaf, speech impaired, mentally retarded, physically disabled, hearing impaired, so that they achieve acceleration like normal students in their learning; including controlling emotions and social control.

Disabled individuals usually show deviant behavior that is not in accordance with the norms and rules that apply around them. Some physical, psychological, cognitive or social functions are hampered in achieving maximum potential actualization. These obstacles can also occur for students who are classified as extraordinary because they deviate from the average normal person in terms of: mental characteristics, sensory abilities, physical, social, emotional behavior, communication skills, or a combination of two or more of these things. mentioned above. As long as he requires modifications to school assignments, learning methods, or other related services in order to develop his potential or capacity to the maximum, he can be categorized as a ABK. Therefore, he needs special education services that are appropriate to his learning obstacles and developmental obstacles (Kadir, 2015).

SMPN 23 Padang in its implementation has provided opportunities for children with special needs by accepting various categories of students with special needs, including students with physical impairments, hearing impairments, slow learners, learning difficulties, autism, ADHD, and the blind. There are 4 types of ABK at SMP Negeri 23 Padang in the 2022-2023 academic year, namely the blind, *low* vision, learning difficulties, and autism. When accepting new students

with special needs, there are certain requirements and there are several stages in the admission process. The steps in accepting new students with special needs consist of: (1) forming a committee and experts for students with special needs, (2) preparing guidelines for accepting new students, (3) preparing requirements and mechanisms for accepting new students every new year. , (4) the requirements for accepting new students are stated in the guidelines that have been prepared, (5) considering the resources owned by the school and also allocating quotas for students with special needs, (6) carrying out initial assessments in accepting new students with special needs.

Learning at SMP Negeri 23 Padang equalizes regular students with ABK students, both in terms of the curriculum and other things such as assessment, kkm. However, there is a part that is different, namely the material part. For children with learning difficulties, if the child is deemed unable to achieve the material like children in general, the material used will be lowered. For deaf children, teachers should not turn their backs to them, because deaf children usually see the movement of the teacher's lips. ABK teachers and regular teachers receive training related to inclusive education. This depends on how often the department holds inclusive education training.

## **B. Curriculum**

Curriculum is a very important thing in the world of education. With a curriculum that is not appropriate and appropriate, students will not be able to achieve the targeted learning targets. As time goes by, the curriculum always develops and changes according to the demands of needs. This is because students in each era always change and have their own characteristics according to developments over time (Hamriana, 2021). With these adjustments, students are expected to be able to adapt to society where the dynamics of society are always changing in their respective eras.

The curriculum has elements of plans, objectives and learning materials that will be studied by students at each level. The curriculum is a guide for every teacher in teaching their students to achieve the designed learning targets and objectives (Somantrie, 2021). Furthermore, the education curriculum is a set of learning objectives that students must pursue and learn to obtain an award, in this case a diploma as proof of learning completion. The Merdeka Curriculum is a curriculum whose aim is to optimize students' talents and interests which focuses on essential material, developing students' character, and students' competencies (Fakih Khusni et al., 2022).

The Merdeka Curriculum will begin to be implemented in the 2022/2023 Academic Year with the aim of restoring learning after the Covid 19 pandemic. It is hoped that in 2024 the Merdeka Curriculum can be implemented in all schools nationally along with evaluations being carried out by the government regarding the implementation of the Merdeka Curriculum as an effort to restore learning has decreased due to the pandemic (Hamriana, 2021). For now, schools can start

implementing the Independent Curriculum in stages according to the school's capabilities mainly from the readiness of the human resources of each school's teachers. Even if the school is not ready, it can still use the K-13 curriculum and emergency curriculum while observing the development of the school's readiness.

The Independent Curriculum is a curriculum that respects the concept of diversity (differentiation) in students. The independent curriculum respects the potential and characteristics of students so that learning in the classroom must adapt to the characteristics of students and not vice versa (Hamriana, 2021). With the implementation of the independent curriculum, many teachers do not understand in depth the changes to this curriculum, so many teachers experience difficulties in implementing the Independent Curriculum.

