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Inclusive School Management at Susukan 04 State Elementary School

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ABSTRACT

This study aims to analyze the management of inclusive schools at Susukan 04 State Elementary School. The study used a qualitative case study approach, with data collection techniques through in-depth interviews, participatory observation, and document review. Data analysis used the Miles & Huberman model. The results of the study indicate that the management of inclusive schools at SD Negeri Susukan 04 has been running well. The management process is carried out through the stages of goal planning, preparation of work programs and budgeting RKS and RKAS, team formation and clear division of tasks, and effective resource management. Implementation is focused on modifying the curriculum at each grade level, considering the distribution of PDBK. Implementation is supported by close collaboration between class teachers and GPK (Special Guidance Teachers), as well as partnerships with external parties such as therapists and psychologists. Supervision is carried out in a structured and systematic manner, supported by instruments and follow-up. Overall, it is concluded that Susukan 04 State Elementary School has implemented a comprehensive inclusive school management model from planning to supervision well, even though there are challenges that accompany.

1. Introduction

Inclusive education is an education system that provides opportunities for all students with disabilities or limitations and possessing the potential for intelligence and special talents to participate in education or learning in one educational environment together with students in general (Minister of National Education Regulation No. 70 of 2009 Article 1). Inclusive education is designed to respect the equal rights of the community to education without differentiating age, gender, ethnicity, language, or disability. Every citizen has the same right to education,

including children with special needs (Bahri, 2022: 48). Therefore, education must be accessible to all citizens (Angreni & Sari, 2022; Arifin et al., 2024). Inclusive schools are crucial for achieving educational equality without discrimination between children with special needs and children in general. Inclusive education ensures that all children receive equal treatment; no child feels privileged. Children with special needs have the same rights and obligations as other students. However, not all schools implement inclusive education, and even those that do implement it effectively and optimally still require optimization of school management related to inclusive education programs, particularly in elementary schools (Anggraeni et al., 2024). Inclusive education has been introduced to communities throughout Indonesia. According to Sapon-Shevin (Herawati, 2021: 79), inclusive education requires children with special needs to study in nearby schools in regular classes alongside their peers. So, in inclusive education, children with special needs learn together in the same classroom under the same conditions as other children of the same age. With inclusive education, children with special needs have the same rights and obligations as children in general (Fionita & Nurjanah, 2024; Fikriatunisa et al., 2025).

Inclusive education is implemented with the following goals: (1) providing the broadest possible opportunities for all students with physical, emotional, mental, and social disabilities, or special talents and intellectual potential in academic and non-academic fields to receive a quality education according to their abilities and needs; (2) realizing an educational system that values diversity and does not lead to discrimination against all students (Khoiri, 2021; Isnaeni, Safitri & Fitria, 2025). Dhoka et al. (2020) stated that implementing quality inclusive schools requires preparation involving complex issues, not only school restructuring but also human resources who are truly prepared to carry out the responsibilities of implementing inclusive education. In this regard, regular teachers and special assistant teachers are human resources whose roles are crucial in implementing inclusive education. Inclusive schools can function well when they have good school management (Bahri, 2022). As managers, principals should strive to utilize resources, both personal and material, effectively and efficiently to support the optimal achievement of educational goals in schools (Izzah, Setianti & Tiara, 2023).

School management will be effective and efficient if supported by professional human resources to operate the school, a curriculum that is appropriate to the developmental level and characteristics of students, the ability and commitment (responsibility to tasks) of reliable educational staff, adequate facilities and infrastructure to support teaching and learning activities, sufficient funds to pay staff according to their functions, and high community participation (Mustika et al., 2023; Forman, 2025). If any of the above does not meet expectations and/or does not function as it should, the effectiveness and efficiency of school management will be less than optimal (Puspitaningtyas, 2020; Ratri & Herawati, 2024). For an inclusive education program to run effectively, it is necessary to optimize school management related to the inclusive education program. Inclusive School Management is the process of planning, organizing, actuating, and controlling the implementation of an inclusive school system to achieve predetermined goals

(Bahri, 2022; Ratri & Herawati, 2024). Educational management in inclusive schools grants the principal, as the school manager, full authority to plan, organize, direct, coordinate, supervise, and evaluate educational components within a school, including students, curriculum, educational staff, educational facilities and infrastructure, educational funding, and the relationship between the community and the school (Sapitri & Hasanah, 2023).

