

## The Evaluation of Inclusive Education Curriculum Program in PAUD Talenta Semarang

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### Article Info

#### History Articles

Received:  
October 2018  
Accepted:  
November 2018  
Published:  
December 2019

#### Keywords:

*CIPP model,  
evaluation of education  
program,  
inclusive education*

#### DOI

<https://doi.org/10.15294/jpe.v8i3.27708>

### Abstract

The purpose of this study was to analyze and to describe the inclusion curriculum held in (Early Childhood Education) PAUD Talenta Semarang, which included planning, organizing, implementing and evaluating. Inclusive education is an innovative and strategic educational approach to broadening access to education for all children with special needs. Inclusive education in PAUD Talenta Semarang is a PAUD service that provides opportunities for students who have abnormalities and have the potential for intelligence and/or special talents to attend education or learning in an educational environment together with students in general. Information about the implementation of inclusive PAUD was revealed through focused interview methods, observation, and documentation as data collection techniques. There were three procedures for qualitative data analysis in this study, namely data reduction, data presentation, and drawing a conclusion. The evaluation model used in this study was the CIPP model. The results of the study were: (1) The evaluation of Context, equitable access to education in PAUD Talenta was the fulfillment of the needs of parents and ABK; all ABK were able to be served, and the community has given full trust to the school in serving ABK. (2) The evaluation of Inputs, including elements of an assessment of school potential, program planning, budget, and human resources. (3) The evaluation of Process, school supervision which includes monitoring, supervising, evaluation, reporting, following-up to the results of supervision, was carried out by principals (who also plays a role as a psychologist and supervising supervisor) and educators. (4) The evaluation of Product of the implementation of inclusive education programs in PAUD Talenta Semarang seeks to assess the impact of the program implementation on student development.

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[p-ISSN 2252-6404](#)

[e-ISSN 2502-4515](#)

## INTRODUCTION

Every child has different development characteristics. The understanding of children needs to depart from the understanding of each child that is unique with his/her various characteristics. Vakil, Welton, O'Connor & Kline. (2009), stated that inclusive education is an education for all people without exception, including children with special needs. The most frequent obstacles that arise in Children with Special Needs (ABK) in developing themselves and achieving success, including accessing education as high as possible, are not in their disability, but in the social acceptance of society. This social obstacle is the most difficult for children to adapt to their environment/social life.

Inclusive education held in public schools in Indonesia is still a new thing since we know today, education for ABK is in Special Schools (SLB). The development of the times and trends of countries in the word that is Education for All (every child, including ABK to get the widest access in the field of education). Ahsan (2014) defined, that "inclusive education is now considered a viable strategy for creating a learning environment which is friendly for children/child with a disability, children of different ethnicities and language diversity, children from backgrounds behind socially disadvantaged and gender issues ". This is in line with the opinion of Suparno (2010) who carried out research on inclusive education for early childhood concluded that the concept of education for all indeed has opened awareness and insight into the importance of inclusive education.

The research conducted by Milena (2013) concluded that in improving competitiveness, an institution needs to innovate in the field of management and business, and need to provide sufficient resources to answer these challenges. This implies that an institution can improve its competitiveness so that innovation and changes in its management are needed, and all resources in the institution must be managed properly. Good management causes the activities of an institution to be more organized, monitored and

controlled properly so that the expected goals can be achieved.

Ishartiwi (2010), in his research, stated that inclusive education as a service system for children with special needs is integrated into formal education services. This concept shows that there is only one learning system in inclusive schools, but it is able to accommodate differences in learning needs of each individual. Inclusive education providers need learning services as much as a variety of conditions for children with special needs. The variety of services needs to be followed by the support of learning facilities resources and the resources of educators and schools that are able to provide services for children with special needs. Another important aspect that must be prepared is a learning evaluation system. In inclusive education, regular evaluation systems, modification evaluations, and individual evaluations should be applied. The implementation of inclusive education requires a change in the management of the school system and commitment to the educator and the level of policymakers and practitioners.

