

IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN INDONESIA

by Hikmat Hikmat

Submission date: 26-Jan-2022 09:44AM (UTC+0700)

Submission ID: 1748284797

File name: Sinta_4_Hikmat_2022.docx (41.39K)

Word count: 4912

Character count: 28048

2 IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN INDONESIA

Hikmat

UIN Sunan Gunung Djati Bandung
hikmat@uinsgd.ac.id

ABSTRACT

Inclusive education is a sort of equity and nondiscriminatory education in which children with and without disabilities receive the same education. Inclusive education is a type of special education that requires all children with disabilities to get an education on a par with their peers. Until now, children with varying abilities (disabled) have received unique educational facilities called Special Schools that are adapted to their degree and kind of disability (SLB). Inadvertently, the special education system has erected a barrier of exclusivity for students with disabilities. Implementing inclusive education for children with special needs should generate a pleasant, welcoming environment and build students' confidence in their ability to get an appropriate education according with their rights. In Indonesia, inclusive schools are still not being implemented according to the concepts and rules proposed, both in terms of pupils, teacher credentials, facilities and infrastructure, and parental and community support. Inclusion in education is still a relatively new phenomena in Indonesia.

Keywords: Inclusive Education Services, Children with Special Needs, Inclusive Education

A. INTRODUCTION

As a country with potential in the development of education, Indonesia must adapt to current conditions. The necessity of a better education format has become a shared "obligation" to realize it (Syakur et al., 2020). It has required us to change while providing a new concept of basic education, carrying out an effort to liberate education colored by values that hegemonize students' creative thinking. Giving full opportunities to students in the context of developing their abilities according to their talents will have positive implications for their natural growth and development (Avent Harris et al., 2021).

On the other hand, access to education is a basic need for all citizens. This means that the government should ensure the realization of the Education for All (EFA) concept for 20 citizens. In addition, the government is also obliged to continuously make various efforts to improve the quality of people's education (Do et al., 2020). Moreover, when referring to HDI in 2011, Indonesia was at No. 124 out of 187 countries, while Indonesia was at No. 12 out of 21 countries in the Asia Pacific. This shows that the quality of our nation is still not equal, said they have not been able to compete with other countries. Therefore, the government must continuously improve quality, as mentioned above (Agustina et al., 2019).

One of the fundamental problems in Indonesian education is its accessibility to get their rights as citizens guaranteed by the Constitution. Allegedly there are still many school-age children who have not attended school. Not to mention the various problems that often

plague our education world (Noor, 2020). Starting from inadequate infrastructure, low quality of human resources, limited learning resources, multiple conflicts related to the legitimacy of school land and recently, which has become a public concern, are brawls between students and so on (Rana et al., 2020).

Among these problems is the reality that many students are still categorized as having physical and mental limitations. He does not get the right to education and teaching as other normal children enjoy. The terms commonly used for them are disabled. New data released by the Ministry of Health in 2010 stated that people with disabilities reached 3.11 percent of the population of around 6.7 people (Nijhof et al., 2018). Meanwhile, when referring to the World Health Organization (WHO) standards with even more stringent requirements, of course, it is known that the number of people with disabilities in Indonesia reaches 10 million people. Of that number, more than half are children who do not or have not had the opportunity to enjoy education. According to WHO data in 2002, the number of blind people themselves reach 1.5% of the total population, much higher than other developing countries such as Bangladesh (1%), India (0.7%), Thailand (0.3%) (Asmara, 2021). So far, the government has provided access to education for Children with Special Needs (ABK) by being facilitated in SLB schools. However, the existence of this institution has not been sufficient to provide adequate facilities for the development of ABK (Putro & Suharto, 2021).

Inclusive education is a sort of equality and non-discriminatory education in which children with disabilities and children in general receive the same education. In inclusive education, special-needs children do not receive special treatment or privileges but have the same rights and obligations as other students (Florian, 2019). Cooperation from various parties, be it the government, the school, and the community, is very influential in its implementation because inclusive education is a new challenge for schools and the community. The implementation of inclusive education is expected to create the next generation who can understand and accept all forms of difference and not discriminate in people's lives in the future (Stepaniuk, 2019).