One of the key factors determining the success or failure of an inclusive school program is the school's inclusive education policy. Therefore, it is crucial for the principal to optimally plan the inclusive education program to be implemented in the school. Optimizing inclusive education learning management can be influenced by several factors. Factors that can influence the management of inclusive education learning include: (1) the school's vision and mission, (2) the condition of the inclusive school, (3) the condition of the inclusive school based on the number of students with special needs and their type, (4) the condition of the school based on the condition of its facilities and infrastructure, (5) the condition of the inclusive school based on the learning atmosphere, and (6) the condition of the school based on the presence or absence of support (Fagra et al., 2020; Munajah, Marini & Sumantri, 2021; Meka et al., 2023).

Susukan 04 State Elementary School is one of the schools in Semarang Regency designated as an inclusive education provider, as stipulated in Decree No. 421.2/002/VII/28/48. The school mandates smiles and greetings of "happy greetings" to create a warm and comfortable, family-like atmosphere, free from shame or alienation. Furthermore, the school implements an "antar" system with the motto "Tut Wuri Handayani," which recognizes that each student's development is inseparable from interactions with others, including education. Therefore, Susukan 04 State Elementary School recognizes the uniqueness of each individual, enabling students to develop into their own selves and achieve their own achievements. The school views each individual as special and deserving of equal treatment and respect because God has bestowed upon them the same dignity and rights, despite their varying potential, interests, and personal development (Armstrong & Shevellar, 2021).

This School received an inclusive school award from the Social Service and the Indonesian Child Protection Commission in 2023 as a school that can accept and serve all students, including students with special needs, in an equal educational environment without discrimination. Based on the above background, a study was conducted that aims to analyze the planning, organization, implementation, and control of inclusive education at Susukan 04 State Elementary School.

2. Methodology

The research approach and type used was a qualitative case study. Therefore, the researcher acted as the key instrument. This research was conducted at Susukan 04 State Elementary School, East Ungaran District, from March to August 2025.

The research phase consisted of pre-fieldwork, fieldwork, and post-fieldwork. The pre-fieldwork phase was a series of preparatory activities before the researcher entered the field. This phase included developing an initial research design, creating an agreed-upon activity schedule, conducting field exploration and refining the research design, selecting subjects and informants, and preparing supporting fieldwork equipment. The researcher prepared all necessary equipment, such as a mobile phone, camera, stationery, and field note sheets, among other necessities. Following data collection during the fieldwork phase, the post-fieldwork phase involved data analysis using the Miles & Huberman model, which consists of four stages: first, data collection (conducted during the fieldwork phase), second, data condensation, third, data presentation, and fourth, verification or drawing conclusions. Research Subjects Acting as Key Informants: Subjects were selected purposively to obtain rich and relevant data. Subjects included school principals, special education teachers (GPK), regular class teachers (who have students with special needs), and parents of students with special needs. The presence of the researcher in qualitative research is crucial, as this type of research prioritizes observational findings from various existing phenomena, as well as interviews conducted by the researcher themselves as a key instrument in the natural setting of the research (Sugiyono (2023).

The data in this study are qualitative in narrative form. Data sources are anything that can provide information about the data. Based on their sources, data are divided into two: primary data and secondary data. The primary data for this study are the results of in-depth interviews, participant observation, and document review of inclusive education management at Susukan 04 State Elementary School. Secondary data in this study include literature, articles, journals, and websites related to the research. Data validity checks are essentially an important and integral part of qualitative research. Data checks are based on four criteria: trustworthiness, transferability, reliability, and certainty. Data will be collected using technical triangulation to ensure the validity and reliability of the findings. Data collection techniques include in-depth interviews, non-active participant observation, and documentation. Qualitative data are analyzed using an interactive model (Miles & Huberman), which is conducted simultaneously during and after data collection. The stages of data analysis include continuous data collection, data condensation, and data analysis. selecting, focusing, simplifying, and transforming data that emerges from field notes or interview transcripts, presenting data in narrative form, matrices, flow charts, or charts for easy understanding, and drawing/verifying conclusions based on data presentation and cross-checking with field data.

