

EVALUATION OF IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAM FOR EARLY CHILDREN

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ABSTRACT

This study aims to determine the various components that can influence the effectiveness of the inclusive education program. The program evaluation method and model used in this study is program evaluation research with a qualitative approach, using the Discrepancy Evaluation Model developed by Malcolm Provus using 4 stages. The results of this study indicate that the evaluation of early childhood inclusive education implemented by TKIT Assunnah Cirebon City using the Discrepancy Model Evaluation (DEM) method is very important for the early childhood inclusive education community that requires special attention, where the implementation of inclusive education is in accordance with standard regulations. The results of the SWOT analysis show that the coordinate points (X, Y) are obtained, namely (3.5;-3) so that the intersection points are obtained which are in quadrant II which shows that there are more strengths than threats, weaknesses and opportunities. Where the strength is the use of a more simplified inclusive education curriculum so that it is easy to adapt to children with special needs. In addition, the existence of workshops/training for human resources can overcome threats to teacher competence as well as difficulties for class assistant teachers to balance learning for inclusive early childhood education because they have never participated in inclusive education program training. So that there is a need for support from the Principal and the Committee to provide training related to early childhood inclusive education for children with special needs.

Keywords: *Evaluation, Inclusive Education, Early Childhood*

INTRODUCTION

Based on initial observations made by researchers, at one of the early childhood education institutions Assunnah Integrated Islamic Kindergarten (TKIT Assunnah) Cirebon City on March 2 2022, that in TKIT Assunnah Cirebon City had students consisting of group A and group B. Group A has 38 children, group B has 69 children, the total number of TKIT Assunnah students is 107 students consisting of 55 boys and 52 girls.

Tabel 1

Amount of TKIT Assunnah Students

No	Group	Gender		Total
		L	P	
1	A	33	27	60
2	B	37	30	67
Amount students		70	57	127

Source: Internal Data of TKIT Assunnah

Tabel 1

Amount of TKIT Assunnah Students

No	Types of Special Needs Children	Jumlah
1	ADHD (<i>Attention Deficit Hyperactivity Disorder</i>)	2
2	Autism	2
Amount students		4

Source: Internal Data of TKIT Assunnah

Of the 127 children, 4 children with special needs were registered, consisting of 2 (two) children diagnosed with ADHD (*Attention Deficit Hyperactivity Disorder*), and 2 (two) boys with autism. Field observations the researchers found that the inclusive education program had been realized at TKIT Assunnah, but there were still some deficiencies in the implementation of the inclusive education program, including: there was no curriculum document that had been adapted to the needs of children with special needs so that the educators had not made adjustments to the curriculum with the abilities of children with special needs whose implementation is reflected in the creation of Individual Learning Programs. The Individual Learning Program is a formulation of a learning program that is compiled and developed based on the results of an assessment of the child's individual abilities which are reflected in the child's profile (Kemdikbud, 2018). The Individual Learning Program is one of the efforts to develop the abilities of children with special needs which are heterogeneous, both in terms of types and abilities (Kemendikbud, 2018). Through this individualized learning program, it is possible for children with special needs to be served optimally. The implementation of the Individual Learning Program has not been optimally implemented at TKIT Assunnah Cirebon.

Another phenomenon is the Human Resources (HR) found in TKIT Assunnah Cirebon who understand that services and learning for children with special needs are still limited so that educators and accompanying teachers still need special training to provide proper services to children with special needs. , such as appropriate communication and stimulus techniques for Children with Special Needs in accordance with the needs of the child. Then the facilities and infrastructure for the implementation of inclusive education for children with special needs are still not maximal to serve children with special needs.

Inclusive education services have begun to be built on the services of Early Childhood Education institutions so that from an early age children with special needs get equal educational opportunities with other regular children in channeling the potential that children have from birth (Lukitasari et al., 2017). According to Susanto, (2021) inclusive education should be implemented since early childhood education because it has benefits that can add insight that in our environment there are individuals who have obstacles, besides that we can increase self-confidence in ourselves, friends or anyone to be even more grateful to Lord. Similar to other regular children, children with special needs also need assistance in stimulating their growth and development so that their potential can be channeled (Singh et al., 2020).

