

## STRATEGIES FOR STRENGTHENING THE CULTURE OF INCLUSION IN THE REALM OF EDUCATION IN INDONESIA

**Syasya Khoirin Nisa'\*, Bening Siti Muntamah, Duta Nurdibyanandaru**

Master of Psychology Program, Faculty of Psychology, Universitas Airlangga, Surabaya, Indonesia  
[syasya.khoirin.nisa-2022@psikologi.unair.ac.id](mailto:syasya.khoirin.nisa-2022@psikologi.unair.ac.id)\*, [bening.siti.muntamah-2022@psikologi.unair.ac.id](mailto:bening.siti.muntamah-2022@psikologi.unair.ac.id),  
[duta.nurdibyanandaru@psikologi.unair.ac.id](mailto:duta.nurdibyanandaru@psikologi.unair.ac.id)

### **Abstract**

*Inclusive education is education that includes curriculum and management for all children, including those with special needs. It is important to understand the basic concepts of organizing inclusive education, one of which is using the index for inclusion. The purpose of this study is to comprehensively examine the appropriate strategies for strengthening the culture of inclusion in Indonesian inclusive schools. The method used in this research is a literature review, relying on five databases: Google Scholar, ResearchGate, Web of Science, Ebsco, and Scopus. The keywords used in the review were "Inclusive Education in Indonesia" and "Culture of Inclusion". In the end, five articles were reviewed. The result of the review is that there are important points related to strategies that can be recommended for schools in strengthening the culture of inclusion, including: 1) implementation of Positive Behaviour Support (PBS); 2) strengthening provision through socialization and training; 3) maximizing collaboration; 4) supervision and evaluation; and 5) leadership.*

**Keywords:** *Inclusive culture, inclusive education, literature review*

## INTRODUCTION

Inclusive education is currently a hot issue for discussion, not only in Indonesia but also in several other countries. (Arifin et al., 2023), even around the world (Minsih & Hidayat, 2022).. Inclusive education is education that is curriculum and management for all children, including children with special needs. (Ainscow, 2020). This education is designed as an effort to equalize and realize education without discrimination, where all children have the right to receive the same education. Inclusive education provides opportunities for every individual, especially individuals with special needs, to get quality education to support their potential (Muhibbin & Hendriani, 2021). In inclusive school services, all students who attend school are strived to get optimal educational services according to their specificity or individual needs. (Fatmawiyati & Permata, 2022).. The definition of inclusion in this case refers to the Salamanca statement (in Ainscow, 2020) which states that inclusive education is not limited to education that is friendly to children with special needs, but refers to the principle of education that is more widespread for all.

The issue of inclusive education is inseparable from the many problems that arise in the field. In the implementation of inclusive education in Indonesia, there are still many inclusive schools that do not fully understand and comply with the underlying concepts, such as aspects of understanding, internal school policies, and curriculum and learning. (Agustina, 2020). Therefore, it is important for schools to understand the basic concepts in organizing inclusive education, one of which is by using the *index for inclusion*. *Index for inclusion* according to Booth & Ainscow (2002, in Woodcock et al., 02022) is a source of information to support the development of inclusive schools, with the principle of developing schools and putting inclusion values in practice. There are three main dimensions in the *index for inclusion*, namely the cultural dimension, the policy dimension, and the practice dimension .

One dimension that becomes the first benchmark in the successful implementation of inclusive education is the cultural dimension. According to Booth & Ainscow (2002, in Woodcock et al., 02022) According to Booth & Ainscow (2002, in Woodcock et al., 2022), the cultural dimension in the implementation of inclusive education consists of two aspects, namely the realm of *building community* and the realm of *establishing* inclusive values. In its implementation, this dimension can be used as a reference for schools in determining designs and policies, so that the practice of inclusive education can truly ensure that teachers, students and communities feel comfortable with diversity. The whole community is expected to see diversity not as a problem, but as a challenge and enrichment in the learning process, so that it is in accordance with the pattern of inclusive school development based on the *Index for Inclusion* (Booth & Ainscow). (Booth & Ainscow, 2002 in Woodcock et al., 022022 ).