SMPN 23 Padang uses the regular (national) curriculum, namely the 2013 curriculum and the Merdeka Curriculum which has not been modified according to the needs and characteristics of students with special needs. Curriculum modifications are not visible in the syllabus and Learning Process Design (RPP) used. Inclusive schools should use a regular curriculum (national curriculum) that has been modified according to the needs of children and the stage of children with special needs. As explained in Divine theory, which states that the inclusive education curriculum uses a regular (National) curriculum that is modified (improved) according to the development stage of children with special needs by taking into account their special characteristics and level of intelligence. This is also confirmed in the Regulation of the Minister of National Education Number 70 of 2009 which explains that educational units providing inclusive education use an educational unit level curriculum that accommodates the needs and abilities of students according to the talents, interests and potential of students who have disabilities, potential intelligence or special talents.

In its implementation at this school there is an Individual Learning Program (PPI). This is in line with the theory of Kustawan and Hermawan (2013) who argue that curriculum flexibility for children with special needs can be implied by creating an Individual Learning Program (PPI). Modification or adjustment of the curriculum in inclusive education does not place too much emphasis on learning materials, but the most important thing is how to give full attention to the needs of students. Children's needs must be integrated into a flexible curriculum. A flexible curriculum makes it easy to get good educational services so that it can support students' future.

### **C. Educator**

Educators in the realm of inclusive education are a very important element. The teaching staff in this case are Special Guidance Teachers (GPK) who have different responsibilities from

other educational staff (class teachers/subject teachers). Inclusion educators have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in certain educational units that implement inclusive education programs (Setianingsih, 2017). Special Guidance Teachers (GPK) have an important role in the success of inclusive education in schools, because GPK are directly involved and deal with students with special needs. GPK should not be a class teacher, subject teacher, or guidance and counseling teacher, but a qualified teacher with a Special Education (PLB) background who is tasked with bridging the difficulties of ABK and class teachers or subject teachers in the learning process as well as carrying out special tasks that are not carried out by teachers in general.

The duties of the Special Supervising Teacher (SPK), namely:

1. Develop educational assessment instruments together with class teachers and subject teachers;
2. Building a coordination system between teachers, the school and parents of students;
3. Carry out assistance to children with special needs in learning activities together with class teachers/subject teachers/field of study teachers;
4. Providing special service assistance for children with special needs who experience obstacles in participating in learning activities in general classes, in the form of remediation or enrichment;
5. Provide continuous guidance and make special notes to children with special needs during learning activities, which can be understood if there is a change of teacher;
6. Providing assistance (sharing experiences) to class teachers and/or subject teachers so that they can provide educational services to children with special needs (Yuwono, 2021).

The theory regarding the inclusive education paradigm actually includes the first profession, *itinerant teacher* is a teacher who is considered professional in handling ABK. *Itinerant teacher* serves more as a consultant and is based in the office at the resource center. Second, *special teacher* is a special teacher who has the qualifications to handle ABK who is assigned to a regular/public school office. *Special teacher* recruited from PLB graduates or from regular teachers who specifically received training on handling ABK (Yuwono, 2021).

In the implementation of inclusive education there are supporting factors consisting of internal factors (factors from within) and external factors (factors from outside). External factors include good cooperation between teachers and parents/guardians of inclusive students. This collaboration aims to ensure that inclusive education can be implemented well. The internal factors are the use of available facilities and infrastructure such as the use of musical

instruments (pianica and guitar), puzzle games, disassembly games, and the use of LCDs in learning (Yunita, 2019).

SMPN 23 Padang has been a school providing inclusive education for quite a long time, and has received socialization or training regarding inclusive education from the inclusion manager, PLB, Education Office regarding the implementation of inclusive education. However, there are still some regular teachers who do not understand students with special needs. The total number of students with special needs at SMPN 23 is not comparable to the number of special supervising teachers, namely there are only five people available. With this condition of the number of special supervising teachers, the inclusive education program service process provided to children with special needs is less than optimal, so it is necessary to add more special supervising teachers so that services for children with special needs can be served optimally.

The Pull Out model is used because it can provide better service to ABK students. This model is used after carried out mapping and in-depth research. The results of the study are expected to be a Pull Out model able to: (1) Help the teacher in understand teaching material to ABK students; 2) ABK students are very happy and enthusiastic about learning; 3) ABK students can study according to their abilities which are owned.