The curriculum has a very strategic position since the curriculum is structured to realize educational goals. Through the curriculum, human resources can be directed and the progress of a nation will be determined. The curriculum must be developed in accordance with the developmental stages of students, national development needs and the development of science and technology.

The inclusive education curriculum basically adheres to a flexible curriculum, where the curriculum is tailored to the needs of each student and is made with the characteristics of the organizing school itself, without prejudice to existing guidelines. The development and implementation of the inclusive education curriculum itself should foster independence, be critical, and be able to generate values of togetherness in the school environment.

Some curriculum models in the setting of inclusive education include: (1) Duplication, the curriculum for ABK which is equated with the general curriculum, (2) Modification, the general curriculum that is changed to suit the needs and

abilities of ABK, (3) Substitution, several parts from the general curriculum that is abolished but replaced with something more or less equal, and (4) Omission, some parts of the general curriculum which are completely eliminated since it is not possible for ABK.

The evaluation of the implementation of the curriculum not only evaluates the learning outcomes of students and the learning process but also the design and implementation of the curriculum, students' abilities and progress, suggestions, and infrastructure, as well as learning resources. The CIPP component substance is explained that context evaluation seeks to identify the basic needs of program making; input evaluation identifies programs, human resources, training programs, financing, work procedures, and planning; process evaluation assesses the form of the program, implementation, implementation time and budget; and product evaluation assesses the impact of the program.

The evaluation model used was the CIPP model. The evaluation results in this study were presented and illustrated in the form of sentences, statements or meaningful statements on the implementation of inclusive education programs in PAUD Talenta Semarang. Subjects or informants in this study include principals,

teachers, and parents. In this study, the data was collected and obtained through interview techniques and documentation studies. Interviews were conducted with principals, teachers, and parents.

Therefore teachers need effective learning innovations so that they can improve the quality of school learning. Through the inclusive education curriculum is expected to be able to be feedback and follow-up to improve the quality of education held.

## METHODS

This type of study applied qualitative methods with case study approach of a single case design. This qualitative method was chosen with the aim of obtaining comprehensive data, as a direct data source regarding everything related to the evaluation of inclusive education curriculum programs in PAUD Talenta Semarang. The evaluation model used was the CIPP model. With the differences from several evaluation models, the evaluation model that can be considered by researchers in conducting this evaluation is CIPP (Context-Input-Process-Product) developed by Stufflebeam & Shinkfield (2007) in Ohio State University as in Figure 1.

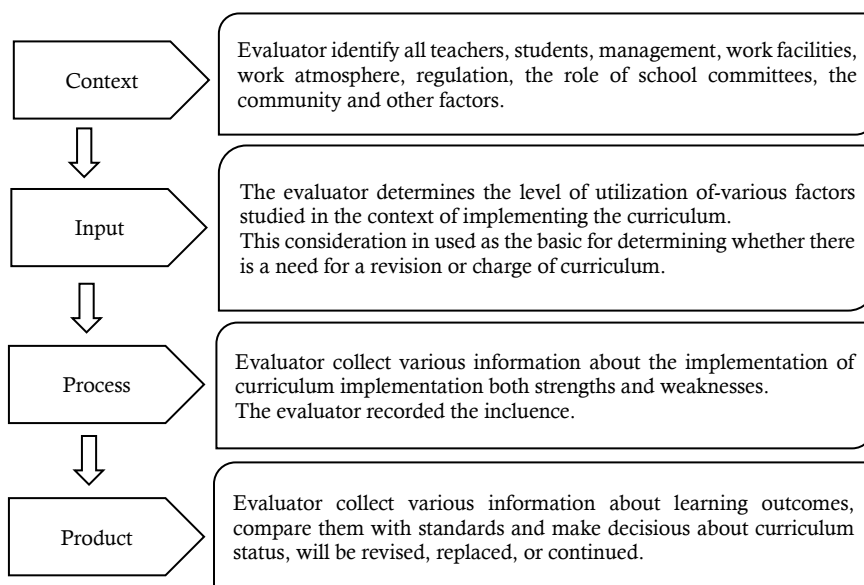


Figure 1. Evaluation of CIPP Models According to Stufflebeam & Shinkfield (2007)

The evaluation results in this study were presented and illustrated in the form of sentences, statements or meaningful statements on the implementation of inclusive education programs in PAUD Talenta Semarang.