NAEYC (National Association for The Education Young Children) revealed that early childhood or early childhood are children aged 0-8 years. Children at this age are in a golden age because during this period there is a sensitive period that comes once Musfiroh, (2013). This is in line with Benjamin S. Bloom's opinion which states that 80% of students' mental and intelligence development takes place

in this age (Mudjito, 2014). The biggest obstacle in the development of inclusive education is social and community conditions, besides that other obstacles come from schools providing inclusive education, which have not been able to organize optimally inclusive education. To find out the implementation of inclusive education programs in an institution education, it is necessary to hold an evaluation.

In Indonesia, the opportunity to obtain educational services has been regulated in the Constitution of the Republic of Indonesia which mandates that the national education system must be able to provide opportunities for every citizen to obtain quality and equal education in a fair and equitable manner. This can be interpreted as a guarantee for all children, including children with special needs, to get quality education and (Purnama et al., 2017). The state then implements this guarantee wherein inclusive education is defined as a system that regulates the provision of education which does not discriminate between normal students and students with special needs so that they can interact in an educational environment simultaneously (Sakti, 2020). It is on this basis that inclusive education always provides its own color for creating access to educational services without discriminating between the conditions and background of the learning process.

The findings of research conducted by Windarsih et al., (2017) found 3 main obstacles related to evaluating the implementation of inclusive education, namely first the availability of professional teachers in the field of inclusion, the attitude of parents and teachers who still cannot accept children with special needs present in the midst of them, class teachers rarely meet Special Education therapist teachers so they don't get updates on developments and inclusive education is not fully inclusive. This finding is supported by several similar research findings assessing that the perception of most parents and teachers wants children with special needs to study in special schools (Mursita, 2015). According to Anggraeni et al., (2019) many implementations of early childhood education schools do not fully use the concept of inclusive education because they still separate classes of children with special needs from other students. Research by Purnama et al., (2017) assessed that there were still many teachers who did not have qualifications or certificates as educators for children with special needs who handled students with special needs. This is of course a challenge going forward so that our education system clearly regulates the qualifications and requirements for teaching staff in inclusive schools.

The inclusive education model is an education system that provides opportunities for all students to obtain quality, humanist and democratic education services. Education in Indonesia provides full guarantees for students with special needs or have special intelligence and talents to obtain quality educational services (Linh & Azar, 2019). However, in reality, there are still many regular schools that are not ready to accept children with special needs due to limited human resources (HR) and the required infrastructure. So far, inclusive education has been widely implemented in primary and secondary education units. Not many early childhood education institutions implement inclusive education even though inclusive services must be provided from an early age (Maemunah et al., 2021).

TKIT Assunnah Kota Cirebon is one of the Early Childhood Education institutions that accepts students with Special Needs but has not fully used inclusive education management which includes planning, organizing, implementing and monitoring processes that are integrated both long term, medium term, short term regarding activity plans. Through this research, it will be discussed how to evaluate the implementation of early childhood inclusive education programs at TKIT Assunnah Cirebon City in order to provide access and quality of education for children with special needs and other normal children as well as the constraints faced in implementing the management of inclusive early childhood education.

Based on these conditions, it is necessary to evaluate the implementation of inclusive education for early childhood at TKIT Assunnah so that an education can be created that can accommodate all students according to the needs of each child. With the above rationale, researchers feel the need to conduct research to evaluate those referring to the standard of inclusive education programs at TKIT Assunnah. This research is expected to be able to develop inclusive education at TKIT Assunnah, especially with regard to the development of education that is tailored to the needs of each individual

child. This is based on the consideration that every child has different characteristics and needs, but has the same right to obtain a quality education according to his potential and needs (Maemunah, 2021). Inclusive education providers require good management which includes overall education management including: Human Resources (HR) management, curriculum management, facilities and infrastructure management, financial management, student management, environmental management, special services management. All of these components must support each other so that the implementation of inclusive education can run optimally.