The steps for implementing the pull out model include:

1. Preparation is the stage of providing facilities and infrastructure in the form of tools, media, class and teacher.
2. Implementation is the class teacher communicating with GPK or Both must actively communicate. About proper implementation when Inclusion students need to implement the pull out model in special inclusion classes. In special classes, inclusion receives learning assistance. Done on specified Tuesdays, Wednesdays and Thursdays.
3. Evaluation is every time after GPK assistance carries out an evaluation of assistance process for inclusion. The evaluation results are submitted to the teacher class to follow up together.
4. Further action is the class teacher and GPK to communicate the achievement inclusive student learning. From the results of this achievement, inclusion became a note as a basis for continuous assistance.

In the learning process, the teaching materials used by teachers have not been modified according to the needs of students with special needs. The teaching materials used for children with special needs are the same as for regular students. In the learning process, the learning media used by teachers is the same for regular children and children with special needs.

According to the Tarmansyah PLB Directorate (2007) modifications can be carried out by: modification of time allocation, modification of content/material, modification of the teaching and learning process, modification of facilities and infrastructure, modification of the environment for learning, and modification of classroom management. In the process of teaching children with special needs, it is important to choose certain teaching strategies that are considered most effective (Raphael, et al. 2013).

Inclusive Learning at SMP Negeri 23 Padang has 5 activities, namely: initial activities (opening), core activities I, rest, core activities II, then activities end. These activities become a series of learning that has been done organized according to the school program. Teachers implement appropriate learning with the Daily Activity Plan that has been made in advance.

a. Opening (Initial Activities)

The initial activities carried out by students are made fun and contain lots of physical activity. These initial activities begin when students arrive. Students gather together in the front yard of the school. Students line up according to their respective classes. The teacher accompanies the students. Students are invited to play or sing according to the learning theme. After singing songs or playing games, students go to their respective classes. This kind of thing is not done every day, it is only adapted to the learning material in the first hour.

Arriving at class, students prepare learning equipment. Occasionally the teacher gives Inclusive students the opportunity to drink first. This is done so that children with special needs feel refreshed at the start of learning. The teacher also invited students who wanted to urinate to go to the bathroom so that during ABK learning they could participate with full concentration without having to leave the classroom.

Once the children with special needs are ready, then pray. When praying, the children with special needs sit in their respective chairs. Every day 5 students are scheduled for picket and children with special needs are combined with regular students. There are times when children with special needs are tasked with leading prayers before studying and prayers before going home. And occasionally children with special needs pray together in English. Students sit in chairs with their eyes closed.

The students' initial activities (opening) began with gathering in the yard. After entering the classroom and putting away school supplies, the teacher offers the students to drink and go to the bathroom first. Once students are ready, the lesson begins.

Every day there are 5 students who picket to lead prayer. Prayer before studying and before going home. Every Saturday students carry out gymnastics activities in the front yard



of the school and develop themselves according to the students' talents and interests. Students gather and exercise together. The first exercise the teacher gives an example in front of the students while exercising together. And in the second exercise, students are given the opportunity to be at the front, setting an example for their friends. Gymnastics is done 2 times with different movements and songs. Students are very active in imitating gymnastic movements. They do it happily.

b. First Core Activity

At 08.00 the first main activity begins. In this activity the teacher explains the activities that students will carry out. Teachers often invite students to discuss activities that will be carried out today according to their lesson. Communicating with students will train students' sense of self-confidence. Students will express their opinions and answer students' curiosity.

The first core activity is carried out with a discussion about this week's theme. The implementation of core activities I is carried out by the teacher providing information according to the activities that will be carried out by the students. The information that will be provided is in accordance with the Daily Activity Plan and the predetermined theme. The teacher can provide information in the form of showing pictures, song sounds, and so on. Every Thursday, students visit the library. Students are allowed to borrow books and take the books home. Students will tell the contents of the book they chose another day. Thus, this activity will be useful for students.

c. Breaktime

Based on the results of observations in the form of field notes, data was obtained that the break time was carried out after core activity I ended. Prayer before eating was led by the students who were on duty that day.

d. Core Activities II

After finishing eating, students return to the classroom. The teacher offers students to play first or immediately work on activities. When choosing to do activities, students will do activities that they like. The activities carried out by students are in accordance with those given by the teacher in core activity II.