Referring to the explanation above, the cultivation of inclusive values and culture is a very important aspect to be considered in the implementation of inclusive schools in Indonesia. This is because the successful implementation of inclusive education in a school is closely related to how the school culture addresses the differences that exist in it. (Minsih & Hidayat, 2022).. Strengthening the culture of inclusion is important along with the many problems due to the lack of internalization of inclusion values in school community and the wider community. This is evidenced by the negative perspective of most teachers towards the weaknesses and limitations of children with special needs, such as the justification that all children with special needs tend to be very difficult to understand what is conveyed by the teacher (Lafiana et al., 2022). (Lafiana et al., 2022) There is also a lack of cultural values and responsibilities that children with special needs must carry out. Apart from teachers, the wider community also tends to view children with special needs negatively, as evidenced by complaints from several parents who object to their children being in class with children with special needs. (Munajah et al., 2021). Other problems such as *bullying* also often afflict children with special needs in inclusive schools. (Damayanto et al., 2020).

Not only in the context of children with disabilities, the problems caused by the lack of strong internalization of an inclusive culture can also threaten the existence of other students with certain conditions, such as: 1) students who come from families with low socio-economic status, 2) students with religious minorities, 3) students who come from different races or ethnicities, and so on. The threat is in line with the many phenomena of discrimination, *bullying*, and acts of violence against students who are considered different. In research Utami (2022) mentioned that a student with a minority religion in his school received unpleasant treatment from his friends, causing stress and pressure. A similar phenomenon was also experienced by a fifth-grade Madrasah Ibtidaiyah (MI) student from Tasikmalaya Regency, who allegedly experienced depression due to being *bullied* by her friends, one of which was through the taunting phrase 'poor child'. (Rahadian, 2020). Some of these problems reflect how complex the problem is if an inclusive culture is not strongly instilled. Moreover, Dodent et al. (2022) mentioned that a less conducive school culture and climate can be one of the aspects that trigger social and emotional problems among students. Conversely, a school environment that has a conducive and inclusive culture will create and support a good learning atmosphere, so that students not only gain experience academically but also various other valuable experiences such as how to socialize, religious and moral understanding. (Sapara et al., 2020).

Referring to the urgency above, inclusive school organizers should have the right strategy in strengthening the culture of inclusion in schools, which in its implementation requires involvement and collaboration by all elements of the school. Pasaribu et al (202023) mentioned that the principal is the main key in developing a culture of inclusion. This is because the principal has a central role in leading the school towards an inclusive vision and mission which then influences teacher performance, so that the resulting *output* is able to create an educational environment that is thick with a culture of inclusion. Therefore, the success of inclusive education requires good cooperation between schools, parents and the surrounding community. (Minsih & Hidayat, 2022).. In line with this, the synergy between all school members is a key element and greatly supports the successful implementation of inclusive programs (Alfina & Anwar, 2020). (Alfina & Anwar, 2020).

In the Indonesian literacy world, research that comprehensively examines strategies to strengthen the culture of inclusion is still very limited. This is in line with (Baharun & Astriani, 2019) (Baharun & Astriani, 2019), which states that the opportunity to conduct research on inclusive education is still very wide open, including on its cultural focus. Some studies have discussed the concept of creating a culture of inclusion, but only focused on the elementary school level. (Minsih & Hidayat, 2022).. Furthermore, Khairuddin (202020) in his study only reviewed strategies for strengthening the culture of inclusion in general based on theory without being accompanied by practice or direct application in the field. In addition, several other studies have only broadly examined the implementation of inclusive education in Indonesia (Gusti, 2021; Pratiwi, 2019)..

Based on the limitations of this research, a comprehensive study of the results of previous research on strategies to strengthen the culture of inclusion in Indonesia is needed, which discusses more broadly at all levels. The question in this study is what are the appropriate strategies in strengthening the culture of inclusion in Indonesian inclusive schools? The purpose of this study is to comprehensively examine the appropriate strategies in strengthening the culture of inclusion in inclusive schools in Indonesia. Given the urgency of strengthening a very complex culture of inclusion, the results of this study are expected to be suggestions and recommendations for the authorities in strengthening the culture of inclusion, so as to support the successful implementation of inclusive schools.

## METHODS

The method used in this research is a literature review with a narrative review type or model. This type of review criticizes and summarizes the literature and draws conclusions about the topic in question. Narrative reviews usually collect a number of literatures in a particular subject area and then summarize and synthesize them (Cronin et al., 2023).

The author collected some materials in the form of publications taken from 5 databases namely *Google Scholar*, *ResearchGate*, *Web of Science*, *Ebsco* and *Scopus*. The words "Inclusive Education in Indonesia" AND "Inclusive Culture" were used as search keywords in Indonesian, while the English keywords were "*inclusive education*" AND "*inclusive culture*" AND Indonesia . In this study, the authors applied several inclusion criteria including articles that discuss inclusive education and inclusive culture in Indonesia, articles in English or Indonesian, articles published in the 2019-2023 range, accessible articles, articles from empirical research conducted in Indonesia (Not Review Articles).