Based on this background, researchers are interested in knowing in depth whether there are inequalities in the implementation of inclusive education programs at TKIT Assunnah, whether they are in accordance with the minimum standards of inclusive education programs. Researchers used the gap approach with the aim of being able to obtain a comparison of program achievements with standard inclusive education programs for children with special needs in the early age phase, whether they can run optimally and can be realized according to the goals of inclusive education program standards so that researchers are interested in conducting research with the title "Evaluation Implementation of Early Childhood Inclusive Education Programs in Tkit Assunnah Cirebon City"

METHOD

This research is an evaluative research with a descriptive method, namely the problems discussed in this study are not related to numbers and aim to describe and describe conditions or phenomena regarding the evaluation of the implementation of early childhood inclusive education at TKIT Assunnah Cirebon City. The approach used in this study is a qualitative approach. In a qualitative approach, a researcher works with information, explanations and data explanations. Therefore, as a consequence, the analytical techniques used are no longer statistical techniques, but non-statistical techniques or analysis using logical principles (Arikunto, 2013).

The program evaluation method and model used in this research is program evaluation research with a qualitative approach, using the Discrepancy Evaluation Model developed by Malcolm Provus using 4 stages, namely: 1) Stage of Compilation of Inclusive Education Program Design. 2) The Installation Stage in Determining the Completeness of the Inclusive Education Program. 3) Stage of the Process (Process) Implementation of the Inclusive Education Program. 4) Stage of Measurement of Objectives (Product) of the Inclusive Education Program

After conducting an evaluation using 4 stages, it is then equipped with an analysis using a SWOT analysis. The gap evaluation model includes stages, namely standard, performance, and discrepancy. The focus of the research is evaluating the implementation of Early Childhood Inclusive Education at TKIT Assunnah Cirebon City.

FINDINGS AND DISCUSSION

The Effect of Principal Supervision Variables on Education Quality

The results of the research above explain that the implementation of the early childhood inclusive education program at TKIT Assunnah Cirebon City means that all children with special needs need to get proper education like other normal children. More broadly, early childhood inclusive education can also be interpreted as an anti-discriminatory education reform, as well as an effort to change people's attitudes towards children with special needs. Where every parent wants their child to be born normally, but sometimes not all children are born with normal circumstances, there are children who are born under special conditions. Inclusive children need the same education as children. Until now, early childhood inclusive education is still integrated into learning at TKIT Assunnah, Cirebon City.

Table 4 Comparison between Standards, Achievements, Gaps and Solutions

No	Evaluation Focus	Standard	Achievements	Gap	Solution
1	Implementation of inclusive education rules TKIT Assunnah Cirebon City	<ul style="list-style-type: none"> • Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for students who have disabilities and have potential intelligence and/or special talents • UU no. 20 concerning the National Education System articles 5, 11 and 32 Government Regulation no. 19 of 2005 concerning National Education Standards. Article 2 paragraph (1) 	The implementation of inclusive education according to the standards includes the following: <ul style="list-style-type: none"> - opportunity to access children with special needs - facilities and infrastructure 	<ul style="list-style-type: none"> - Differences in competence of children with special needs with other common children. - Differences in different developmental barriers in each child with special needs 	There is the use of a more simplified regular curriculum, so that children with special needs can follow it like other regular children. Teachers facilitate children according to the needs and development of children
2	Technical Guidelines for inclusive Early Childhood Education	<ul style="list-style-type: none"> - Standard Operating Procedures for Inclusive Education Directorate of Special School Development, Irectorate General of the Ministry of National Education, 2007, philosophical foundation of inclusive education - Inclusive individual program 	Development of Individual Learning Programs for each child with special needs Early childhood inclusive education program training	Making Individual Learning Programs has not been carried out in class There is no training for early childhood inclusive programs for class assistant teachers	Create an inclusive early childhood training program evenly for all teachers at TKIT Assunnah Cirebon City, including how to make Individual Learning Programs