The techniques used for data collection in this study were observation, interviews, and document studies. Sugiyono (2010) stated that in this participatory observation, researchers are involved in the daily activities of people who are being observed or used as the research data sources. The purpose of the interview is to find out the profound things about the participants in interpreting the situation and phenomena that occur in the evaluation of the inclusive education curriculum and this cannot be found through observation (Sugiyono, 2010). Documents can take the form of writing, pictures, or monumental works from someone. According to Sugiyono (2010) document studies are complementary to the use of observation and interview methods in qualitative research. Research results from observations and interviews will be more reliable if supported by the school's personal history and photographs or academic papers.

## RESULTS AND DISCUSSION

The development of inclusive PAUD curriculum compiled by PAUD Talenta refers to the PAUD curriculum set by the government. The curriculum for children with special needs is a modified PAUD curriculum in accordance with children's potential and needs. Curriculum management is managed in accordance with management functions, namely: planning, implementing, organizing, and evaluating. In order for a good curriculum to be achieved, it must be implemented well, creatively, and innovatively. To be able to know the level must go through one stage called curriculum evaluation.

Inclusive education curriculum planning activities are carried out in several stages, namely, the determination of vision, mission and objectives, identification of curriculum needs, preparation of student curriculum, inclusion class management planning, and planning evaluation.

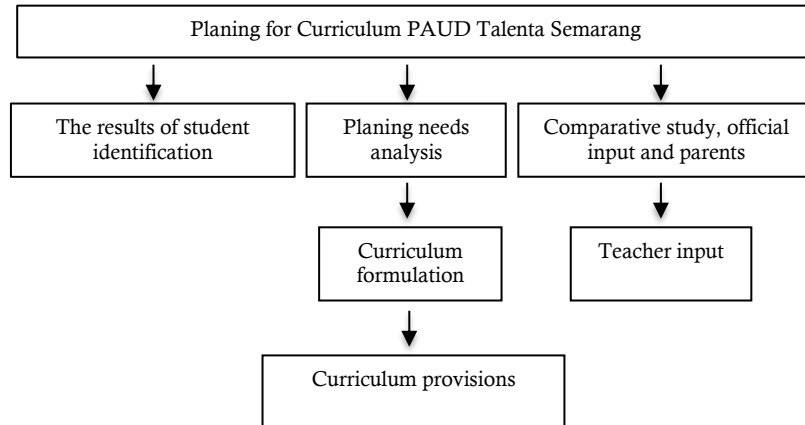
PAUD Talenta Semarang also carried out these stages in the planning process of the inclusive education curriculum. The curriculum planning process which starts from the identification of the curriculum is carried out in early July, at a meeting held by the school, which was attended by the Principal, Teachers, parents and also the school committee. After the curriculum needs analysis process is carried out, then the school curriculum concept is formulated for regular children and also the curriculum concept for the inclusion of children or a modified curriculum. The determination of the curriculum concept itself is carried out in a meeting and the results of the determination are referred to as curriculum documents.

Based on the results of the study, the curriculum planning process for inclusive education in PAUD Talenta Semarang has actually been done well, and in accordance to the needs of students, adapted to the potential and limitations. This is in line with research conducted by Maharani (2015), that learning must be interactive based on the 2013 curriculum. The curriculum that has been prepared together through plenary meetings aims to empower all involved in the program management as presented in Figure 2.