## RESULTS AND DISCUSSION

Based on the stages and process of finding data sources, 5 articles were analyzed. Below is a brief information table of the 5 articles in question.

**Table 1.**  
**Analyzed article data**

Title, Author, Year	Research Location	Sample	Research Design	Research Objectives	Results
<i>An analysis of inclusive education practices in East Java Indonesian preschools</i>  Mohd Hanafi, Mohd Yasin, Sinta Yuni Susilawati, Mohd Mokhtar Tahar, and Khairul Azhar Jamaludin (2023)	East Java	277 Education Practitioners	Mix method	Identify the level of inclusiveness of PAUD in Indonesia, particularly in East Java, from the perspective of education practitioners.	<ol style="list-style-type: none"> <li>Findings from the semi-structured interviews show that the school community is aware of the differences among students.</li> <li>Respect for one another has generally been practiced by the school community.</li> </ol>
<i>Inclusive Culture Management at Islamic Elementary Schools: The Ideal Concept</i>  Minsih and Hidayat, T. M. (2022)	Surakarta, Central Java.	17 people, consisting of principals, teachers, parents, and students from 3 different schools	Qualitative approach phenomenological method	Finding the ideal concept in creating a good inclusive culture in the implementation of inclusive education.	<p>The five steps in developing a culture of inclusion in schools include:</p> <ol style="list-style-type: none"> <li>The cultivation of values in the school environment starting from the classroom.</li> <li>Habituation of behavior patterns to handle cases encountered in the field.</li> <li>Intervene or take action to treat students' emotional problems.</li> <li>Set an example for all members of the school and community at home.</li> <li>Synergize all school members to create an inclusive culture, through nurturing activities, capacity building, workshops and FGDs.</li> </ol>

Title, Author, Year	Research Location	Sample	Research Design	Research Objectives	Results
<i>An Investigation into Pre-Service Teachers' Disability Governing Frameworks: An Attempt to Theoretically Predict the Implementation of Inclusive Education</i>  Priyanti N. (2022)	Banten, West Java	64 Pre-service Teachers	Qualitative approach ethnographic method	Exploring the disability regulatory framework for pre-service teachers by analyzing their attitudes about disability that emerged before and after attending the inclusive education training/course.	<ol style="list-style-type: none"> <li>1. Participants' responses before and after the course showed a change in attitude towards people with disabilities.</li> <li>2. Participants' initial attitudes towards people with disabilities were mostly negative.</li> <li>3. This research suggests re-conceptualizing a rights-based approach by utilizing and locating religious beliefs to bring prospective teachers to implement inclusive pedagogy.</li> <li>4. It is important to re-conceptualize a rights-based approach to inclusive education and situate it within the political and cultural landscape of Indonesia.</li> </ol>
Implementation of Inclusive Education in High School Settings in Mataram City, West Nusa Tenggara Province  Gusti, N.S (2021)	Mataram, NTB	principal, one inclusion teacher, two subject teachers, and one counseling teacher.	Qualitative approach case study method	Describing the implementation of inclusive education in the school setting of SMAN 6 Mataram, NTB	<ol style="list-style-type: none"> <li>1. The educational environment is very influential in the process of forming a culture of inclusion.</li> <li>2. The formation of an inclusive culture is based on the understanding and meaning of the meaning of inclusive education.</li> <li>3. One of the strategies in forming a culture of inclusion is to socialize both teachers and all other school members about inclusive education.</li> </ol>
Implementation of Inclusive Education at Serang Elementary School, Pengasih Kulon Progo  Pratiwi, N. A. (2019)	Kulon Progo	class teacher, principal and classmates of children with disabilities at SD Negeri Serang.	Qualitative approach case study method	Knowing: 1) The culture of inclusion created at SD Negeri Serang, (2) The policies that have been implemented at SD Negeri Serang, (3) The implementation of inclusive education at SD Negeri Serang.	<ol style="list-style-type: none"> <li>1. In the cultural dimension, the results show that there is still a lot of discriminatory behavior and rejection of children with disabilities.</li> <li>2. The school takes steps to solve the problem by involving collaboration between teachers and parents, as well as teachers with other teachers (GPK teachers if available).</li> <li>3. The school also takes steps in the form of giving advice and monitoring children to realize positive attitudes such as mutual respect and mutual assistance.</li> <li>4. Strengthened in the policy dimension, in overcoming problems in the cultural dimension, schools increase learning hours for children with special needs.</li> </ol>

Title, Author, Year	Research Location	Sample	Research Design	Research Objectives	Results
				5. The school socializes inclusive education to educators at the school, including the principal and parents/guardians.	