The results of the research above regarding the implementation (design, installation, process and product) of an inclusive early childhood education program at TKIT Assunnah Cirebon City using the Discrepancy Model Evaluation (DEM) implementation method have followed the rules, both in preparation, curriculum and implementation have been implemented. The design evaluation has a positive and significant impact on designing the early childhood inclusive education program at TKIT Assunnah Cirebon City, where early childhood inclusive education services provide joint services between children who do not experience barriers and children with special needs. Schools as providers of inclusive education must realize the principle of inclusiveness starting from the planning, implementation process, monitoring or supervision to the preparation of follow-up plans for implementing school programs. This is in accordance with previous research conducted by Yasinta et al., (2020) concerning the implementation of inclusive Islamic education-based PAUD programs by implementing learning plans in the form of annual, monthly, weekly and daily learning plans.

Meanwhile, the installation evaluation shows that good social interaction between ABK and non-ABK is increasing. In the context of implementing inclusive education, teachers in regular schools need to be equipped with various knowledge about children with special needs. Among them knowing who and how children with special needs and their characteristics. With this knowledge, it is hoped that the teacher will be able to identify students at school, as well as in the community around the school.

Process evaluation was also shown by the facilities and infrastructure of the early childhood inclusive education program at TKIT Assunnah Cirebon City which had met the standards of inclusive education services. Like previous research conducted by Putu Sri et al., (2020) that there are 2 (two) 2 (two) important aspects of inclusive education, namely the inclusive education component and the implementation of inclusive education services. In accordance with this study, namely the inclusive

education component consisting of curriculum, teaching staff including special accompanying teachers, students who have special needs and non-special needs, parental involvement in learning, finance, and infrastructure that can support learning according to the needs of participants educate.

Furthermore, the product evaluation of the implementation of early childhood inclusive education programs at TKIT Assunnah Cirebon City is supported by the involvement of parents in learning at home who know the results of their child's changes, in terms of school financing supporting the facilities of the TKIT Assunnah Cirebon City inclusive education program.

Then it will be analyzed by SWOT analysis (strengths, weaknesses, opportunities, and threats). The SWOT analysis looks at the strengths and weaknesses of the school's internal environment and then looks at the opportunities and obstacles from the school's external environment in Inclusive Education. One of the characteristics of a quality school is that it can respond to public trust. This means that schools must be able to provide the best educational services for their children, so as to produce quality children in all respects.

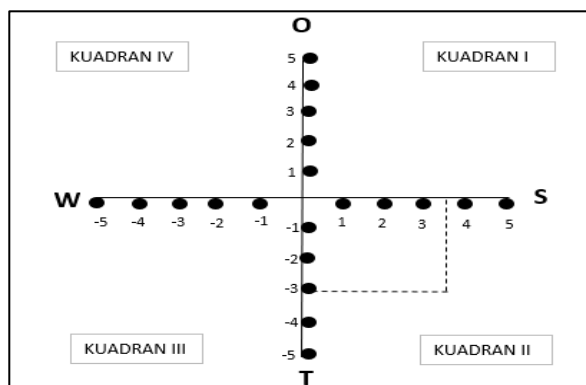


Figure 1 SWOT Quadrant Meta

Based on the results of the SWOT meta quadrant, the coordinates (X, Y) are (3.5;-3) obtained from a combination of strengths – threats so that the intersection point is in quadrant II which shows that there are more strengths than threats, weaknesses and opportunities. Despite facing threats, Cirebon City Assunnah TKIT has internal strength, a strategy that must be implemented using strength to take advantage of long-term opportunities in the form of a strategy, namely making a breakthrough by holding workshops/training for Cirebon City Assunnah TKIT HR through optimizing internal strengths. So that it can overcome threats related to the competence of class assistant teachers who have difficulty balancing learning for inclusive early childhood education because they have never participated in inclusive education program training. So that there is a need for support from the Principal and the Committee to provide training related to early childhood inclusive education for ABK.

