Indonesian Inclusive Education "Uniformity in Diversity"

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The policy of free learning that was launched by the National Education Department in Indonesia shifts the paradigm of a uniform national education into a paradigm that adjusts to students who have diverse needs. This article describes the current conditions for implementing inclusive education in Indonesia and to investigate whether the paradigm shift occurred in the practices of the National Education Department in Indonesia. This evaluation study aims to provide input to the government in developing further policies on inclusive education in Indonesia. For schools, this research aims to be material for self-introspection of inclusive practices that have been carried out, understand barriers, and improve future programs that are more child-friendly. The evaluation approach chosen was CIPP developed by Stufflebeam. Data was obtained through a questionnaire of 300 teachers, and 300 students, 75 school principals, and interviews with several policymakers from the Office of Education. Data analysis was performed using a combination of qualitative and quantitative data or called the Sequential Mixed Methods Design from McCrudden & McTigue. The findings of the study show that inclusive education programs have the full support of stakeholders, but this is not accompanied by school commitments in implementing programs based on the results of the analysis. The selection of new students with special needs is not good due to a lack of public information and carrying capacity. Teacher competence is still weak in terms of curriculum differentiation and accommodation, individual learning innovation, and effective learning. The presence of students with special needs changes the attitudes of teachers and regular students to be more positive towards diversity. The role of collaboration from various parties is important so that the program in the future will be better.

Keywords: *Diversity, inclusive education, and uniformity*

Introduction

Inclusive practices in schools aim to gain hospitality in open learning where everyone can access the quality of teaching and learning activities (Hardy & Woodcock, 2015). Fair and democratic learning in inclusive classes, needs to be done by the teacher (Forlin, 2010). Schools are obliged to respect the different conditions and needs of students, by providing quality of learning for all (Imaniah & Fitria, 2018). Hospitality in open learning, fair and democratic learning, and respect for the different conditions and needs of students underline the importance of respecting the diversity of students to achieve quality education (Hornby, 2015). The government should plan inclusive education programs that are contained in regulations that favor everyone and can accommodate the interests of special educational needs. Government regulations should change the paradigm of Education that is centralized and tends to homogenize schools towards education policies that respect the diversity of students.

Sudarto (2017) reported that inclusive education is expected to be used by everyone which includes the government, parents, school residents, and learners with special educational needs. Students with special needs get their rights to quality education in inclusive schools. Sudarto suggested that the government should always disseminate information to schools about the importance of child-friendly education. The role of policymakers is very strategic in developing systematic inclusive practices. Hardy & Woodcock (2015) found in their study that it is important to develop more systematic inclusive policies by supporting each other and promote better inclusive education practices. In practice, inclusive education in Indonesia is inseparable from stakeholders ranging from government and institutions such as schools, educators, school environments, communities, and parents to supporting the goals of inclusive education itself (Imaniah & Fitria, 2018). All of the above opinions suggest that the policy of changing uniformity in schools to respect differences in learners must be supported by all parties.

Literature Review

Based on several research results, the practice of inclusive education in Indonesia still faces many obstacles. Fuadi (2015) commented that several categories of children's disorders are still excluded from inclusive education programs. The reason is the lack of school resources for inclusive practice. There are still many schools that reject the existence of the practice of inclusion for various reasons such as, the lack of teaching staff, the lack of school facilities and infrastructure, the apathy of policymakers in the regions. From this condition, inclusive schools implementing practices do not run optimally. Taufan & Mazhud (2016) Taufan & Mazhud (2016) found in their study that the inclusive practice school system still did not align with the needs of individual students so that schools became less responsive and only used available resources. Lack of teacher knowledge in understanding children's learning needs is also one of the obstacles in the practice of inclusion (Yuwono, 2017). Teacher training organized by the Government has not met all teachers (Yuwono, 2017). Not all teachers in schools receive inclusive education training on friendly learning for all students (Suryati & Haryanto, 2016). Lack of infrastructure and access to schools and financing problems are the source. Based on

some of the opinions above, the condition of schools is still not ready to accept the diversity of students, due to lack of resources, infrastructure, and less supportive policies. Training on handling children with special needs has not been carried out properly, because of the lack of funding related to it.

