

Management of Inclusive Education in MIN 9, Banda Aceh City, Indonesia

Tya Moudina¹, Niswanto¹, Ismail¹

¹ *Syiah Kuala University*

Jln. Teuku Nyak Arief, Darussalam, Banda Aceh, Aceh, 23111, Indonesia

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Corresponding Author:

tyamou21@mhs.unsyiah.ac.id

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Abstract. Management is a way or process starting from planning, organising, directing, and supervising all organisational resources to achieve predetermined goals. Inclusive education is an educational service provided to children with special needs in carrying out their learning in public schools with regular students to develop student potential with an effective and efficient learning environment. This study aimed to determine the planning, organisation, implementation and evaluation of the inclusive education program at MIN 9 Banda Aceh City. The approach used in this research is a qualitative approach with descriptive methods. Observation, interviews and documentation studies carried out data collection techniques. The research subjects were: Principal, Head of Curriculum, Head of Student Affairs, Inclusive Education Team, and Teachers. The results showed that:

- 1) Planning of the inclusive education programme at MIN 9 Banda Aceh City is carried out during a work meeting at the beginning of the year by involving the USK Psychology study program, the principal, the Inclusive Team of MIN 9 Banda Aceh City, the Vice Principal of Curriculum, the Vice Principal of Student Affairs, and class teachers in conveying the duties and functions of each member in supporting the inclusive education programme that has been implemented at MIN 9 Banda Aceh City.
- 2) Curriculum preparation used in carrying out the teaching and learning process for inclusive category children at MIN 9 Banda Aceh City by modifying the existing curriculum.
- 3) In implementing the inclusive education programme, facilities and infrastructure already available at school create a safe resource room for inclusive children in streamlining the teaching and learning process.
- 4) The organisation of the inclusive education program is carried out by recruiting an inclusive team by selection by the psychology study programme and the principal with full responsibility by the supervisor, madrasah education section, committee, and external parties from the inclusion forum or FPMI.
- 5) The implementation of the inclusive education program has been carried out by the principal by socialising with teachers at school by informing outside parties that inclusive category children can attend school at MIN 9 Banda Aceh City.
- 6) The learning process can be seen from the teaching materials with the material to be given to inclusive children using analysis in the form of student progress reports delivered in a description according to the ability of the inclusive child.
- 7) The process of classifying inclusive children finds education provided by the school to parents of students by conducting interviews

and discussing related to the initial hypothesis given by the Psychology study programme at the provision of knowledge in meeting meetings at the MIN 9 school in Banda Aceh City.

8) Evaluation of the inclusive education programme is carried out once a month to see how far the child has progressed in fulfilling the knowledge that has been given.

9) Follow-up of the evaluation results of the inclusive education programme at MIN 9 Banda Aceh City is presented to the Ministry of Religious Affairs of Banda Aceh City at the procurement of work meetings from the school performance evaluation programme.

Keywords: Management; Education; Inclusive Education.

INTRODUCTION

Article 31, paragraph 1 of the 1945 Constitution mandates that every citizen has the same opportunity for education. The realisation of the vision of education for all children in Indonesia is realised through various policies implemented in the context of equalising educational rights for citizens, including citizens with special needs.

Education is the need of every child, without exception for children with special needs. Children with special needs, such as blind, deaf, mentally impaired, disabled, children with learning difficulties, and inclusive children, can get the same education as other children. According to [1, 2, 3, 4], children with special needs (ABK) have unique characteristics that differ from other children without necessarily demonstrating mental, emotional or physical disabilities. Another term for ABK is an extraordinary child or a mentally disabled child. Children like this have a special place or institution to educate them according to their potential and abilities. According to [5, 6, 7], children with Special Needs (ABK) usually attend Special Schools (SLB) according to their respective specialities. To overcome this, according to [8], inclusive education is an education system that can allow children with special needs to study in public schools in their environment with complete support services and education according to their abilities and child's needs. Therefore, there is a need for a breakthrough in the form and opportunities for children with special needs to be educated in public schools.