B. LITERATURE REVIEW

1. Inclusive Education

There are numerous interpretations of the term "inclusive education." The first is to value all students and staff equally, to increase student involvement, and to reduce students' exclusion from the cultures, curricula, and communities of their local schools. Reorganizing school cultures, regulations, and practices in order to accommodate the diversity of kids in the neighborhood (Zabeli et al., 2021). Taking steps to remove barriers to learning and engagement for all children, not only those with disabilities or those classified as "having special educational needs." Using lessons learned from efforts to eliminate barriers to access and engagement for specific children, we may implement improvements that benefit all students (Mamas et al., 2019).

The second understanding was conveyed by J. David Smith, who stated that inclusive education places great emphasis on assessment from the point of view of ownership of the same grace from each student, meaning that every student has the same rights and opportunities to access education with the exact requirements and separate, unequal educational facilities (Bhati & Song, 2019). Inclusive is seen as a more positive description

of efforts to unite children with disabilities realistically and inclusively can also mean accepting children with disabilities into the curriculum, environment and social interactions (Nilholm, 2024).

Third, inclusive education is an educational service system that requires students with special needs to attend regular classes alongside their peers in adjacent schools. Schools that provide inclusive education enroll all students in the same building. The school provides an appropriate and rigorous educational program that is adapted to each student's talents and requirements, as well as the assistance and support that teachers can provide to help children succeed (Ackah-Jnr & Danso, 2019).

Fourth, Daniel P. Hallahan put forward the notion of inclusive education as education that places all students with special needs in regular schools throughout the day. In this kind of education, teachers have complete responsibility for the students with special needs. Inclusive education is about equal rights that every child has. Inclusive education is a process to remove the barriers that separate students with special needs from regular students to learn and work together effectively in one school (Kauffman et al., 2021).

From the various definitions above, the following conclusions can be drawn: 1) Inclusive education ensures access to education for those with special needs, 2) Integrates learning for children with special needs generally in the same institution, meaning they no longer have to study in different places, teachers, learning resources, learning facilities (Collins et al., 2019).

2. The child with special needed

Before the introduction of the term children with special needs or people with disabilities, historically, a person with a disability, physical or psychological disability or difference was often referred to as a person with a disability, a person with disabilities, a person with disabilities, an extraordinary child, a person with an impairment, disability, handicapped to finally formulated into a more subtle term, namely children with special needs or diffable (differently-abled people) or people who have different abilities (Andrew et al., 2019).

The term impairment (damage), as put forward by Frieda Mangunsong, is usually associated with medical or organic conditions, disease or damage to tissue. For example, lack of oxygen at birth causes brain damage or neurological disorders, making the child have cerebral palsy (cerebral palsy) hearing nerve damage that results in deafness. At the same time, disability (specificity) is a condition that describes a dysfunction or reduction in a function that can be objectively measured or seen due to a loss or abnormality of a person's body part or organ. In addition, disability can also be interpreted as an inability to do something or a reduced capacity to carry out activities or act in a certain way. Behaviors that appear in people with this specialty, such as brain damage, can cause mental retardation, hyperactivity, low school achievement and so on (Dehghani et al., 2021).

Handicapped (disability) is defined as the inability of an individual due to an impairment or disability condition so that the individual cannot perform an essential social role (social factor). Another understanding, as stated by Mangunsong, handicapped is a social or environmental consequence of specificity, when the problem or result of the damage (impaired) interacts with the environment or functional demands imposed on a child with special needs in a particular situation (Agaronnik et al., 2019).

This inability does not necessarily exist in someone with special conditions. A person who is disabled usually has more than one obvious problem. A person with a specific disability may not be able (handicapped) in a situation that does not have the facilities or flexibility for his specialty, but not in other conditions. For example, blind children cannot travel long distances compared to normal children. But he could travel in familiar areas or excel in music or other skills (Goggin & Ellis, 2020).