Core activity II is carried out after students have finished their break and returned to class. The teacher offers students to play first or immediately work on the activities explained in core activity I. Every Wednesday, 3 students take turns playing computer learning. Students will go to the computer room which is located on the 1st floor adjacent to the library. Students are taught to be able to complete activities on the computer. Once finished, students will return to their respective classes.

Implementing core activities II, class teachers and Special Supervising Teachers always motivate students in every activity carried out. Class teachers and Special Guidance Teachers always collaborate to monitor student progress.

Special Guidance Teachers always accompany Children with Special Needs while at school. Special Guidance Teachers pay more attention to Children with Special Needs. By always accompanying you in every activity. Special Guidance Teachers help direct children with special needs who are not focused and provide appropriate individual programs for children with special needs.

Every activity that will be carried out by Children with Special Needs has been adjusted to the individual program design for Children with Special Needs. Special Guidance Teachers provide assistance in the form of treasuring (dots) to Children with Special Needs.

#### e. Final Activities

The final activity is carried out when it is time to go home. The teacher does not forget to remind you to tidy up the equipment that has been used. Students are used to tidying up the tools they use. After all the tables, chairs and stationery then prepare to go home.

The teacher reviews today's activities using a conversation method with students. Then the teacher will also preview tomorrow's activities. It is hoped that students will be interested in going to school the next day. As a result of the documentation, data was obtained that at the end of each activity the teacher always reviews the current day's activities. Then preview tomorrow's activities. And students are also reminded to do their assignments when they get home.

### **D. Assessment**

Assessment or evaluation is very necessary during the learning process, to determine the success of the learning activities that the teacher has carried out so far. Assessment for children with special needs in inclusive education settings is basically the same as assessment for students in general. Namely starting from planning, implementation and follow-up on assessment results. In the assessment, a determining limit is needed as a Minimum Completeness Criteria (KKM). The KKM set by SMPN 23 Padang applies equally to all students, both those without special needs and those without special needs. The KKM for children with special needs can be determined differently from the KKM for children with special needs, this is because the abilities of each are different. If the KKM is set the same for all students, it will make it difficult for children with special needs to achieve the KKM value, so that the determination of the KKM value can be based on the results of the assessment for each individual. Assessments made for students with special

needs should be adjusted to the abilities of each child with special needs because of their different characteristics. For children with special needs, the type of assessment given must be adjusted to their level of ability and intelligence in receiving the lesson material.

Assessment for children with special needs (ABK) in inclusive education practices refers to the curriculum at the level of the educational unit concerned. Assessment includes process assessment and learning outcome assessment. Process assessment is carried out throughout the learning period. Assessment of learning outcomes is carried out after following the learning material. Determining the KKM takes into account 3 things, namely, student characteristics, subject characteristics, and educational unit conditions. For children with special needs whose academic abilities are below standard, their learning outcomes or KKM are compared with the initial/baseline abilities of the ABK students. Class promotion for students with special needs follows the level of development and maturity of the students. Students who do not experience cognitive barriers take the National Examination or USBN according to applicable regulations. Assessment of learning outcomes in inclusive education practices can be done through adjustments to the child's condition, including:

a. Time adjustment

Time adjustment is the additional time needed by ABK to complete exams, tests or other assignments related to the assessment of learning outcomes.

b. Method adjustment

Method adjustment is modifying the method used by teachers in providing assessments, exams or other tasks related to assessing learning outcomes. For example, students with hearing impairments in language lessons who assess listening skills can be compensated for with aspects of reading skills.

c. Material/content adjustments

Material adjustments are adjustments to the level of difficulty of the material and the use of language in the questions carried out by educators when giving tests, tests and assignments. For example, autistic students find it very difficult to follow lessons that have the same level of difficulty as other students, so the material must be adapted to the child's abilities.