It is necessary to provide opportunities and opportunities for children with special needs to obtain education in public schools together with normal children in nearby schools according to their needs.

Special education is an inclusive education for students who need special education or have extraordinary intelligence, according to their conditions and abilities in primary and secondary schools, called inclusive education. According to [9], inclusive education is the whole placement of children with mild, moderate, and severe levels of disabilities in regular classes which shows that traditional classes are suitable learning places for children with disabilities, whether students are hyperactive or have mental disorders that make it difficult for children to concentrate. The presence of inclusive education is strengthened by Permendiknas No 70 of 2009 concerning inclusive education, which stipulates that students with unique talents or intelligence and physical, social, emotional and mental limitations can attend education together with students, in general, to obtain education in regular schools. This was also said by [10], inclusive education is an approach that pays attention to changes in the education system so that it can respond to the diversity of students". However, [11] says that inclusive education must also enable teachers and students to feel comfortable with this diversity and see it more as a challenge and enrichment in the learning environment than as a problem. Conceptually and paradigmatically, inclusive education is inclusive, accepting every student, avoiding negative labels, and actively involving interested parties in its operation.

Inclusive education refers to education for all children, with particular attention to those vulnerable to marginalisation and exclusion. Law No 20 of 2003 on the National Education System explains that every citizen of the Republic of Indonesia, including children with special needs, has equal access to education. According to [12], human rights, which emphasise that education is children's most basic human right, make educators try to be more active and expand access to education to all students of various backgrounds.

The birth of inclusive education was driven by the awareness that all children have the right to a proper education regardless of their weaknesses, eliminate discrimination against children with disabilities, and open up educational services as wide as possible to optimise their potential. According to [13], the expansion of education is not only carried out by educators, in this case, teachers or schools. Still, it requires the participation of families, communities and the state, which are expected to be able to complete the educational gap that exists in Indonesia. That way, the Government is carrying out a National Movement for ABK care by implementing inclusive education in regular schools. This point can open up as wide a space as possible for ABK to fully receive education.

Educational programs have also been implemented based on services to children so that the needs of each child can be met. According to [14], the concept of inclusive education is a concept that presents all aspects related to being involved in accepting children with special needs to obtain their fundamental rights as citizens. This applies not only to children with special needs but to all children since every child has characteristics, uniqueness, and diversity already present in the child.

According to [15, 16], the principle of inclusive education is that all students have the right to play and learn together, appreciate diversity and Individual differences in class organisation, and teachers work together, gain general education knowledge, unique and individual study skills, and training needs in appreciating each difference in diversity. Inclusive schools play a role in accommodating and meeting the needs of children with special needs to other children in general.

Inclusive schools strive to accommodate and adjust the needs of children with special needs so that they can access their fundamental educational rights. Multi-party cooperation, whether the community, the school or the Government, can be very influential in the implementation process because inclusive schools are a new challenge for schools and districts.

Implementing Inclusive Education Management in Madrasah schools in Banda Aceh City in forming the psyche of children with special needs, MIN 9 Banda Aceh City is a school that accepts children outside the normal category with various problems experienced ranging from hyperac-

tivity, mental, physical and so on. To effectively and efficiently run the Inclusive Education program at MIN 9 in Banda Aceh, the principal forms a special team related to inclusive education.

The MIN 9 School in Banda Aceh City is collaborating with the Psychology Study Program at Syiah Kuala University (USK) to ensure that the Inclusive Education Management carried out gets scientific support from the USK Psychology Study Program. Collaboration carried out by MIN 9 Banda Aceh City with the USK Psychology Study Program to further review the development of children with special needs who attend school at MIN 9 Banda Aceh City. The collaboration was carried out between MIN 9 Banda Aceh City Schools and USK Psychology Research Program in 2020, while MIN 9 Banda Aceh City's Inclusive Education Program has been implemented since 2018.

With the collaboration being carried out, the USK Psychology Study Program asked the principal and the team that joined in inclusive education to record data on students who had problems or problems with each homeroom teacher. The data obtained in the first experiment with the characteristics according to the guidelines for inclusive children resulted in 14 students. The data was obtained by conducting interviews with each homeroom teacher and the parents of students. After going through several interview stages that had been carried out, the school also conducted interviews with the students themselves.