3. Results and Discussion

In collecting data through in-depth interviews, participatory observation, and document review, we refer to guidelines such as studies on planning, organizing, implementation, and control as shown in Table 1.

Table 1. Data Collection Guidelines

No	Sub-Focus	Aspects	Description
1	Planning	1) Establishing objectives for implementing inclusive education	Interviews were conducted with selected informants.
		2) Developing an inclusive education program	
		3) Developing a budget for implementing inclusive education	
		4) Establishing a coordination team	
2	Organizing	1) Establishing an organizational structure	Observations were conducted on activities observed during the research period.
		2) Formulating and assigning tasks	
		3) Allocating resources	
3	Actuating	1) Consultative and asymmetric mentoring activities	Document reviews were conducted to strengthen the data obtained.
		2) Strengthening school human resources	
		3) Learning activities through a new paradigm	
4	Controlling	1). Monitoring the implementation of inclusive education	
		2). Evaluating success	
		3). Implementing various alternative solutions	

The document review results show that SD Negeri Susukan 04, which provides inclusive education, is accredited A and has an ISO 9001:2008 quality management system. SD Negeri Susukan 04 has 17 teachers and staff: one principal, twelve class teachers, two Islamic Religious Education teachers, and two Physical Education and Health teachers, all with at least a bachelor's degree. As an inclusive school, SD Negeri Susukan 04 has children with special needs (ABK) spread across every grade level and with various types of disabilities. Data on students with special needs can be seen in Table 2.

Tabel 2. Data on Students with Special Needs

Class	Number of Classes	Normal Students	Students with Special Needs	Total
I	3	75	5	80
II	2	45	8	53
III	2	66	3	69
IV	2	59	6	65
V	2	54	3	57
VI	2	68	4	72
Total	13	367	29	396

(Source: Susukan 04 State Elementary School Document, 2025)

According to the principal, the curriculum for students with special needs at Susukan 04 State Elementary School is specifically designed to accommodate the limited resources of students with special needs. (Interview, May 20, 2025). The curriculum was modified by the school's curriculum development team, which consists of the principal, class teachers, subject teachers, special needs advisors, and psychologists. The purpose of this curriculum development is to help students develop their potential and overcome learning obstacles as much as possible. The curriculum for students with special needs at Susukan 04 State Elementary School can be seen in Table 3.

Table 3. Curriculum for Students with Special Needs

No	Class	Model Curriculum			Number of Special Needs Children
		Regular	Modification	PPI	
1	I	-	V	-	5
2	II	-	V	-	8
3	III	-	V	-	3
4	IV	-	V	-	6
5	V	-	V	-	3
6	VI	-	V	-	4
Jumlah					29

(Source: Susukan 04 State Elementary School Document, 2025)

There are three curriculum options at Susukan 04 State Elementary School related to inclusive education services, based on interviews with the Principal and Teachers (May 20-22, 2025). These curricula are: 1) Regular Curriculum; in this curriculum, students with special needs follow the regular curriculum like other normal children; 2) Modified Regular Curriculum. In this curriculum, students with special needs follow the regular curriculum, but with some modifications, such as methods, learning media, strategies, and assessment types, tailored to the needs of children with special needs; 3) PPI (Individual Learning Program). In this model, teachers prepare a specially developed individual education program. This model is implemented when it is not possible for children with special needs to study together in the same room with normal children. Susukan 04 State Elementary School differentiates between regular students and students with special needs. This facilitates teachers in determining the learning success of students with special needs.

Inclusive school planning is implemented through the stages of goal setting, developing educational programs, and preparing an inclusive education budget. Interviews with the principal, the inclusive education team, class teachers, and the accompanying teachers (GPK) indicate that goal planning is the first step that must be formulated. The goals of the inclusive school at Susukan 04 State Elementary School, East Ungaran District, Semarang Regency, are to realize educational equity (all children have the right to receive a quality education without discrimination), and to develop empathy and social tolerance (interactions between students from diverse backgrounds foster mutual respect). The school provides equal educational opportunities, fosters tolerance and understanding of diversity, and helps children with special needs develop their potential in a safe and supportive environment.