Additionally, numerous specialists defined exceptional children as children who differ from the ordinary or normal child in terms of mental traits, sensory ability, communication skills, social conduct, and physical characteristics. Meanwhile, Hallahan and Kauffman also stated that exceptional children are children who need special education because they have very striking differences from children in general in one or more respects, including mentally retarded, gifted, learning disabled, emotionally disturbed, physically handicapped, or they have a speech or language impairment, hearing or vision impairment. This term is seen to be broader in scope than the previous term because not only children with disabilities or children with disabilities or children with tuna but children who have advantages (gifted) can also be categorized as extraordinary children (Fegert et al., 2020).

Suran and Rizzo also put forward a definition that is considered sufficiently representative: Children with disabilities exhibit considerable differences in a number of essential characteristics of human function. This means they are physically, psychologically, cognitively, or socially harmed from reaching their full potential and attaining their goals, including those who are deaf, blind, have speech disorders, physical disabilities, mental retardation, emotional disorders (Huber et al., 2018).

Based on some of the definitions above, it can be concluded that children with special needs need special education services because they have permanent or temporary deficiencies resulting from physical, mental or combined disorders or emotional conditions. It must be explicitly realized that these physical and mental limitations do not erase them as citizens, including the right to access knowledge and enjoy education like other children in general (Valdebenito et al., 2018).

The division of the classification of children with special needs, according to Mangunsong, includes:

- a) Autistic Spectrum Disorder (Autism); is a disorder that affects a child from birth or during infancy and impairs his or her ability to build normal social interactions or communicate normally. So that the child is isolated from ordinary life and entered into a repetitive and obsessive world.
- b) Attention Deficit Hyperactivity Disorder (ADHD) is better known as hyperactivity. Children with ADHD have excessive anxiety, are impulsive, easily distracted, and often experience difficulties inside and outside the home.
- c) Geniuses; are children who have abilities in an area above the average child in general. His talent can also be seen in various areas such as general intellectual ability, special academies, etc.
- d) Children with speech and language barriers; This disorder refers to children with communication disorders such as stuttering, articulation disorders and language disorders.
- e) Children with learning difficulties have learning difficulties due to perceptual difficulties. Children's learning difficulties can be classified into difficulties in

mathematics (dyscalculia), difficulties in reading (dyslexia), language difficulties (dysphasia), writing difficulties (dysgraphia).

- f) Blind; visual disturbances in the form of complete or partial blindness. A condition in which visual function declines from mild to most severe degrees.
- g) Deaf; A hearing loss condition includes both mild and severe levels. Classified into the category of hearing impaired or deaf.
- h) Mentally disabled; children with retardation or mental retardation, namely individuals who have intelligence levels below the normal average with an IQ score lower than 70.
- i) Quadriplegic; is a physical disorder related to the muscles, joints, and nervous system that requires special services. Such as cerebral palsy or cerebral palsy (Rahayu & Mangunsong, 2020).

C. **METHOD**

This research will be carried out using a qualitative approach as the research method. Sources of data will be obtained through various studies and previous studies as secondary data. The data that has been collected will be analyzed so that the desired results can then be found.

D. **RESULT AND DISCUSSION**

1. **Inclusive Education Needs**

Numerous countries have pledged to pursue inclusive education in order to eliminate equal treatment in education. Inclusive education is based on international documents, including the 1948 Universal Declaration of Human Rights, the 1989 United Nations Convention on the Rights of the Child, the World Declaration on Education for All, Jomtien 1990, the 1993 Standard Regulations on Equal Opportunity for Persons with Disabilities, and the Salamanca Statement and Framework for Action on Special Needs Education.

