

Analysis of School Readiness in Organizing Inclusive Education

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ABSTRACT

Every child has the same education and it is guaranteed by law. Children with special needs also want to go to a regular school where they gather with normal students. Inclusive education is one of the solutions to conduct education with these mixed students. The results showed that the school's readiness to carry out inclusive education at SDN 2 Weru Kidul, Cirebon Regency, was good. The curriculum has been prepared, the teaching staff has been trained and adequate, the school facilities and infrastructure have met the existing standards. The obstacle faced is the provision of supporting facilities, especially those related to the needs of children with disabilities, which still need updating. This is because the education budget is relatively insufficient to meet all the needs of these facilities and infrastructure.

Keywords: *Inclusive Education, Children with Disabilities, School Readiness*

INTRODUCTION

Special education is special because it has its own place in the education of not only individuals with disabilities but also diverse learners, including those at risk. (Widiada, 2021). The National Center on Educational Restructuring and Inclusion (NCERI) in its National Study of Inclusive Education defines inclusion as providing all students, including those with severe disabilities, a fair opportunity to receive effective educational services, with supplementary aids and support services as needed, in age-appropriate general education classes in their

neighborhood schools, toward the outcome of preparing all students for productive lives as full members of society. (Paju, Kajamaa, Pirttimaa, & Kontu, 2022).

Inclusion is a response to the need to educate diverse groups of learners and to provide them with the same opportunities and quality education as their mainstream peers (Gusti, 2021). Education is the responsibility of the state, mandatory education laws are passed by each State. However, despite these laws, individuals with disabilities are not included in public school classrooms (Minsih, Nandang, & Kurniawan, 2021). Disability is attributed to genetics and disabled people are seen as unable to improve even through special education (Ummah, 2018).

Changes include, among others, a more explicit and detailed background of the child's disability and learning needs, measurable goals, and individual modifications (Ohazuruike & Elechi, 2017). These changes to the IEP meant longer IEPs and more paperwork for special education teachers. In addition, changes to the composition of the IEP team were implemented, for example, the involvement of general education teachers. These changes have many implications in the field of special education, particularly for financial resources and special education teachers.

Evaluation IEP goals and objectives prepared by the team are usually not functional or measurable, thus, it is imperative that the teacher and other team members creating the IEP receive training in creating and writing goals and objectives for the IEP. (Rodriguez

& Garro-Gil, 2018). IEP changes were made to solve problems in the field and to improve the system. However, it also resulted in creating more problems as the majority of special education teachers were unprepared for the changes and additional workload. (Fage et al., 2019).

The Individualized Education Program is considered one of the most important documents in special education because it represents and ensures that students get an appropriate education. (Schwab, Sharma, & Loreman, 2018). So, if the IEP is questionable, then it does not fulfill the law and prohibits individuals with disabilities the right to an appropriate education. Smith suggests that because IEPs are ridden with so many problems, it may be beneficial to look at alternative options for implementing the law. If this is the case, it leaves us with the question, are the problems we face with IEPs due to the nature of the IEP itself or are they symptomatic of a fundamental problem with the structure of the education system itself.

Individuals with disabilities benefit from being able to access the general education curriculum and classes. Results of research conducted by Masini *et al.*, (2020) information was obtained that the language skills of preschool-age children with disabilities are positively affected by language skills. Students with disabilities they can thrive when students can interact with each other in the same classroom environment. Students with disabilities have more opportunities to access the general education curriculum when educated in general education classrooms (DeVries, Voß, & Gebhardt, 2018). A study by Cenci *et al.*, (2020) shows that the majority of children with disabilities in general education classes receive most of their instruction from one-to-one paraprofessionals due to the heavy load of special educators.