The management process in the implementation of the curriculum of PAUD Talenta Semarang involves various parties involved in dividing their respective duties and authorities. In regulating the implementation of the curriculum, internal coordination and collaboration have been carried out between the principal and the teacher and external coordination between the school and the students' parent. In curriculum development policy, teachers are required to be able to participate and be able to understand the contents of the curriculum, since it will have an impact on daily teaching and learning activities. Implementation of the inclusive education curriculum in PAUD Talenta Semarang deals with learning activities which include the preparation of learning programs, the implementation of teaching and learning activities and learning methods used classroom

management models, and learning evaluations. Learning in inclusive education considers the principles of learning that are tailored to the abilities and needs of students. The

implementation of inclusive classroom learning in PAUD Talenta Semarang is carried out with a demonstrative and friendly method for all students.

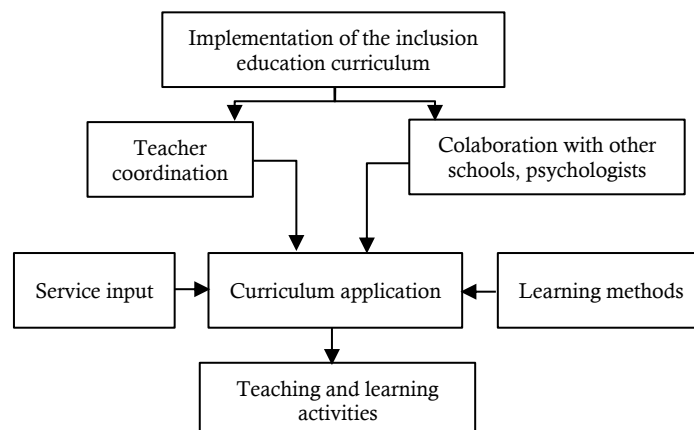


**Figure 2.** Planning for Curriculum PAUD Talenta Semarang

Based on the results of a study conducted in PAUD Talenta Semarang, the curriculum implementation of children with special needs in the school has organized human resources, facilities, and infrastructure. In regulating the implementation of the curriculum, internal coordination and collaboration have been carried out, namely between the principal and the teacher and externally, namely between the school and parents. The evaluation of the implementation of the inclusion curriculum in PAUD Talenta Semarang was carried out by principals and teachers every day after the learning process of

the students ended. In this evaluation, the teachers conveyed the learning that had been done that day, also the obstacles that existed and jointly sought the solution. Research from Herman & Shantz (1983) stated that parents who maturely acknowledge, adapt and accept the reality of children's inability to bring benefits, especially in the development of social interaction and communication of ABK.

The description of the implementation of the inclusive education curriculum in PAUD Talenta Semarang as described in Figure 3.



**Figure 3.** Implementation of the Inclusion Education Curriculum

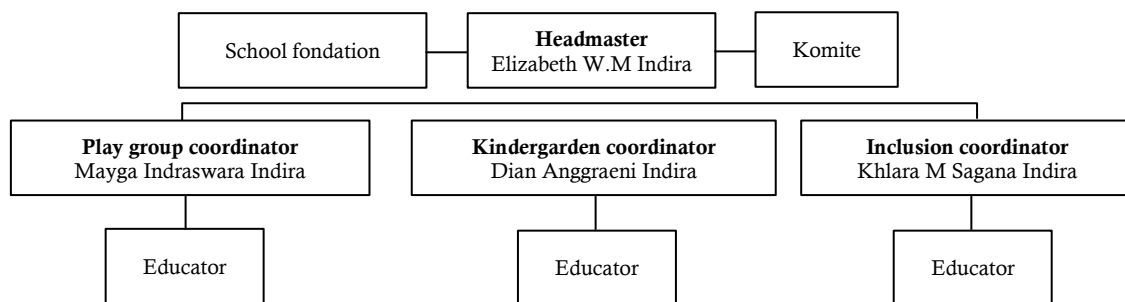
The organization of inclusive education curricula in PAUD Talenta Semarang was

carried out by organizing all human resources, facilities, and infrastructure, coordination and

cooperation with various parties. The process of organizing in the inclusion curriculum was carried out by the Principal by dividing the tasks and authority of the classroom teacher and assistant teacher specifically, and this is done after the planning of the inclusive education curriculum, which is usually done before the new school academic year.