Implementing inclusive education management is key to increasing the participation of children with special needs in the school environment (Sapitri & Hasanah, 2023). According to the Class Teacher and the Teachers' Group (GPK), the school has implemented several approaches to achieve this, including training and raising awareness among all staff about the needs of special needs children and how best to support them, and developing a flexible and adaptable curriculum to meet the diverse needs of children with special needs without compromising academic standards. Therefore, these goals must be established early to ensure they align with expectations (Interview, June 3, 2025).

Inclusive education is an educational approach that accommodates individual diversity, including children with special needs. In this context, stigma and discrimination against children with special needs persist, making it difficult for them to receive a proper education (Putri, 2020; Tea et al., 2023). Yet, every child has valuable potential and needs support to develop optimally (Wolfensberger, 2022; Meka et al., 2023; Tumenski, 2025). Therefore, Susukan 04 State Elementary School, East Ungaran District, East Ungaran Regency, is committed to providing inclusive education. Semarang provides opportunities for children with special needs to participate in education with equal rights and priorities.

The objectives established during the planning stage regarding the inclusive school program will serve as a reference at Susukan 04 State Elementary School, East Ungaran District. Clear objectives will inform subsequent policy formulation so that all stages and activities are aligned toward realizing the goals of inclusive education. An inclusive school is a place where children with special needs can learn alongside other regular children. However, children with special needs are still accompanied by a teacher during teaching and learning activities. (Setiawan, Aji & Aziz, 2020; Mustika et al., 2023). The learning system, teaching, curriculum, facilities and infrastructure, and assessment system at Susukan 04 State Elementary School, East Ungaran District, will accommodate the needs of children with special needs, enabling them to adapt and receive the best possible education.

The implementation of inclusive education has an impact on the inclusion of children with special needs in learning alongside other children without limitations. They have the same right to access quality education tailored to their needs. Furthermore, inclusive education can also provide positive benefits for children with special needs, such as increased self-confidence, independence, and social integration. Therefore, to achieve this, a clear program must be developed. According to the principal, the program is developed over a one-year period, along with a budget. The program is based on needs identification and reflection on the previous year's findings. There are three main programs in inclusive education at Susukan 04 State Elementary School: a program for assisting children with special needs, an assessment program, and an adaptive curriculum (Interview, June 10-12, 2025).

The Special Needs Teacher (GPK) program consists of teachers with a Bachelor's degree in Special Education (orthopedagogue) who are tasked with serving Students with Special Needs (PBDK) by providing learning assistance and collaborating with other teachers to develop an adapted curriculum. The assessment program is designed to identify the conditions and abilities of PBDK, which will then be used as a basis for developing a learning program tailored to the student's needs. This assessment is conducted twice: upon student entry and before graduation, facilitating students' learning and transition to the next level. The Adaptive Curriculum Development program was developed to accommodate PBDK from various backgrounds and abilities, aiming to create a curriculum that takes into account student diversity and learning that is relevant to the PBDK's abilities and needs.

According to the principal, the program budget formulation is carried out through a limited meeting between the principal and vice principal. The principal discusses needs analysis, allocation, and funding sources to develop a needs plan with the vice principal for curriculum and infrastructure. (Interview, June 25, 2025).

According to the principal, the work program and budget are outlined in the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS). The preparation of the School Activity and Budget Plan (RKAS) is based on actual conditions at the school, reflecting the desired conditions through priority activities. (Interview, June 25, 2025).

The organization of the inclusive school at Susukan 04 State Elementary School includes team formation and task allocation. Interviews with the vice principal and teachers, as well as observations, indicate that the inclusive school program will run well if properly managed. The program is managed through a team formed by the principal, comprising all elements of the school. The principal is responsible for the inclusive school program. (Interview and Observation, July 4, 2025). Documentation studies revealed that the principal issued Decree No. 800/108/2022 concerning the Management of the Inclusive School Team. The management consists of a person in charge, a team leader, a secretary, a treasurer, and the GPK (teacher teachers) for grades I through VI.