Based on IDEA provisions, teachers must hold certification status to ensure the quality of education. In addition, most general education teachers are not fully aware of the nature of special education or the provisions

for inclusion. (Murniati, Usman, ZA, & Syahril, 2018). Research result (Jost, MacDonald, & Khanna, 2022) found that a number of general education teachers had limited knowledge of the provisions of IDEA. If the collaborative approach is to be effective, then general education teachers must have in-depth knowledge of the provisions of IDEA as they are at the forefront of providing appropriate education meant for individuals with disabilities (Azorín & Ainscow, 2020).

The concept of education based on fair education means that all students, both normal and disabled, have equal competition (Septianti, Samin, & Subiyakto, 2021). But in reality in a diverse school population individuals with disabilities will need many quality support services to be on an equal footing with regular students (Amalia, 2021). The Ministry of Education and Culture estimates that the number of children with disabilities who have not received proper education reached 70% of the total number of children with disabilities in Indonesia in 2019 (Kristy, 2020). The data shows that there are as many as three-quarters of the percentage of children who have not been able to get an education, indicating a lack of success in implementing inclusive education programs in Indonesia. The process of inclusive education can be measured by the success of a program, which can be seen from the policy process to the evaluation stage (Ramlli & Sujarwanto, 2018).

Based on the results of an observation study at SDN 2 Weru Kidul, Cirebon Regency on March 2, 2022, information was obtained that the school is an inclusive education school. The results of the observation obtained information that in the school there are 5 students with special needs conditions. The SDN 2 Weru Kidul school has pioneered to become an inclusive education school since 2018. This means that until now it has only been about 4 years running in this year's education school year. The results of observations obtained information that when viewed from the condition of facilities and infrastructure such as special rooms for

children with special needs do not yet exist. Students who have special needs conditions are still in 1 class with regular students so that there are children with special needs who are less able to follow.

Special education is often seen as a way to equality for individuals with disabilities but it may appear that the current structure of special education does not allow for equity (Khairuddin, 2020). Inclusion involves providing fair opportunities for all students, including those with disabilities. Thus, when inclusion is mentioned, the discussion revolves around individuals with disabilities. However, we must remember that inclusion is for all students, regardless of disability. It is interesting to note that the focus of most research is on the effects of inclusion on individuals with disabilities, but rarely do studies focus on the effects of inclusion on regular students in general education classes. Based on the explanation above, this research will examine the Analysis of School Readiness in Organizing Inclusive Education as an Alternative Solution to Overcoming Social Problems of Children with Special Needs at SDN 2 Weru Kidul, Cirebon Regency.

LITERATURE REVIEW

Inclusive Education (PI) is an education delivery system that provides opportunities for all Learners with Special Needs (PDBK) including Learners with Disabilities and have the potential for intelligence and / or special talents to participate in education or learning in an educational environment together with students in general. (Yuwono & Mirnawati, 2021). Special education is often seen as a way to equality for individuals with disabilities; however, it may appear that the current structure of special education does not allow for equity (Setianingsih, 2018). For most of the historical period, the field of special education was dominated by the ideology of the functional limitations model, which focused on the limitations of

individuals with disabilities, and educators tried to design instruction and strategies that would bridge the gaps caused by disabilities. (Chasanah, 2018).

Inclusive education impacts the non-cognitive development of people with disabilities as they interact with regular classmates. In particular regular students who are in the same class as individuals with disabilities tend to have more behavioral problems, lower self-control and interpersonal skills (Sastradiharja, 2020).

Law No. 20 of 2003 on the National Education System (SISDIKNAS) article 15 on the provision of education for children with disabilities is inclusive. Then the government issued Permendiknas RI No.70 of 2009 on inclusive education for students who have abnormalities and have the potential for intelligence and/or special talents. The law explains that inclusive education is an education delivery system that includes students with disorders and have the potential for intelligence and or special talents into learning organized in the same educational environment as students in general (Khalid & Anjum, 2019).

Inclusive education is a new paradigm, therefore the implementation of inclusive education is strongly influenced by the interrelationship of the applicable components (Nugraheni, 2019). In order for the implementation of inclusive education to be successful, each component should be taken into account so that they are interrelated and support the implementation process. In addition, support from all parties, including the alignment of views towards children with special needs, between the government, teachers and the community, determines the effectiveness of the success of inclusive education.