Based on the objectives of the research and review that has been carried out, the author classifies several important points related to strategies to strengthen the culture of inclusion in Indonesia, especially in the realm of education, including:

### **1. Positive Behavior Support**

*Positive Behaviour Support* (PBS) is an applied science that uses educational methods and system changes to improve quality of life and minimize problems (Bambara & Kern, 2021). Behavior support recognizes that all human behavior occurs in a context/condition and cannot be separated from contextual factors. Behavior support is an idea built on three main principles, namely: 1) Behavior is driven by individual needs, 2) Proactive strategies support a positive approach, 3) A positive approach supports positive behavior. The values of PBS emphasize a commitment to helping individuals achieve a quality of life that is determined by the individual's personal choices. One's behavior will influence how others live and receive support (Malott & Kohler, 2021).

PBS is a form of good practice that can basically be done by anyone, because the way to do it is to adjust to the resources you have. If we rely on professionals without doing good practice, we can easily find situations where individuals (such as children with special needs) do not receive the standardized care/intervention and education that they are entitled to. Therefore, until the situation is resolved, those involved with the individual should try to ensure that best practices are disseminated (Bambara & Kern, 2021).

Based on some of the articles reviewed, researchers found some positive behavior support practices to create a stronger culture of inclusion, such as: the school giving advice to classmates with disabilities to respect and help each other. (Anggarani, 2019; Yasin et al., 2023) habituation of behavior patterns in dealing with problems in the field that require learners to solve them independently, providing interventions in actions that involve emotional problems (Minsih & Hidayat, 2022).. In addition, it is also mentioned that other good practices include accepting the shortcomings of learners with special conditions and making them part of every school activity. Positive assessments given by teachers to learners with special needs have also been shown to provide positive examples to other students (Anggarani, 2019).

PBS will not be optimally successful if its implementation does not pay attention to two things, namely time and teaching on target behavior (Malott & Kohler, 2021). Regarding time, PBS really needs to be carried out for more than one year and continuously so that the effect can be greater on improving the culture of inclusion. Furthermore, teaching behavioral targets must be taught to all school members without exception (Francisco et al., 2020). Therefore, to ensure the

good practices of PBS are implemented, the school needs to conduct regular monitoring and evaluation so that the culture of inclusion can be achieved and stabilized.

## 2. Socialization and Training

Inclusive education requires the environment and school community in particular to adjust to the needs of students (especially those with disabilities), not students who adjust to the system in the school. (Nuraeni & Gunawan, 2022).. Therefore, it is important to provide socialization and training related to inclusive education. This is in line with the *index for inclusion* points on the cultural dimension in developing inclusive values, where school staff, local leaders, learners and parents/guardians must have the same understanding of the philosophy of inclusion (Francisco et al., 2020). Therefore, socialization and training here are aimed at all elements, namely school residents, government, community and parents. All of them must work together to create a culture of inclusion, one of which is by participating in socialization/training on inclusion or even being part of organizing these activities.

The usefulness of socialization can be seen through the results of questions and answers or discussions during socialization activities, so that it can increase the audience's understanding of the theme carried in socialization. (Nuraeni & Gunawan, 2022). This is especially important for new teachers/educators. Teachers who are in the early stages of their professional careers may need more effort in paying attention to and understanding the challenges in the world of education, especially inclusive education and children with disabilities. (Gusho & Goci, 2023)..

Training also has benefits in improving the culture of inclusion, supported by research that states that teachers who receive training related to inclusive education tend to feel more positive and confident in teaching children with disabilities in their classrooms (Satwika et al., 2019). Other studies have also shown that the training teachers receive in inclusive education plays a very important role in improving their perceptions of the relationship between children with special needs and their group (Gusho & Goci, 2019). (Gusho & Goci, 2023).. Findings from the reviewed article also mentioned that participants who were given training showed different responses towards people with disabilities between before and after the training, with most participants' attitudes initially being negative (Priyanti, 2022). (Priyanti, 2022). In practice, the training and socialization provided can discuss issues relevant to inclusion, such as how to index for inclusion, teaching in inclusive schools, issues about discrimination, barriers and efforts that can be made, and so on related to inclusion.