There are three approaches that can be used in assessing learning outcomes, namely assessments that refer to norms (norm-referenced evaluation), those that refer to criteria (criterion-referenced evaluation), and those that refer to oneself. (Self Reference Evaluation). The difference between these approaches lies in the reference used. In norm-referenced assessment, the

interpretation of student assessment results is linked to the assessment results of all students who are assessed with the same assessment tool. So the results of all students are used as reference. Meanwhile, assessment refers to criteria or benchmarks, the interpretation of assessment results depends on whether or to what extent a student achieves or masters the criteria or benchmarks that have been determined. The criteria or benchmarks are formulated in the competencies or learning outcomes in the competency-based curriculum Referring to the student's self is the interpretation of the assessment results based on the assessment results or baseline of the child's own abilities. For the purposes of assessing learning outcomes for children with special needs, these three approaches can be used depending on the child's learning barriers.

All students at SMPN 23 Padang receive the same learning assessment questions for daily tests, mid-semester tests and final semester tests. The assessment techniques used, such as written tests, observations, homework assignments and assessment of student work, apply to all students, including children with special needs (ABK). Follow-up assessment, in the form of constructive feedback. Then a remedial program needs to be carried out for students who have not reached the competency standards that have been set. Likewise, there needs to be an enrichment program for students who can exceed the set competency targets.

## **E. Educational Facilities and Infrastructure**

Inclusive education facilities and infrastructure are hardware and software used to support the successful implementation of inclusive education in certain educational units. Megasari (2014) states that the importance of facilities and infrastructure to support the educational process is regulated by Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system "Each formal and non-formal education unit provides adequate facilities and infrastructure that meet educational needs in accordance with growth and development of physical potential, intellectual intelligence, social, emotional, and student obligations" (2003 Republic of Indonesia Law). In essence, all facilities and infrastructure in a particular educational setting can be used in the implementation of inclusive education, but to optimize the learning process, it needs to be equipped with accessibility for the smooth mobilization of children with special needs, as well as learning media according to the needs of special needs children.

Inclusive education requires several special facilities and infrastructure to facilitate the learning process, especially for children who have special needs (Kartikasari, 2014). These tools include braille books, embossed ceramics, motor therapy tools, computers with special applications, special rooms, and so on. This is what will create the role of the methods and expertise

of a teacher/GPK to carry out good management in managing, supervising and adapting the educational facilities in the school as well as possible.

In management, 4 management functions are needed which are widely known by the public, namely the planning function (*planning*), organizing function (*organizing*), direction function (*directing*) and control function (*controlling*) (Amka, 2020). Planning educational facilities and infrastructure is a complex job, because it must be integrated with national, regional and local development plans. This planning is an integrated planning system with development planning. Organizing Procurement is a function that is essentially a series of activities to provide school education facilities and infrastructure in accordance with needs, both in relation to type and specifications, quantity, time and place, at prices and sources that can be accounted for.

At SMP Negeri 23 Padang there are 4 children with special needs, namely blind, autistic, low vision and learning difficulties. In seeking knowledge, of course they have the same rights as children in general, especially in terms of facilities and infrastructure that suit the child's needs. In the interview results, the method used in planning the procurement of school facilities and infrastructure stated that the procurement of facilities was already there but in terms of infrastructure it was not yet optimal. The process of procuring learning facilities owned by schools is carried out in different ways. Most of the learning facilities owned by schools are obtained from applications to related institutions.

The learning facilities and infrastructure available at SMP N 23 Padang are learning media such as globes, puzzles, books and so on. Apart from that on *resource center* Inclusion there is a PPI (Individual Learning Program) room and an assessment and administration room.

## CLOSURE

Based on research conducted on 17 – 20 March 2023 at SMP Negeri 23 Padang, it was found that there were 4 types of ABK at SMP Negeri 23 Padang for the 2022/2023 academic year, including the blind, *low vision*, learning difficulties, and autism. SMPN 23 Padang uses the regular (national) curriculum, namely the 2013 curriculum and the Merdeka Curriculum which has not been modified according to the needs and characteristics of students with special needs. In its implementation at this school there is an Individual Learning Program (PPI). Apart from that, this school also has a Special Assistant Teacher (GPK) in the learning process. The assessment techniques used are the same between ABK and regular students. In terms of School facilities and infrastructure already exist but are not yet optimal. Overall, it can be said that the implementation of inclusive education at SMP Negeri 23 Padang is already underway, but it has not been implemented optimally.

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