MATERIALS & METHODS

This research uses a type of qualitative research. Qualitative research is data collection in a natural setting, using natural methods, and conducted by people or researchers who are naturally interested. Clearly this definition illustrates that qualitative research prioritizes natural settings, natural methods, and is carried out by people who have natural concerns. (Moleong, 2013). This research will be conducted at SDN 2 Weru Kidul, Cirebon Regency in the 2021/2022 school year. The subjects or informants in this study were the Principal, 8 teachers, 4 students with disabilities and 5 parents of children with disabilities. The data collection technique used in this research is to use interviews. Researchers will conduct interviews directly with informants. In this interview, interview guidelines are used which have been arranged systematically based on the problems to be studied to obtain a clear picture of the problem to be studied. The informants in this study are the principal of SDN 2 Weru Kidul, 8 teachers who teach at SDN 2 Weru Kidul, and 5 parents who have children with special needs at SDN 2 Weru kidul. The data analysis technique uses qualitative descriptive analysis.

RESULT

Based on the research results for the implementation of inclusive education, the readiness of the inclusive education curriculum, the readiness of the teaching staff. The readiness of facilities and infrastructure, as well as the obstacles faced by inclusive education at SD Negeri 2 Weru kidul Cirebon Regency can be described below.

a. Implementation of Inclusive Learning

The results of the research on inclusive education at SD Negeri 2 Weru Kidul Cirebon Regency are that the school has a vision and mission of inclusive education that is understood by all school members and parents. SD Negeri 2 Weru Kidul Cirebon Regency has a clean, healthy and open environment so that the environmental atmosphere is pleasant for learning. Learning is an activity of transferring knowledge from a teacher to students.

b. Curriculum readiness

SD Negeri 2 Weru Kidul, the screening and identification stage is carried out when children register at school. The school will conduct direct questions and answers with the parents of students regarding the peculiarities of their children, or it can also be by bringing the child to school so that it can be identified directly. From the question and answer or observation, the school will then find out the special needs of the child. After the student is identified as having special needs, the student will be referred to the assessment team. At this assessment stage, SD Negeri 2 Weru Kidul collaborates with the relevant agencies, in other words, a team from the relevant agencies will conduct assessments for students who have been identified as having special needs.

c. Readiness of School Facilities and Infrastructure

SD Negeri 2 Weru Kidul School Cirebon Regency already has facilities that meet the needs of diverse learners. However, the results of the research show that the existing facilities and infrastructure have not been able to meet all the needs of students. Infrastructure for children with special needs

still cannot be equipped by schools because of the diversity of student conditions. This is due to limited funds from the school to complete and have the facilities needed by students with special needs.

d. Constraints to Inclusive Education

The implementation of inclusive education at SDN 2 Weru Kidul in Cirebon district has several obstacles in its implementation. In inclusive schools, there are not only regular students, but also students with special needs. Children with special needs are children who have abnormalities or differences with children in general, whether in terms of physical, mental, emotional, social, or a combination of several of these characteristics which causes them to experience obstacles in achieving optimal development so that it causes them to need special education services to achieve optimal development. The services and handling of them are different, the education services provided are in the form of special services tailored to the needs and abilities of the children.

DISCUSSION

The success of a lesson can be assessed from the learning process and results, for this reason it is necessary to make maximum efforts from the teacher to make effective and efficient learning in order to create maximum learning. Before starting learning a teacher needs to prepare in advance the learning that will be given to students by making a learning plan. Lesson planning is the process of compiling subject matter, compiling and determining the use of learning media, planning and determining approaches or learning methods, and assessing in an allocation of time that will be carried out at a certain time to achieve the specified goals (Majid, 2018). So in the learning plan contains everything related to learning, with the existence of learning planning, learning can be more directed, can be used as a teacher's guide in the learning process and

can be used as a benchmark in evaluating student learning outcomes.