### 3. Collaboration

Collaboration has a general and broad meaning, but specifically, collaboration can mean cooperation in dealing with situations, so it can be described that in collaboration there is cooperation between each individual or institution to help each other solve problems. (Choirul, 2020). Collaborative practices are an integral part of effective inclusion (Budianto, 2023). In the context of inclusion, collaboration becomes a dynamic process and is carried out as an effort to achieve the same direction, namely providing opportunities for children with disabilities to become meaningful members of the community. (Rosita et al., 2022)..

Collaboration and positive interactions between individuals or agencies can lead each to new thoughts and perspectives (Budianto, 2023). In the context of education, a strong collaboration can affect the relationship between teachers, learners and parents. Teachers help learners understand and communicate with the families of learners, for example conveying messages through communication media or interacting directly when there are meetings of parents, teachers and learners (Arini, 2020). In addition, collaboration between teachers will certainly be very helpful in a good learning process, this is in accordance with the statement that collaboration between teachers is a very important dimension in teaching (Budianto, 2023). A study revealed that classroom teachers supported the value of collaboration with GPKs and identified various benefits in it, such as: opportunities to share knowledge and resources, access to creative approaches to teaching by GPKs and how they manage children with disabilities, additional perspectives in planning and differentiating the curriculum (Budianto, 2023).

In accordance with the above statement, the results of some literature reviewed by researchers also state that there are schools that take steps to strengthen the culture of inclusion by involving collaboration between teachers and parents, collaboration between teachers and teachers. (Anggarani, 2019)The school also collaborates with the local government and builds harmonious communication (Arini, 2020). This is in line with the *index for inclusion* which states that cooperation, involvement, and collaboration among school members, schools with parents, communities, and governments are indicators in building an inclusive community. The form of collaboration carried out can also adjust to the conditions and resources of each school, for example collaboration in the form of consultation, joint planning, problem solving, and so on.

#### **4. Supervision and Evaluation**

Implementing a culture of inclusion may not always be easy and smooth, therefore it is necessary to carry out supervision from the school to the school community, especially teachers so that the process of implementing inclusive education is better monitored. One form of structured supervision and coaching activities with the aim of improving the conditions of an educational institution is supervision. (Bondar & Shestopalova, 2020). Supervision is a form of intervention provided by seniors from a profession to junior members or members of the same profession (Wutsqo et al., 2021). Efforts to increase the value of inclusion require adaptation of new thoughts, attitudes and methods from teachers (Francisco et al., 2020), so that supervision will help develop better learning situations (Gordon, 2020). (Gordon, 2020).

The implementation of supervision is certainly carried out with good planning from the school, the planning should be systematically arranged considering the existing resources and the objectives of inclusive education itself (Nuphanudin et al., 2021). This activity is one of the efforts to strengthen the culture of inclusion, especially in the school environment. Schools that hold regular meetings of teachers and staff to supervise and discuss problems and obstacles experienced in the classroom (Arini, 2020).

Part of supervision is evaluation. Evaluation is not always related to measurement or assessment based on problem solving, but can also be related in the form of programs/activities, program evaluation needs to be done to help develop the quality of education (Sholeha et al., 2023). It should also be noted that in carrying out supervision and evaluation, there are things that are prepared, namely: designing supervision activities and evaluating the activity program carried out, reporting the results of previous supervision and evaluation, preparing supervision and evaluation instruments, and recommending plans to be carried out based on findings in the field. (Nuphanudin et al., 2021)

#### **5. Leadership**

Implementing inclusive education in schools requires significant change efforts, especially in the way schools are led. Pasaribu et al. (2023) mentioned that school leaders are the main milestone in efforts to implement inclusive education. This is because strong, inclusion-focused leadership has the potential to shift the educational paradigm and promote equality of access for all students and their diversity. In line with this, Izzah et al. (2023) also mentioned that the success of learning supervision is strongly influenced by optimizing the role and insight of school principals, including in inclusive schools. The principal, as one of the implementers of supervision, is a person who is close to the teacher and has many opportunities to discuss, direct a lesson so that the quality of learning can improve. (Izzah et al., 2023)

Studies conducted in several inclusive schools suggest that principals need to be clearly committed to inclusion and undertake various activities when leading and participating in the change process (DeMatthews et al., 2021). Principals are central to building a culture of inclusion in the schools they lead (DeMatthews et al., 2020). This is because principals are leaders who have strong authority to embrace and invite school members to foster inclusive values (McLeskey et al., 2020). (McLeskey et al., 2022).. The findings in one of the articles reviewed show that the principal's ability to embrace all parties in the implementation of inclusive education in schools helps support the creation of a culture of inclusion in schools (Anggarani, 2019).