According to some experts, inclusive education has various meanings, including:

- a) Tarmansyah said that inclusive education is a school that accommodates all students in the same class.
- b) Additionally, Tarmansyah emphasized that inclusive education included placing children with mild, moderate and severe disabilities in regular classes.
- c) L.K.M. Marentek said that inclusive education is a type of education that provides services to children with special educational needs who attend conventional schools (SD, SMP, SMA, and SMK) and are defined as exceptional in terms of disabilities and slow learners (slow learners) and those with other learning issues.

At the moment, Indonesia lacks precise and specific data on the number of children with special needs. According to the Ministry of Women's Empowerment and Child Protection, there are around 1.5 million children with special needs. However, the United Nations estimates that at least 10% of school-aged children have some form of disability. In Indonesia, there are 42.8 million school-aged children, defined as those aged 5 to 14. According to this estimate, there are approximately 4.2 million special needs children in Indonesia. Indonesia has a sizable population of children with special needs (ABK).

Education is a fundamental need of every human being in order to secure the continuation of his or her life in a decent manner. As a result, the state is required by Article 31 of the 1945 Constitution to provide high-quality educational services to all citizens, including those with special needs. Unfortunately, Indonesia's education system has failed to accept variety, resulting in the division of educational institutions along religious, ethnic, and even physical and mental ability lines. This fragmentation of educational institutions has deprived pupils of the opportunity to learn to accept the reality of social variety. The Indonesian government has made attempts to promote inclusive education through a variety of programs and activities administered by the Ministry of National Education and provincial, city, and district education offices. In practice, implementing inclusive education faces a variety of problems and difficulties. Frequently cited impediments include misconceptions regarding inclusive education, inconsistency in legislation or policies, and a rigid educational system.

Inclusive education is a government policy in seeking education that every citizen can enjoy to obtain equal distribution of education regardless of children with special needs and children in general so that they can go to school and obtain decent and quality education for the future of their lives.

Strategies, methods, or ways of implementing inclusive education in each country vary widely. This diversity of implementation is because each country has a different culture and tradition. In addition, these differences in implementation also occur at the provincial, city, and even school levels.

2. Government Obligation to Implement Inclusive Education

Efforts to introduce and implement inclusive education in Indonesia started in the 1980s. The success of implementing inclusive education is influenced by many factors, including cultural, political, and human resources factors. The implementation of inclusive education can be evaluated with the index for inclusion. This inclusion index is composed of three dimensions: (1) culture (building inclusive cultures), (2) policy (generating inclusive policies), and (3) practice (evolving inclusive practices).

Each dimension is split into two parts: The cultural dimension is divided into two sections: one on community building and another on developing inclusive values. The policy dimension entails the creation of inclusive environments and the implementation of diversity assistance (organizing support for variety). Simultaneously, the practical dimension includes a portion on collaborative learning and play (orchestrating play and learning) and a piece on resource mobilization (mobilizing resources).

Article 11 paragraphs 1 and 2 concerning the rights and obligations of the government and local governments are as follows:

- a) The federal government and local governments are obligated to provide services and facilities, as well as to ensure that all citizens get a high-quality education without regard for prejudice
- b) The central government and local governments are required to ensure that sufficient funds are available to implement education for all citizens aged 7-15 years.

The law above shows that all school-age children must receive a proper and quality education and education for all. The progress of a nation can be seen from how the educational process is then contained in government policies taken in the administration of

education. One of them is children with special needs who must receive equal treatment in obtaining a proper and quality education.

3. The Development of Inclusive Education in Indonesia

Children's education with special needs has undergone many changes in its development. At first, children's education with special needs was segregated or separated from society in general. In the implementation of education such as SLB schools, there are specializations for children with special requirements according to the obstacles such as SLB-A for schools for blind children, SLB-B for schools for deaf children, SLB-C for schools for mentally disabled children, SLB-D for schools for children with disabilities. Next, it leads to integrative education, an integrated approach that integrates extraordinary children into regular schools. However, it is still limited to children who can follow the curriculum at the school and then inclusion is the concept of education that does not distinguish the diversity of individual characteristics.