As the inclusive education program was carried out together with the USK psychologist, the MIN 9 city of Banda Aceh made an MOU with various improvements from 2020 to April 14, 2021, and agreed to sign the MOU on February 10, 2022, which was signed directly by the Dean of the USK Faculty of Medicine.

METHOD

The approach used in this study is a qualitative approach with descriptive methods. This study uses a qualitative approach because it is free to develop hypotheses according to the facts and reality in the field. Author [17] states in the qualitative method, the researcher is a data collection tool and cannot be delegated or delegated. The statement above indicates that the researcher is directly involved with the participants or participants. Qualitative methods are selected based on the credibility and richness of their information.

That way, in determining its position to obtain a more comprehensive picture is carried out in social situations involving places, actors, and activities by interacting synergistically with the object of research. According to [18], data is collected with careful observation, including detailed context descriptions accompanied by in-depth interview notes and documents to find pure data from what happened in the field.

The sampling technique in this study used a purposive sampling technique. Authors [19] state a purposive sampling technique is based on specific characteristics that are by research objectives. The subjects in this study were school principals, the Inclusive Education Team, curriculum assistants, student assistants, and homeroom teachers at MIN 9 Banda Aceh City. The selection of this subject is based on the research objectives:

1. Have a role in the activities of the Inclusive Education program at MIN 9 Banda Aceh City.
2. Have been involved in the management of planning, implementing, organising and evaluating the Inclusive Education program.

The instruments in this study used the attached interview guide sheet, the attached observation guide and the attached documentation. All data is collected and supported by secondary data such as photos, notes, and documents related to the research focus. Other tools, such as cell phones or writing pads, capture images and write data while conducting research. Before leaving the field, make a lattice of instruments used in the study.

Qualitative research data analysis took place from the beginning of data collection to completion. Data analysis was carried out qualitatively using the analysis technique proposed by Miles and Huberman.

RESULT AND DISCUSSION

Inclusive Education Program Planning. The results showed that the planning of the inclusive education program at MIN 9 in Banda Aceh City was carried out during a work meeting at the beginning of the semester involving the USK Psychology Study Program, the principal, the Inclusive Team, Deputy Head of Curriculum, Deputy Head of Student Affairs and class teachers. This was done to convey the duties and responsibilities of each member in supporting the inclusive education program implemented at MIN 9 in

Banda Aceh City. In supporting the inclusive education program, the principal prepares GPK teachers and prepares an inclusive curriculum by outreach to special teaching teachers (GPK). The curriculum given to inclusive children is different from normal children in general. Each GPK must make an Individual Learning Program (PPI) by the needs of children who have been categorised according to their type. PPI is valid for one semester only. The curriculum used by the MIN 9 school in Banda Aceh City is a modified curriculum between the existing curricula. Then, in MIN 9 Banda Aceh City, in determining KKM standards for inclusive children, schools did not lower their KKM. They only dropped the indicators and carried out behaviour that matched the abilities of inclusive and normal children with the LKPD given by their homeroom teacher.

Furthermore, in MIN 9 Banda Aceh City's plan to organise classes for inclusive children, schools will understand the needs of inclusive children. This is done so that inclusive children feel comfortable carrying out the teaching and learning process in the school. Then in carrying out the inclusive education program at MIN 9 in Banda Aceh City, support for facilities and infrastructure must also be included in the planning so that the learning process can be effective and efficient. Using the available facilities and infrastructure, facilities and infrastructure are used in the success of the teaching and learning process in schools. The school principal and teachers at MIN 9 Banda Aceh City use simple facilities with existing creativity so that it becomes something that can help in the growth and development of children. Thanks to the invention of the school principal and teachers at MIN 9 Banda Aceh City, schools can create unique inclusive parks called safe, comfortable, happy and fun resource spaces.