By observing the process of organizing and coordinating that has been carried out by the Principal in PAUD Talenta Semarang, it has actually been done organizing human resources

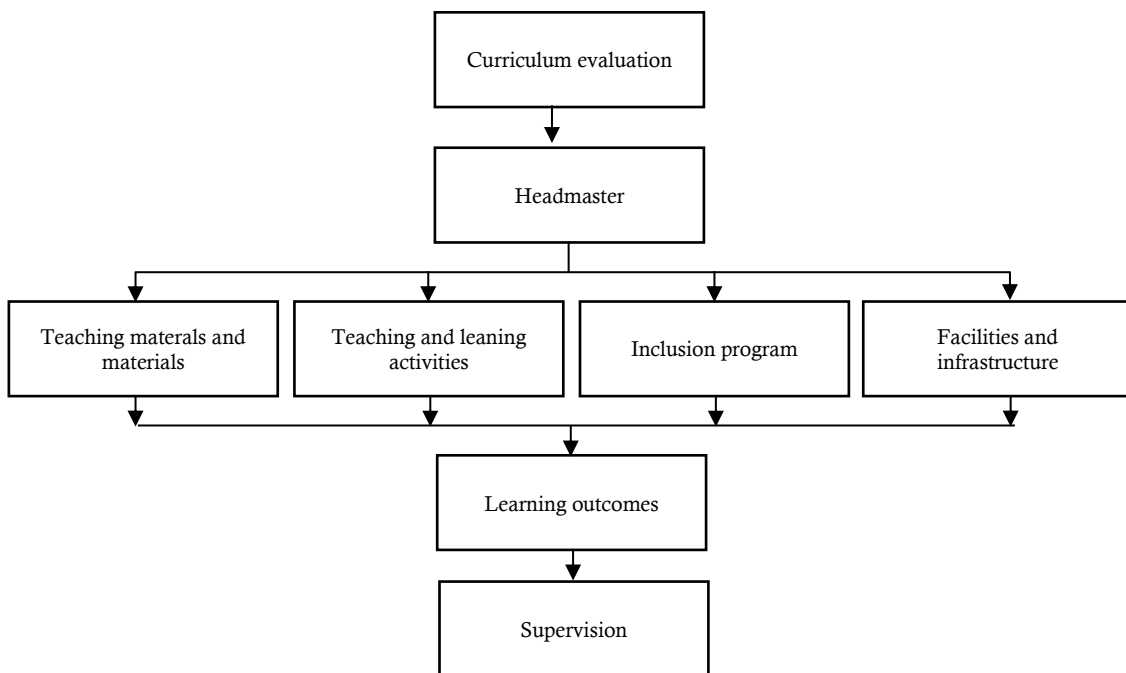
well in order to implement the inclusive education curriculum. Organizing in the implementation of the inclusive education curriculum in Talenta PAUD Semarang was done by mobilizing all available resources, especially in this case human resources and coordinating them. In organizing this inclusive education curriculum, principals choose people who have the ability to manage inclusive education, especially in its implementation as in Figure 4.



**Figure 4.** Organizational Structure of Talenta Semarang PAUD Management

Evaluation activities for inclusive education curriculum in PAUD Talenta Semarang include evaluation of teacher performance, teacher administration, and inclusive educational programs that have been

carried out well, the use of facilities and infrastructure and learning media has been maximal. Evaluation of inclusive education programs requires a type of model suitable for activities the evaluation as presented in Figure 5.



**Figure 5.** Evaluation of Inclusion Education Curriculum

The CIPP model was considered in accordance with the evaluation study of the implementation of inclusive education programs with several considerations. First, this model has clear steps in expressing each sequence of programs. Second, the writer can analyze in detail starting from the background of the program implementation (context), the form of program planning (input), program implementation (process) and products that are produced from the implementation of the program. The end of the evaluation will provide recommendations for the existence of the program. Therefore, the implementation of inclusive education programs in PAUD Talenta Semarang was evaluated by using the CIPP model.