Until now, children with exceptional needs have received unique educational facilities called Extraordinary Schools that are adapted to their degree and type of need (SLB). Inadvertently, the special education system has erected a barrier of exclusivity for students with disabilities. Until now, the wall of exclusivity has been unaware of how it has harmed the process of becoming acquainted with children with special needs and children in general. As a result, when groups with special needs engage, they establish communities that are cut off from societal dynamics. The general public is unfamiliar with the lives of individuals with disabilities. Meanwhile, groups with special needs feel as though their existence is an afterthought in the lives of those around them.

The notion of inclusive education evolved in response to the increased demands of groups with special needs to assert their rights. The Convention on the Rights of Persons with Disabilities and its Optional Protocol, ratified in March 2007, is one of the international agreements that promote the development of an inclusive education system. According to Article 24 of this Convention, all countries are required to develop an inclusive education system at all levels of schooling. One of the objectives is to promote the full inclusion of groups with special needs in everyday life. However, in fact, Indonesia's inclusive education system remains a tug-of-war between the government and educators.

While inclusive education is still in its infancy in many ways, in an ideal world, inclusive education would be the ideal school for children with and without special needs. The setting that has been developed is extremely receptive to youngsters with special needs. They can learn from their peers' spontaneous interactions, particularly the social and emotional components. Meanwhile, children without exceptional needs provide opportunity to develop empathy, helpfulness, and compassion. Additionally, there is evidence that folks without special needs achieve extraordinary things without being troubled in the slightest.

Developing an inclusive education system is one of the prerequisites for establishing an inclusive society. A society that values and respects diversity as a fact of life. Numerous instances involving the implementation of inclusive education, such as the absence of supportive facilities for the inclusive education system and the limited knowledge and skills of inclusive education teachers, demonstrate that the inclusive education system has not been adequately prepared.

² The implementation of inclusive education for children with special needs should create an environment that is friendly to learning, which allows all students to learn in a comfortable and fun way.

⁶ 4. **Inclusive Education Today**

The implementation of inclusive education is not as simple as organizing public schools. The reality on the ground is that the characteristics of children with special needs that are received are not following the policy, such as in terms of receiving special types, the level of intelligence is still below average, there is no limit on the number of students accepted, and there is no special infrastructure. Support from parents of children with special needs, parents of regular students, and the new community in the form of moral support. Whereas the support needed should be in the form of material support and direct involvement in implementing inclusive education. Government support, both central and regional, has not been evenly distributed in all regions and is still very limited, both in technical assistance (involvement in the implementation of monitoring, mentoring and evaluating the implementation of inclusive education) and non-technical assistance (funds and equipment).

The models of inclusive education that can be carried out in Indonesia are as follows:

- a) Regular Class (Full Inclusion) Children with special needs study with normal children in regular classes using the same curriculum throughout the day.
- b) Regular class with Cluster Children with special needs study with normal children in regular classes in special groups.
- c) Regular Class with Pull Out Children with special needs study with normal children in the regular class but at certain times are pulled from the regular class to another room to study with a special tutor.
- d) Regular Class with Clusters and Pull Out Children with special needs study with normal children in regular classes in special groups. At certain times are pulled from regular classes to other classes to study with special tutors.
- e) Special Classes with Various Integrations Children with special needs study in special classes at regular schools, but they can study with normal children in regular classes in certain fields.
- f) Full Special Class Children with special needs study in special classes at regular schools.

E. **CONCLUSION**

The implementation of inclusive education is a form of government effort expected to produce the next generation who can understand and accept all conditions of differences and will not create discrimination in people's lives in the future. In several cities in Indonesia, inclusive education has also emerged, whose implementation is carried out in collaboration with schools and city governments. However, in reality, it is still challenging to realize inclusive education that can meet the needs of children with special needs. One form of these difficulties is that there are still people who do not accept students with special needs in regular schools. Besides that, there is also disharmony between various parties in implementing inclusive education, such as the need for qualified teachers and good schools to support inclusive education fully. Each party wants to work together in realizing inclusive

education in Indonesia in a joint effort to learn the idea of education without discrimination. Inclusive education still needs special attention in its implementation so that in the future, children with special needs get educational services that are following their conditions and can respect the reality of diversity in life in society to the fullest.