Organising Inclusive Education Programs. Organising the inclusive education program at MIN 9 Banda Aceh City found external cooperation from an agency with MIN 9 Banda Aceh City. The institution comes from the USK Faculty of Medicine, the Psychology Research Program and the Center for Street Health. Collaboration with the Psychology study program has been going on since 2021 until now. Then the principal of the MIN 9 Banda Aceh City school held a meeting with the Psychology study program to form a special inclusive team at MIN 9 Banda Aceh City. The team selection process for implementing the inclusive education program is carried out by recruiting an inclusive group which is carried out directly by

the Psychology Study Program and the school principal.

Furthermore, the inclusion team selected is the teachers at the MIN 9 school in Banda Aceh City. The teachers recruited consisted of the Deputy Head of Curriculum, Vice Student Affairs, and representatives of class teachers who have inclusive children. The teacher will be seen for his ability in terms of his potential knowledge to work together in managing teachers, especially for inclusive children.

Organising an inclusive education program at MIN 9 Banda Aceh City also requires accountability from the people involved in student admission activities, including school principals, supervisors, heads of madrasah education, the inclusive team of MIN 9 Banda Aceh City, and committees. Then the recruitment process was carried out using a questionnaire, data and the advantages of these children. That way, students have a student control book and a liaison book between the school and the student's parents.

For the inclusive education program to run at MIN 9 in Banda Aceh City, the school principal gave the division of tasks to teachers during work meetings involving the Psychology study program. The Psychology study program will formulate this by applying the principle in presenting everything that can be discussed. If there is a discrepancy in the division of tasks, then it will be eliminated.

Furthermore, in delegating authority between the principal and the inclusive team in taking responsibility for the inclusive education program, the principal will order the teacher to sit together and share after each learning theme is finished. Suppose the teacher successfully carries out his learning. In that case, the principal will give a reward at the end of the semester as an achievement that has been implemented in the success of the inclusive education program.

Implementation of an Inclusive Education Program. The results showed that implementing the inclusive education program at MIN 9 Banda Aceh City was carried out with the courage of the school principal in taking action so that inclusive education at MIN 9 Banda Aceh City went according to plan. The school principal does various ways so that inclusive children who are already in school at MIN 9 in Banda Aceh City are not neglected because the school does not have special knowledge for inclusive education and special

teaching teachers or GPK so that the school principal collaborates with those who understand this inclusive knowledge.

The school does not set specific requirements for the criteria for children entering MIN 9 Banda Aceh City but accepts all the problems that exist in children. Teachers who are at school can inform outsiders that children who have physical and mental limitations also have the opportunity to attend school at MIN 9 Banda Aceh City.

As the head of inclusive Aceh province, the school principal often informs seminars that inclusive children can develop if given special attention so that their development will be expected. The implementation of the inclusive child learning process can be seen from the teaching materials usually carried out at the beginning of the semester. The material that will be given to inclusive children uses analysis. Then, student progress reports are carried out descriptively according to children's abilities in the inclusive category at MIN 9 Banda Aceh City.

The principal of the MIN 9 Banda Aceh City school also provided education to the parents of students so they could understand children considered inclusive by conducting interviews and discussing the initial hypotheses carried out by the USK Psychology study program. The idea for children who fall into the inclusive category is carried out with the approval of the school and finds reports from the homeroom teacher on the progress of the children in the class. This is done immediately for the child's development to be educated according to expectations and behave like normal children.

Evaluation of Inclusive Education Programs. The result shows that the timeline for evaluating the implementation of the MIN 9 inclusive education program in Banda Aceh was split between inclusive and non-inclusive children. For inclusive children, it is carried out once a month so that progress can be monitored. Previously, the principal and teachers did not fully know inclusive children. Hence, evaluations had to be carried out at least once a month, while normal children were generally evaluated once every six months.

There is the formation of an inclusive team in the evaluation so that inclusive education programs can be carried out by the USK Psychology Study Program, which has full rights to form a program evaluation team. The evaluation team included school principals, vice curricula, student assis-

tants, the inclusive education team for MIN 9 Banda Aceh City, assistant supervisors and class teachers. Inclusive students in the class will be evaluated by special teaching teachers who have the right to assess the results of the teaching and learning process every semester.