Given that the role of principals is quite broad and complex, principals need knowledge, skills and dispositions to build cooperation with policy makers to initiate, sustain and continuously improve inclusive culture and practices (DeMatthews et al., 2020). In inclusive education, the roles and responsibilities of effective leaders (principals) can be classified into seven categories, namely: developing and disseminating a vision of inclusive education; inviting and supporting the active involvement of parents and family members; providing resources; modifying school policies to support inclusive education; being proactive in identifying opportunities and planning professional development; monitoring the progress of efforts to be inclusive; and supporting staff efforts in implementing a culture and practice of inclusive education (DeMatthews et al., 2020).

## CONCLUSIONS AND SUGGESTIONS

The lack of internalization of the culture of inclusion has resulted in many problems in the implementation of inclusive schools. Therefore, an appropriate strategy is needed to overcome them. The following are some important points related to strategies that can be recommendations for schools in strengthening the culture of inclusion, including: 1) implementation of Positive *Behaviour* Support (PBS), 2) strengthening provision through socialization and training, 3) maximizing collaboration, 4) supervision and evaluation, and 5) leadership. Basically, PBS is a good practice that can be done by anyone, so it can be easily applied by inclusive school organizers in strengthening the culture of inclusion, such as: giving advice to students to respect and help each other, as well as modeling positive teacher assessments of students with special needs. In addition to the application of PBS, strengthening provision through socialization and training is also important to be given to all elements, including the government, school community, community and parents, so that it is hoped that a sense of working together can be created to create a culture of inclusion.

In strengthening the culture of inclusion, it also requires elements that collaborate with each other. Because cooperation, involvement and collaboration between all elements of the school are important indicators in building a community. Furthermore, if the provisions have been fulfilled until collaboration is built, then supervision and evaluation become an important part that must be involved in strengthening the culture of inclusion. This is done so that the implementation of inclusive education is always well monitored and facilitates the improvement process. In this case, the way school leaders act and respond to the challenges faced is an important point in determining success. Therefore, school leaders need to develop the knowledge, skills and dispositions to build cooperation with policy makers to initiate, sustain and continuously improve inclusive culture and practices.

The concept of inclusion in the articles reviewed tends to discuss inclusion related to children with special needs. Whereas there are four important elements in the context of inclusion that also need to be considered, including: inclusion is a process, inclusion is related to the identification and removal of barriers, inclusion is about the presence, participation and achievement of all students, and inclusion involves a special emphasis on groups of learners who may be at risk of marginalization, exclusion or underachievement. Therefore, suggestions for future researchers in conducting research, especially related to strengthening the culture of inclusion, to use a broader perspective of inclusion, which includes the four elements mentioned.