#### **The Evaluation of Context of the Inclusive Education Program in PAUD Talenta Semarang**

Context evaluation of the implementation of inclusive education in PAUD Talenta Semarang includes elements of assessment of unfulfilled needs, population served, and opportunities or benefits of program implementation. Based on the findings of all aspects in the context component of the implementation of the inclusion program in PAUD Talenta Semarang, equitable access to education in the Talenta foundation is the fulfillment of the needs of parents and ABK who have been served optimally, all ABK with special types of special needs to be served, and the community or socially give full trust to the school in serving ABK. These findings are consistent with the results of research conducted by Isabella, Emosda & Suratno (2014) where the implementation of inclusive education in PAUD Talenta Semarang is very much needed by the surrounding community due to the desire and the need for schools to send their children to have special needs in regular schools.

In the context component of the population served is students with special needs and has the potential for intelligence and/ or

special talents, who are recruited with priority at the closest distance to the child's domicile to school. With the acceptance of students with special needs, schools benefit from the trust and appreciation given by the community, especially the ABK parents towards the implementation of inclusive education programs. The research conducted by Olson (2003) examines the attitudes of teachers towards inclusive education. Teachers in implementing the curriculum have a positive or negative picture about ABK. The attitude and commitment of teachers in developing ABK which is the responsibility of the teacher also illustrates the extent to which ABK is accepted at a school. Through a positive attitude from the teacher, ABK will get more opportunities in the field of education to learn with their peers and will get the most educational benefits as much as possible.

#### **The Evaluation of Input of the Inclusive Education Program in PAUD Talenta Semarang**

The evaluation of inputs towards the implementation of inclusive education programs in PAUD Talenta Semarang includes elements of assessment of school potential, program planning, budgeting, and human resources. In the implementation of the program, facilities and infrastructure as a support program in PAUD Talenta Semarang had varied availability. The results showed that this school still relied on the infrastructure already owned previously. This facilities and infrastructures are generally used evenly by both regular and ABK students. In addition, schools have not been supported by adequate infrastructures such as special rooms or classes to serve ABK (Children with disabilities) individually.

On the other hand, the implementation of inclusive education programs involves parties inside and outside of the school. The results of the research showed that PAUD Talenta Semarang involves parties in the school, namely the Principal, Committee, Wakasek, and Teacher. These findings are consistent with Danarhadi

(2017) research that one of the principles of involvement, where the implementation of inclusive education must involve all components of education-related. Meanwhile, the involvement of outside parties in the form of assistance and cooperation with other relevant parties.

Sources of funds in the implementation of inclusive education programs are obtained from BOS funds. These findings are in accordance with the criteria for the implementation of inclusive education that the source of funding for the implementation of this program is obtained from government funds or other legal and non-binding sources.

For the human resources (HR), namely special escort teachers (GPK/classroom teacher), in PAUD Talenta Semarang do not have teachers with a special education background or special education. Related to this discovery, handling ABK in this school is still handled by their respective Teachers class. Teachers in this situation are considered to be the school version of "GPK/classroom teacher". The role of teachers and accompanying teachers for ABK is very decisive in the success of curriculum implementation. This result is in line with research conducted by Avramidis & Norwich (2002) who stated that teachers are more supportive of inclusion programs for ABK who have been able to attend school and take lessons. Whereas, ABK who are less able to take lessons are required to be mentors in learning and therapists to make it easier for teachers to handle ABK.

Some classroom teachers and homeroom teachers in PAUD Talenta Semarang have received workshops, training courses, socialization and/or special training to improve competence. This finding is in accordance with Minister of National Education Regulation No. 70 of 2009 article 10 paragraph 3, 5, and 6 which explains that "the district/city government is obliged to improve competence in the field of special education for teaching staff and education personnel in the education unit of inclusive education providers".