Then, the assessment used in implementing the inclusive education program at MIN 9 Banda Aceh City contained the instruments used in the form of stages already in the particular inclusive folder by the Psychology study program. The device is confidential and cannot be viewed other than by the USK Psychology study program and the Inclusive Team at MIN 9 Banda Aceh City. However, for the instrument used in assessing the teaching and learning process of inclusive children in the class, which the class teacher considers, the assessment will be carried out descriptively regarding all aspects, both cognitive, affective, and psychomotor has been achieved by including children in every week and month. As for the results of the evaluation of the implementation of the inclusive education program at MIN 9 Banda Aceh City, the school has carried out the process of implementing the inclusive education program in such a way that it can provide teaching services to inclusive children who attend MIN 9 Banda Aceh City. Then, for the evaluation results of the implementation of programs that have been implemented for inclusive children from their development in class, each inclusive child and normal children have a different way of evaluating them. In inclusive children, the material that becomes teaching materials will be given a limit of half of the age limit. Suppose a program's evaluation results are optimal, according to the school principal's knowledge. In that case, there is no program that is 100% optimal, but the work done is complete. The school principal and stakeholders at MIN 9 Banda Aceh City work hard to carry out an inclusive education program so that special children who attend school at MIN 9 Banda Aceh City get the provision of knowledge to develop children's learning.

The supervision process carried out on the evaluation of educational programs is included under supervision by the teaching supervisor. This is also inseparable from the control of school principals related to the running of inclusive programs. Whatever the teacher does about what will be taught to these inclusive students, there must be monitoring by the school supervisor. This is done by action so that the achievement of learning targets for children can also be achieved.

Furthermore, for follow-up on the evaluation carried out by the school principal in handling the results of the inclusive education program implemented, the principal involves the Ministry of Religion of Banda Aceh City in every evaluation. The school principal always shows the Banda Aceh City Ministry of Religion at every work procurement meeting to evaluate the school performance program. This inclusive education program gets monitored with reports expected by the school principal to the Banda Aceh City Ministry of Religion.

CONCLUSIONS

Based on the results of research and data analysis that has been done, it can be concluded that:

1. The planning of the inclusive education program at MIN 9 Banda Aceh City was carried out during a work meeting at the beginning of the year involving the USK Psychology study program, the principal, the Banda Aceh City MIN 9 Inclusive Team, the Deputy Head of Curriculum, Deputy Student Affairs, and class teachers in conveying their respective duties and functions each member in supporting the inclusive education program that has been implemented at MIN 9 Banda Aceh City.
2. Compilation of the curriculum used in teaching and learning for inclusive category children at MIN 9 Banda Aceh City by modifying the existing curriculum.
3. Facilities and infrastructure in the implementation of inclusive education programs use simple facilities and infrastructure that are already available in schools to create a safe resource space for inclusive children in streamlining the teaching and learning process.
4. Organising the inclusive education program is carried out by recruiting an inclusive team by selection by psychology study programs and school principals with full responsibility by supervisors, head of madrasah education, committees, and external parties from the inclusion forum or FPMI.
5. The implementation of the inclusive education program has been carried out by the school principal by outreach to teachers in the school by informing outsiders that inclusive category children can attend school at MIN 9 Banda Aceh City.

6. The learning process can be seen from the teaching materials with the material that will be given to inclusive children using analysis in the form of student progress reports delivered in a description according to the abilities of these inclusive children.

7. The process of classifying inclusive children found the education provided by the school to the parents of students by conducting interviews and discussions related to the initial hypothesis given by the Psychology study program in the provision of knowledge in meetings at the MIN 9 school in Banda Aceh City.

8. Evaluation of the inclusive education program is carried out once a month to see how far the child's progress is in fulfilling the knowledge that has been given.

9. The follow-up results of the evaluation of the inclusive education program at MIN 9 of Banda Aceh City were presented to the Ministry of Religion of Banda Aceh City at holding a working meeting of the school performance evaluation program.

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