In inclusive schools, learning plans for children with disabilities are made by the class teacher, special mentor teacher or collaboration between the two. The form of learning planning for children with disabilities is different from that for regular learners, if the learning plan for regular learners is called a lesson plan (lesson implementation plan), but for children with disabilities it is called an individualized learning program (PPI). Another difference between lesson plans and PPIs is that the latter are binding for all students, one lesson plan for all students, but PPIs are made for one child, so each child will have a different PPI. The different PPIs are due to the different characteristics, needs and abilities of each individual child. The IEP contains a learning design that contains the specifications of the learning that will take place.

According to Juang Sunanto dan Hidayat (2017) Learning design is an overall learning plan in the form of a series of procedures which is a system and process consisting of analysis, design, development, implementation, and evaluation activities and requires supporting aspects. In the learning process, collaboration between class teachers and special mentor teachers is absolutely necessary for successful learning, both have inseparable roles.

The curriculum is a set of subjects and educational programs provided by an educational institution that contains a plan of lessons to be given to students in one period of education. From the results of data analysis, it shows that teachers who teach at inclusive primary schools have used a curriculum that is tailored to the conditions

of their respective students. This can be seen from almost all teachers using different teaching methods that suit the needs and abilities of children, the material taught by teachers contains pictures, examples and information about various things and almost all Inclusive Elementary School teachers adapt the curriculum especially for children with learning difficulties.

The first step in developing an individualized learning program is to form a team called the PPI team Mulyono (2013: 57) revealed that the ideal IEP development team is made up of people who work with the child and have information to contribute to developing a comprehensive educational plan for the child. In general, these people include the special teacher, regular teacher, principal, parents, diagonstician, and other specialists (counselor and speech therapist), as well as the child if possible. Based on the results of the research, SD Negeri 2 Weru Kidul has not yet formed an IEP development team. This is because PPI is also in the planning process. Some time before, there was a formulation of PPI conducted by GPK, but because the GPK's status was withdrawn by the provincial office, the PPI was again canceled to be formulated.

Misbach (2012:46) revealed that the Individualized Program is a teaching program in which students can perform tasks appropriately with sufficient time and motivated conditions. In addition to providing opportunities for students to learn according to their own needs, abilities, pace, and way, and so that students can learn optimally and can reach the level of mastery of the subject matter they learn. In other words, the existence of PPI can make it easier for students to achieve learning targets that they can learn according to their abilities. Asep Karyana & Sri Widati (2013:107) also added the benefits of PPI, which can help teachers monitor student progress and provide a framework for communicating information about student progress to parents, and to students.

One of the technical competencies that teachers in inclusive schools must have is understanding various theories about children with special needs. If a teacher knows the special needs of his or her students, then the teacher can provide treatment in accordance with the special needs of the students. Based on the results of the interviews conducted, the principal and teachers already know several theories related to children with special needs, namely about inclusive education and the factors that can cause a child to have special needs. With this theory, teachers can conduct learning in accordance with the needs of students, so that the learning received by students becomes more optimal.

In addition to understanding the theory related to children with disabilities, Leaner also revealed that the technical competencies that teachers must have are understanding various tests related to children with disabilities and the ability to conduct assessments and evaluations. Based on the results of the research conducted, not all teachers were involved in screening, preparing identification, assessment and learning programs for children with disabilities. Most teacher participation is related to learning about children with disabilities, while the assessment of children with disabilities will be carried out by the Cirebon district education office. To be able to maximize the services provided to children with disabilities, teachers need to participate in training related to children with disabilities. In other words, teachers' participation in training can also measure their technical competence.

Based on the results of the research, teachers at SD Negeri 2 Weru kidul have participated in several trainings related to children with disabilities. These trainings were conducted by the school or by teachers in the district or province. For training conducted by the school, for example, training from the Cirebon district education office and also training from Karinakas. The training taught how to handle students with special needs in the classroom. The principal has participated

in training conducted at the district and provincial levels. For example, training in Bandung and Tangerang.