## LITERATURE

- Agustina. (2020). Implementing ideal inclusive education in Indonesia: A theoretical study. *Perspective Journal*, 13(1), 52-58. <https://doi.org/10.53746/perspektif.v13i1.10>.
- Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16. <https://doi.org/10.1080/20020317.2020.1729587>.
- Alfina, A., & Anwar, R. N. (2020). Child-friendly school management for inclusive pre-school. *Al-Tanzim: Journal of Islamic Education Management*, 04(01), 36-47.
- Anggarani, N. P. (2019). Implementation of inclusive education in serang pengasih kulon progo primary school implementation of inclusive education in serang pengasih Kulon Progo primary school. *Widia Ortodidaktika Journal*, 8(10), 1014-1024.
- Arifin, F., Supena, A., & Yufriati. (2023). Inclusive education practices in elementary schools. *Journal of Educatio*, 9(1), 198-208. <https://doi.org/10.31949/educatio.v9i1.4191>.
- Arini, N. W. (2020). The importance of teacher communication with parents in building student character. *Guna Widya: Journal of Hindu Education*, 7(2), 154-159.
- Baharun, H., & Astriani, S. A. (2019). Webbed learning approach in thematic learning for inclusive learners in madrasah. *Al-mudaris: Journal of Education*, 2(1). <https://doi.org/10.32478/al-mudarris.v2i1.220>.
- Bambara, L. M., & Kern, L. (Eds.). (2021). Individualized supports for students with problem behaviors: Designing positive behavior plans. Guilford Publications.
- Bondar, K., & Shestopalova, O. (2020). Supervision as a model of inclusive education retraining and professional advancement of the school community. *SHS Web of Conferences*, 75(January), 03012. <https://doi.org/10.1051/shsconf/20207503012>.
- Budianto, A. A. (2023). The importance of inclusive education: Creating a friendly learning environment for all students. *Journal of Education and Psychology Studies*, 1(1). <https://doi.org/10.61397/jkpp.v1i1.10>.
- Choirul, S. (2020). The concept, definition, and purpose of collaboration. *Dapu6107*, 1, 7-8.
- Cronin, M. A., & George, E. (2023). The why and how of the integrative review. *Organizational Research Methods*, 26(1), 168-192. <https://doi.org/10.1177/1094428120935507>.
- Damayanto, A., Prabawati, W., & Jauhari, M. N. (2020). Bullying cases in children with special needs in inclusive schools. *ORTHOPELAGOGIA JOURNAL*, 6(2), 104-107. DOI:10.17977/um031v6i22020p104-107.
- DeMatthews, D. E., Serafini, A., & Watson, T. N. (2021). Leading inclusive schools: Principal perceptions, practices, and challenges to meaningful change. *Educational Administration Quarterly*, 57(1), 3-48. <https://doi.org/10.1177/0013161X20913897>.
- DeMatthews, D., Billingsley, B., McLeskey, J., & Sharma, U. (2020). Principal leadership for students with disabilities in effective inclusive schools. *Journal of Educational Administration*, 58(5), 539-554. <https://doi.org/10.1108/JEA-10-2019-0177>.
- Dodent, R. R., Mawardi, & Ismanto, B. (2022). Positive and conducive school climate based on strengthening the value of love. *Journal of Mimbar Ilmu*, 27(1), 90-98. <https://doi.org/10.23887/mi.v27i1.46056>
- Francisco, M. P. B., Hartman, M., & Wang, Y. (2020). Inclusion and special education. *Education Sciences*, 10(9), 238. <https://doi.org/10.3390/educsci10090238>.

- Gordon, S. (2020). Lessons from the past: Ideas from supervision books published from 1920 through 1950. *Journal of Educational Supervision*, 3(2), 51-82. <https://doi.org/10.31045/jes.3.2.4>
- Gusho, B. L., & Goci, R. (2023). The importance of teachers training in relation to the socialization of children with special education needs in the mainstream classrooms. *Athens Journal of Education*, X(Y), 1-14.
- Gusti, N. S. (2021). Implementation of inclusive education in a high school setting in Mataram City, West Nusa Tenggara Province. *Journal of Education: Journal of Research Results and Literature Reviews in the Fields of Education, Teaching and Learning*, 7(3), 532-544. <https://doi.org/doi:https://doi.org/10.33394/jk.v7i3.3469>
- Izzah, N., Setianti, Y., & Tiara, O. (2023). The principal's leadership role in realizing child-friendly schools in inclusive schools. *Murhum: Journal of Early Childhood Education*, 4(2), 272-284. <https://doi.org/10.37985/murhum.v4i2.236>.
- Khairuddin. (2020). Inclusive education in educational institutions. *Tazkiya Journal*, 9(1), 82-104. DOI: <http://dx.doi.org/10.30829/taz.v9i1.751>.
- Lafiana, N. A., Witono, H., & Affandi, L. H. (2022). Teacher problems in teaching children with special needs. *Journal of Classroom Action Research*, 4(2), 81-86. DOI: 10.29303/jcar.v4i1.1686
- Malott, R. W., & Kohler, K. T. (2021). *Principles of behavior*. Routledge.
- McLeskey, J., Spooner, F., Algozzine, B., & Waldron, N. L. (2022). *Handbook of effective inclusive elementary schools research and practice* (2nd ed.). Routledge. <https://doi.org/10.4324/9781003043874>
- Minsih, M., & Hidayat, M. T. (2022). Inclusive culture management at Islamic elementary schools: The ideal concept. *AL-TANZIM: Journal of Islamic Education Management*, 6(1), 65-78. <https://doi.org/10.33650/al-tanzim.v6i1.3243>
- Muhibbin, M. A., & Hendriani, W. (2021). Challenges and strategies for inclusive education in higher education in Indonesia: Literature Review. *JPI (Journal of Inclusive Education)*, 4(2), 92-102. <https://doi.org/10.26740/inklusi.v4n2.p92-102>
- Munajah, R., Marini, A., & Sumantri, M. S. (2021). Implementation of inclusive education policy in elementary schools. *BASICEDU JOURNAL*, 5(3), 1183-1190. <https://doi.org/DOI:https://doi.org/10.31004/basicedu.v5i3.886>
- Nuphanudin, N., Komariah, A., Kurniady, D. A., Hana, C. R., Pawening, N. S., Nabilah, T., & Madjid, P. A. (2021). Supervision and evaluation of inclusive education. *AL-ISHLAH: Journal of Education*, 13(2), 1440-1451. <https://doi.org/10.35445/alishlah.v13i2.806>
- Nuraeni, N., & Gunawan, I. M. S. (2022). Socialization of inclusive education in order to improve the competence of Early Childhood Education teachers. *COMMUNITY: Journal of Community Service*, 1(2), 119-123. <https://doi.org/10.51878/community.v1i2.856>
- Pasaribu, R., Radiana, U., Wicaksana, L., Dominico, C., & Salarasati, P. (2023). The role of the principal in organizing inclusive education at SMP Negeri 4 Jelai Hulu. *Education Management*, 18(2), 165-176. DOI: 10.23917/jmp.v18i2.23289.
- Pratiwi, N. A. (2019). Implementation of inclusive education at Serang Primary School in Pengasih Kulon Progo. *Student Scientific Journal: Widia Ortodidaktika*, 8(10).
- Priyanti, N. (2022). An investigation into pre-service teachers' disability governing frameworks: An attempt to theoretically predict the implementation of inclusive education. *International*