So that TKIT Assunnah Cirebon City can achieve what is expected in Permendiknas No 70 of 2009. Another strategy is to establish regular cooperation with other inclusive education schools. This is necessary, because this school is a school with an inclusive label. The hope. On the other hand, existing facilities and infrastructure are not yet optimal, so it is necessary to increase advice and infrastructure for inclusive early childhood education at TKIT Assunnah Cirebon City because it will greatly assist teachers in implementing their learning. There is also a tendency for parents who have inclusive children who are willing to participate in supporting the inclusive education program TKIT Assunnah Cirebon City which really helps the learning process, because parents always receive reports on the results of the development of ABK and fully support the school program. In addition, to optimize the implementation of early childhood inclusive education at TKIT Assunnah Cirebon City, an evaluation was carried out that was able to improve services, effectiveness and efficiency of teaching inclusive education at TKIT Assunnah Cirebon City by improving facilities and infrastructure that were not yet optimal, and human resources. Planning involves all parties according to the needs and obstacles of ABK which does not discriminate against children getting early childhood education.

This research is relevant to previous research conducted by (Syahria Anggita Sakti, (2020) regarding "Implementation of Inclusive Education in Early Childhood Education Institutions in Indonesia which states that inclusive education always prioritizes aspects of equality for children with

special needs to obtain educational services, where the problem of labor educators, supporting infrastructure, as well as inclusive education curricula in early childhood education institutions are also inadequate. To overcome this problem, TKIT Assunah Cirebon City regarding inclusive education involves parents, teachers and the learning environment so that children with special needs get maximum educational services in accordance with his needs.

In addition, the goals that can be achieved by parents are that parents get new knowledge about ways to educate children using techniques used by teachers at school, parents will be directly involved in the learning process to help children learn, and parents know that their children get a quality education according to the abilities of each student. So teachers and parents can collaborate to help students develop. Evaluation of the implementation of early childhood inclusive education is an important aspect to assess how far the learning objectives have been achieved. Because social interactions between children with special needs and teachers have good interactions, so the teacher has a role to stimulate children with special needs by motivating and directing children.

CONCLUSION

Based on the results of research and discussion regarding the evaluation of the implementation of early childhood inclusive education programs at TKIT Assunah Cirebon City, it can be concluded as follows:

- 1) Evaluation of early childhood inclusive education TKIT Assunah Cirebon City uses the Discrepancy Model Evaluation (DEM) method in its implementation according to standard regulations. Where there is social interaction between children with special needs and teachers who have good interactions, so that the teacher has a role to stimulate children with special needs by motivating and directing children. Efforts made by TKIT Assunah Cirebon City to improve the ability of children with special needs (ABK) include a general curriculum that is modified in a simple manner according to student abilities, readiness of educators (class teachers, accompanying class teachers, therapist teachers), good communication with parents and implementation learning process and evaluation.
- 2) The results of the SWOT quadrant meta analysis show that the coordinate points (X, Y) are (3.5;-3) obtained from the combination of strength – threats so that the cut point is in quadrant II. Quadrant II shows that strength is more than threats, weaknesses, and opportunities. Despite facing threats, TKIT Assunah Cirebon City has internal strength, a strategy that must be implemented using strength to take advantage of long-term opportunities in the form of a strategy, namely making a breakthrough by holding workshops/training for HR TKIT Assunah Cirebon City through optimizing internal strengths. So that it can overcome threats related to the competence of class assistant teachers who have difficulty balancing learning for inclusive early childhood education because they have never participated in inclusive education program training. So that there is a need for support from the Principal and the Committee to provide training related to early childhood inclusive education for ABK.

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