The team has successfully implemented the mapping and grouping of inclusive school resources. These include the mapping and development of teacher human resources (GPK specifically and class teachers as partners), the mapping of needs for therapists, psychologists, and others. The mapping and management of school infrastructure resources includes the identification and grouping of accessible learning media and facilities and infrastructure. Implementing inclusive education requires learning strategies for children with special needs. Findings from interviews and observations from July 4-10, 2025, indicate that the curriculum used in implementing inclusive education is a modified version of the regular curriculum. Inclusive classroom learning is implemented through an educational service system where all students, including PDBK, learn together in regular classes in an environment that accepts, values, and supports differences. Learning is not significantly different from that for normal children, but the difference lies in the level of difficulty.

Interviews with classroom teachers and the Teachers' Group (GPK) indicate that each student's unique needs must be considered to ensure quality learning services. Different learning styles, the application of appropriate strategies, effective resource utilization, and collaborative learning design will facilitate the learning process. (Interview, June 25, 2025). Teachers must have a positive attitude toward children and their education, be aware of the needs of students with special needs and be proactive in addressing them, care about student success in their learning, be imaginative, possess adequate competencies, and be open to conversation, feedback, and collaboration. Teachers plan, conduct lessons, and assess, and collaborate to initiate collaboration. They also divide roles, tasks, and responsibilities in learning, and evaluate learning. Collaboration in identifying

practical strategies will improve educational standards, as will the provision of media and the creation of favorable conditions for students with special needs.

Assessment standards for inclusive children are modified from the KKM (Minimum Competency Criteria) score, and assessments are more focused on socialization, independence, and interaction with peers and the school community. Report card assessments, unlike other forms of assessment, use numerical assessments, except for the KKM benchmark. Interviews with the principal, team leader, and school committee revealed that evaluation and supervision of inclusive schools are conducted to monitor the progress of the inclusive school program. Evaluations are typically conducted after an activity has concluded, but they can also be conducted semesterly or annually, depending on the specific activity. Supervision of inclusive education programs is comprehensive. It encompasses all aspects of the program, personnel, program implementation, and obstacles. Supervision is conducted using a diagnostic approach, not to identify errors, but to identify weaknesses or deviations in the program that could hinder the achievement of goals. These findings are then used to make improvements and refinements.

The monitoring process involves several stages: establishing planning and implementation standards, measuring activity implementation, comparing activity implementation to standards, analyzing deviations, and taking corrective action. Monitoring is carried out by the principal and the team. Monitoring is carried out according to a predetermined schedule, although monitoring may occasionally occur outside of the established schedule. In addition to controlling program implementation, the principal oversees the implementation of student activities, particularly in inclusive school programs. Follow-up actions are intended to foster continuous improvement. Follow-up action is also carried out by the principal in the form of coaching for teachers deemed to be experiencing problems and deficiencies in carrying out their primary duties and functions.

Findings from interviews with the principal and school committee, as well as observations, indicate that the supervision process is conducted in a sustainable and family-like manner. Sustainable means that supervision extends beyond assessment to providing assistance to address issues faced by teachers and other staff. Another advantage is the family-like model. Therefore, the principal's supervision process is not merely a leader but also a family member, creating a more humane environment that addresses shared problems on behalf of the family working together at Susukan 04 State Elementary School

4. Conclusion

Based on the results of the research and discussion, it can be concluded that inclusive school management has been implemented well at Susukan 04 State Elementary School, East Ungaran District. Inclusive school planning is carried out every one-year period in setting goals, preparing programs and budgeting as stated in the RKS and RKAS. The organization of inclusive schools is carried out through

the formation of teams and division of tasks, and resource management. The implementation of inclusive schools takes into account the modified curriculum for each grade level considering the distribution of PDBK at each level of education units and assessment standards for inclusive children. Collaboration between class teachers and GPK and partnerships with external parties such as therapists, psychologists, etc. Supervision of inclusive education programs has been implemented well, with structured and systematic forms and techniques of supervision, available supervision instruments, follow-up and family solutions are a priority for solving problems in supervision findings.

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