- Journal of Disability, Development and Education*, 69(1), 1-14.  
<https://doi.org/10.1080/1034912X.2021.1998887>
- Rahadian, D. (2020). MI student in Tasikmalaya who was depressed due to alleged bullying dies. *DetikNews*. Retrieved from <https://news.detik.com/berita-jawa-barat/d-4880226/siswi-mi-di-tasikmalaya-yang-depresi-karena-diduga-di-bully-meninggal>
- Ridha, A. A. (2020). Positive behavior support method to manage emotions and behavior in children with oppositional defiant disorder. *Journal of Psychology and Mental Health*, 5(2), 150-61. <https://doi.org/10.20473/jpkm.v5i22020.150-161>.
- Rosita, T., Suherman, M. M., & Nurhaqy, A. A. (2022). Elementary school teachers' collaboration skills for inclusive education success. *Warta Pengabdian*, 16(2), 75. <https://doi.org/10.19184/wrtp.v16i2.23395>
- Sapara, M. M., Lumintang, J., & Paat, C. J. (2020). The impact of the social environment on changes in the behavior of adolescent girls in Ammat Village, Tampan'Amma District, Talaud Islands Regency. *Holistic Journal*, 13(3).
- Satwika, Y. W., Khoirunnisa, R. N., Laksmiwati, H., & Jannah, M. (2019). Effectiveness of training on identification of children with special needs in inclusive school teachers. *Psychoscience: Journal of Psychological Research and Thought*, 13(2), 109-121. <http://dx.doi.org/10.30587/psikosains.v13i2.763>.
- Sholeha, D., Lubis, N. M., Rifa'i, A., Ayundari, N. F., Sumayyah, L., & Nasution, I. (2023). The role of educational supervision in improving the quality of education. *PUSTAKA: Journal of Language and Education*, 3(2), 29-38. <https://doi.org/10.56910/pustaka.v3i2.432>.
- Utami, N. W. H. (2022). Minority class management in learning Hinduism at SDN 3 Selat Hilir, Kapuas Regency. *Journal of Management: Satya Sastraharing*, 6(1). <https://doi.org/DOI:https://doi.org/10.33363/satya-sastraharing.v6i1.846>
- Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. *Teaching and Teacher Education*, 117(1). DOI:10.1016/j.tate.2022.103802
- Wutsqo, B. U., Amalianingsih, R., Kiranida, O., & Marjo, H. K. (2021). Supervisor competency issues in guidance and counseling supervision. *Journal of Harmony: Guidance and Counseling Studies and Educational Psychology*, 4(1), 51-59.
- Yasin, M. H. M., Susilawati, S. Y., Tahar, M. M., & Jamaludin, K. A. (2023). An analysis of inclusive education practices in East Java Indonesian preschools. *Frontiers in Psychology*, 14(February), 1-6. <https://doi.org/10.3389/fpsyg.2023.1064870>