Teachers' technical competence was also observed during the teaching and learning process in class IV B. Some of the teacher's competencies when teaching in class that can be observed are the teacher's ability to use a variety of innovative learning methods, the ability to help children with disabilities, the teacher's ability to motivate children with disabilities, and also the ability to use some special strategies for students. As for the ability to explain the material, students felt that teachers in class IV B were able to explain the material well so that it was easy to understand the material.

According to Suyanto & Mujito (2014: 39) suggests that in the implementation of inclusive education teachers are required to collaborate with other professions or natural resources in planning, implementation and evaluation. With this collaboration, it is hoped that it can maximize the education provided to regular children and children with disabilities. The collaborative competence that exists at SD Negeri 2 weru kidul is the collaboration between class teachers and special assistant teachers in providing lessons to students. In addition to this, the special assistant teacher's job is to coordinate class teachers in handling children with disabilities and transfer knowledge related to handling children with disabilities to class teachers. The reciprocity provided by the class teachers is that if there are difficulties during the handling of children with disabilities, the class teachers can ask the special assistant teacher for solutions, either directly or through a group discussion forum between all class teachers and also the special assistant teacher, but this took place before the special assistant teacher was withdrawn by the Provincial Office. Currently, a visible form of collaboration is the participation of teachers in regular meetings held between the school and the guardians of students with disabilities.

At SDN 2 Weru Kidul, Cirebon District, the school hired honorary teachers to become

special mentor teachers because neither the government nor the education office hired special mentor teachers to be placed at SDN 2 Weru Kidul, Cirebon District. In addition, most of the special mentor teachers appointed by the school do not have a special education background, many of them are general teachers or graduates of PGSD (elementary school teacher education), they were given training on inclusive education and how to teach and educate children with disabilities. The school and special mentor teachers admit that the training provided is still minimal, even though the special mentor teachers really expect and need sufficient training so that they have the knowledge and skills to teach and educate children with disabilities.

The role of the education office or government is needed, if the government really wants inclusive education to run and develop as expected then the government must pay attention to this, starting from organizing and appointing special mentor teachers and providing training to them.

Another barrier is funding. The implementation of inclusive education requires a lot of money, inclusive education requires much more money than other public schools. The large costs are needed by inclusive schools for the procurement of infrastructure, teachers' honoraria and other operational costs. The facilities and infrastructure needed by inclusive schools are much more than other public schools, such as tantrum rooms, therapy rooms, learning aids, therapy tools and learning media for children with special needs. This obstacle occurs at SDN 2 Weru Kidul, Cirebon Regency, where the school does not yet have a tantrum room, therapy tools, learning and learning media and sufficient handbooks and support.

CONCLUSION

Based on the results of the study, the conclusions in this study can be formulated as follows:

1. Inclusive education at SDN 2 Weru Kidul Cirebon Regency is running well. The school uses a modified curriculum, which is a combination of the regular curriculum combined with the special school curriculum.
2. The readiness of the existing inclusive education curriculum is good. The school has adjusted the curriculum to the needs of students so that in achieving learning objectives students who are classified as children with special needs are not equated with regular children. The curriculum is developed together with all school members so that it can be understood by all students.
3. The facilities and infrastructure at SD Negeri 2 Weru Kidul school in Cirebon Regency have met the needs but the conditions are not good. There are several school infrastructures that must be replaced because they cannot function optimally in helping the inclusive education process.
4. The readiness of education personnel is still lacking, especially in professional competence. There are still many teachers who are just ordinary teachers, not yet expert teachers of inclusive education. This makes inclusive education learning less optimal.
5. The obstacles faced by SDN 2 Weu Kidul school in Cirebon Regency include the lack of professional educators, the lack of school infrastructure, and constraints in education budget issues.

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