REFERENCES

1. Ackah-Jnr, F. R., & Danso, J. B. (2019). Examining the physical environment of Ghanaian inclusive schools: how accessible, suitable and appropriate is such environment for inclusive education?. *International Journal of Inclusive Education*, 23(2), 188-208.
2. Agaronnik, N., Campbell, E. G., Ressler, J., & Iezzoni, L. I. (2019). Exploring issues relating to disability cultural competence among practicing physicians. *Disability and health journal*, 12(3), 403-410.
3. Agustina, R., Dartanto, T., Sitompul, R., Susiloretni, K. A., Achadi, E. L., Taher, A., ... & Khusun, H. (2019). Universal health coverage in Indonesia: concept, progress, and challenges. *The Lancet*, 393(10166), 75-102.
4. Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). # SaytheWord: A disability culture commentary on the erasure of "disability". *Rehabilitation psychology*, 64(2), 111.
5. Asmara, T. (2021). Criminal Sanctions Against Pharmacists Who Sell Antibiotic Drugs Without A Doctor's Prescription: In Perspective Of Health Law In Indonesia. *Journal of Legal, Ethical and Regulatory Issues*, 24(6), 1-13.
6. Avent Harris, J. R., Haskins, N., Parker, J., & Lee, A. (2021). Womanist Theology and Relational Cultural Theory: Counseling Religious Black Women. *Journal of Creativity in Mental Health*, 1-19.
7. Bhati, A., & Song, I. (2019). New methods for collaborative experiential learning to provide personalized formative assessment. *International Journal of Emerging Technologies in Learning*, 14, 179-195.
8. Collins, A., Azmat, F., & Rentschler, R. (2019). 'Bringing everyone on the same journey': revisiting inclusion in higher education. *Studies in Higher Education*, 44(8), 1475-1487.
9. Dehghani, M., Panahi, H. K. S., Aghbashlo, M., Lam, S. S., & Tabatabaei, M. (2021). The effects of nano-additives on the performance and emission characteristics of spark-ignition gasoline engines: A critical review with a focus on health impacts. *Energy*, 120259.
10. Do, D. N. M., Hoang, L. K., Le, C. M., & Tran, T. (2020). A human rights-based approach in implementing sustainable development goal 4 (Quality Education) for ethnic minorities in Vietnam. *Sustainability*, 12(10), 4179.
11. Fegert, J. M., Vitiello, B., Plener, P. L., & Clemens, V. (2020). Challenges and burden of the Coronavirus 2019 (COVID-19) pandemic for child and adolescent mental health: a narrative review to highlight clinical and research needs in the acute phase and the long return to normality. *Child and adolescent psychiatry and mental health*, 14, 1-11.

12. Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, 23(7-8), 691-704.
13. Goggin, G., & Ellis, K. (2020). Disability, communication, and life itself in the COVID-19 pandemic. *Health Sociology Review*, 29(2), 168-176.
14. Huber, B., Yeates, M., Meyer, D., Fleckhammer, L., & Kaufman, J. (2018). The effects of screen media content on young children's executive functioning. *Journal of experimental child psychology*, 170, 72-85.
15. Kauffman, J. M., Wiley, A. L., Travers, J. C., Badar, J., & Anastasiou, D. (2021). Endrew and FAPE: Concepts and implications for all students with disabilities. *Behavior modification*, 45(1), 177-198.
16. Mamas, C., Daly, A. J., & Schaelli, G. H. (2019). Socially responsive classrooms for students with special educational needs and disabilities. *Learning, Culture and Social Interaction*, 23, 100334.
17. Nijhof, S. L., Vinkers, C. H., van Geelen, S. M., Duijff, S. N., Achterberg, E. M., Van Der Net, J., ... & Lesscher, H. M. (2018). Healthy play, better coping: The importance of play for the development of children in health and disease. *Neuroscience & Biobehavioral Reviews*, 95, 421-429.
18. Nilholm, C. (2021). Research about inclusive education in 2020—How can we improve our theories in order to change practice?. *European Journal of Special Needs Education*, 36(3), 358-370.
19. Noor, G. V. (2020). The impact of accepting new students with the zoning system on the right to children's education. *Jurnal Hukum Volkgeist*, 4(2), 100-107.
20. Putro, S., & Suharto, T. (2021). The Implementation of Education Management at Islamic Inclusive Elementary School at Solo Indonesia. *European Journal of Molecular & Clinical Medicine*, 7(7), 6490-6501.
21. Rahayu, W. F., & Mangunsong, F. M. (2020). Parenting self-efficacy mediates the effect of parental acceptance on the social-emotional abilities of children with special needs. *Life Span and Disability*, 211.
22. Rana, S., Anand, A., Prashar, S., & Haque, M. M. (2020). A perspective on the positioning of Indian business schools post COVID-19 pandemic. *International Journal of Emerging Markets*.
23. Stepaniuk, I. (2019). Inclusive education in Eastern European countries: a current state and future directions. *International Journal of Inclusive Education*, 23(3), 328-352.
24. Syakur, A., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of Communication, Organizational Culture, Cooperation, Trust and Leadership Style for Lecturer Commitments in Higher Education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1325-1335.
25. Valdebenito, S., Eisner, M., Farrington, D. P., Ttofi, M. M., & Sutherland, A. (2018). School-based interventions for reducing disciplinary school exclusion: a systematic review. *Campbell Systematic Reviews*, 14(1), i-216.
26. Zabeli, N., Perolli Shehu, B., & Anderson, J. A. (2021). The understanding of inclusive education in Kosovo: legal and empirical argumentation. *CEPS Journal*, 11(3), 119-139.

IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN INDONESIA

ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

5%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|--|----|
| 1 | www.atlantis-press.com Internet Source | 2% |
| 2 | core.ac.uk Internet Source | 2% |
| 3 | repo.iain-tulungagung.ac.id Internet Source | 2% |
| 4 | js.ugd.edu.mk Internet Source | 1% |
| 5 | Ediyanto, Suhendri, Nurul Hidayati Rofiah. "The challenges of Indonesian science teachers in teaching students with special educational needs in inclusive school", AIP Publishing, 2020 Publication | 1% |
| 6 | www.pedocs.de Internet Source | 1% |
| 7 | Submitted to The University of the South Pacific Student Paper | 1% |

| | | |
|----|--|------|
| 8 | "Public Health Perspectives on Disability", Springer Science and Business Media LLC, 2021 Publication | 1 % |
| 9 | Lin Moore, Elaine Zweig. "chapter 1 Play Experiences in Early Childhood Education", IGI Global, 2021 Publication | 1 % |
| 10 | tojqi.net Internet Source | 1 % |
| 11 | tap.resultsfordevelopment.org Internet Source | <1 % |
| 12 | Submitted to Abu Dhabi University Student Paper | <1 % |
| 13 | www.slideshare.net Internet Source | <1 % |
| 14 | link.springer.com Internet Source | <1 % |
| 15 | Maila D.H. Rahiem. "COVID-19 and the surge of child marriages: A phenomenon in Nusa Tenggara Barat, Indonesia", Child Abuse & Neglect, 2021 Publication | <1 % |
| 16 | androskripsi.wordpress.com Internet Source | <1 % |

discovery.ucl.ac.uk

17

Internet Source

<1 %

18

easpublisher.com

Internet Source

<1 %

19

repository.uinsu.ac.id

Internet Source

<1 %

20

researchcommons.waikato.ac.nz

Internet Source

<1 %

21

www.internationalsped.com

Internet Source

<1 %

22

www.revistageintec.net

Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On