### **The Evaluation of Process of the Inclusive Education Program in PAUD Talenta Semarang**

PAUD Talenta Semarang has conducted processes according to procedures, where supervision of schools which includes monitoring, supervision, evaluation, reporting, follow-up of supervision results, is carried out by principals and educators. In the classroom learning process, the findings indicate that teachers in PAUD Talenta Semarang have sufficient competence. This is evident from the preparation of RPP (lesson plan), the provision of materials and teaching materials to ABK by using the same or regular curriculum and materials/teaching materials.

The provision of materials and teaching materials to ABK by using the same or regular curriculum and materials/teaching materials. The teacher does not provide or distinguish curriculum and material/teaching materials in a structured manner. Besides, the teacher uses regular RPP (lesson plan) which is given evenly to all students. However, due to the various obstacles to ABK vary widely, both mild and moderate, in its implementation, there must be a location of the education unit level curriculum in accordance to the national standards and the needs of ABK (children with disabilities).

This is in accordance with Nasution study (2017) which stated that the curriculum used is an education unit level curriculum that accommodates ABK's needs and abilities according to their talents, interests, and potential. Related to that the results of the study indicate that PAUD Talenta Semarang modifies the curriculum through giving or service education for special needs students.

Based on the results of the study, instead of the learning process in the classroom, PAUD Talenta Semarang also prepared and opened extracurricular activities which were also given to ABK. ABK students were given the freedom to choose extracurricular activities that are available according to their own talents, hobbies, abilities, and interests.



### **The Evaluation of Product of the Inclusive Education Program in PAUD Talenta Semarang**

Product evaluation of the implementation of inclusive education programs in PAUD Talenta Semarang seeks to assess the impact of program implementation on the development of students. The development of ABK both in academic and non-academic terms are adjusted to the specific needs/ABK disorders.

PAUD Talenta Semarang with various types of needs has good achievement development and good non-academic development even sharing schools. Students with special needs are able to achieve standard values according to the standard level of achievement of child development that has been modified by the school institution. These findings are in line with the research of Widyawati (2017) which states that academic and non-academic achievements of children with special needs with varying results were determined by the level of ability of each student.

### **CONCLUSION**

Based on the above result of the study and discussion, therefore, the conclusions of this study are stated as follow:

In terms of context, the implementation of inclusive education programs in PAUD Talenta Semarang is intended to meet unmet needs, namely the request of ABK parents to send their children to regular schools to be well served, and the community gives confidence to PAUD Talenta Semarang in serving ABK.

In terms of input, the implementation of inclusive education programs in PAUD Talenta Semarang has shown that the availability of public facilities and infrastructure has met the needs of all students even though the availability of special facilities and infrastructure for ABK is inadequate. The implementation of inclusive education programs has also been sufficiently funded both from the allocation of BOS funds and APBD. But PAUD Talenta Semarang does not have GPK so that ABK is handled by general/ regular teachers.

Based on the evaluation of the process components. The relevant agency is the first to conduct supervision through school monitoring and evaluation. Teacher competency is adequate in handling individual services for ABK. In addition, there are extracurricular activities intended for ABK. The problem or obstacle that is determined is the absence of GPK, special facilities and infrastructure are not adequate, special training for teachers, there is no further monitoring from the relevant Department, and there is no standard in evaluating learning outcomes.

In terms of product, the impact of program implementation lies in the achievements of the ABK and the number of crews served. Academic (cognitive) and non-academic (psychomotor) development of ABK is quite good. Meanwhile, the number of crew members who are served is classified as the variety and all ABK are served by the school with adjustments to the conditions and abilities of the school.

For the school principals and/or teachers who have participated in ABK handling training, special training and the like, they need to share experiences with teachers who have never participated in such activities, both in planning, handling ABK and evaluating.

For the schools, it is necessary to involve and cooperate with ABK parents in the case of delivering the evaluation, development or achievement of ABK's achievements both in class and outside the classroom. This can be done by parents' meeting, either face-to-face or a large scope in school between schools and parents, with a customized implementation time based on a collective agreement. Thus, parents can contribute to children's development in the scope of teaching and learning activities outside of the schools.

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