Many schools have difficulty to modify their curriculum so that it can cater to the diverse needs of each student (Sebrina & Sukirman, 2019). According to Suryati and Hariyanto (2016), inclusive school infrastructure plays an important role in inclusive education because the curriculum needs to be modified to fit the needs of the learners. The curriculum in inclusive schools in Indonesia still uses the general curriculum that has been created and established by the Government of Indonesia. Salim (2010) explained that curriculum accommodation has not been done by many inclusive schools so that curriculum modification is carried out on the components of objectives, content, methods, media of learning tools, and evaluation of learning outcomes. The curriculum is developed individually in the form of an Individual Learning Program (IEP). The inclusive practice facilitates learning that adapts to the needs of children and makes parents of inclusive students quite satisfied (Asiyah, 2018).

Effective leadership practices are important elements in directing the education system towards inclusive values and bringing about sustainable change and such an approach can lead to dialogue between students and teachers that stimulates actions to promote inclusion in education (Ainscow & Messiou, 2018). Many factors can influence the successful inclusion practices in schools such as the socio-economic conditions of the parents' community, the commitment of the school stakeholders, and the seriousness of the government in overseeing the regulations they make (Ainscow, 2016; Selvaraj, 2015). It turns out that historical, economic, and political factors interfere with social and educational commitments to secure the rights of all students to be educated with their peers (Selvaraj, 2015). Low economic level results in low commitment to send children to school (Chitiyo, 2014). Parent collaboration with teachers, staff, and school leaders will result in innovative policies in the practice of inclusion (Bailey-Franklin, 2019). Important factors that influence the success of inclusive practices include teacher attitudes, peer acceptance, parent support, responsive leaders, and the Government as a policymaker. The attention of the Indonesian government regarding the inclusive education policy is quite serious and this is supported by regulations at central, provincial, and city government levels (Yuwono, 2017).

The existence of diverse students in schools raises the consequence that the management of facilities, teacher resources, and school environments must be improved to support diverse students at schools (Malak & Tasnuba, 2018). Based on observations of inclusive schools in Indonesia the competency level of teachers is still low in terms of curriculum modification following the needs of the students. (Yuwono et al., 2017). Still according to Imam Yuwono (2017) teachers who handle blind people in inclusive schools have low ability to do counseling. They still complain about the practice of identifying and assessing children with special needs. The results of another study indicated that the ability of inclusive teachers is not effective in

providing learning opportunities in inclusive classes where there are children with special needs.

Teachers in inclusive schools in Banjarmasin have not been able to conduct flexible learning outcomes assessments to support learners with special needs (Yuwono & Pasani, 2018). While the existence of inclusive schools is increasingly needed along with the increasing number of students with special needs. Amka & Mirnawati (2020) found in their study that social participation in inclusive classes has a positive impact on all students. At this point, it is still rare to find comprehensive studies that explain the implementation of inclusion in schools. Does this article formulate the following problem to be investigated: How effective are inclusive practices in Indonesia based on context, input, process, and product components?

Methodology

This evaluation study uses the CIPP model (Stufflebeam, 2000). Context evaluation data focused on matters related to formal foundations, coaching, and the feasibility of inclusive education practice schools. The main sources of data collection were interviews with policymakers with the South Kalimantan Provincial Education Office and SWOT analysis of documents on the feasibility of the host school.

The input evaluation component focused on (1) how to screen new students (2) social and economic conditions of parents, (3) administration of teachers, (4) curriculum developed, (5) management of infrastructure, (6) funding. Sources of data obtained from the results of a questionnaire to teachers and the results of interviews with the principal. Evaluation of the process components focused on the interests and competencies of teachers in inclusive classes. Product evaluation in this study was obtained through a questionnaire with teachers and students related to social attitudes after the implementation of the inclusive education program.

The explanatory sequential mixed methods design (McCrudden & McTigue, 2019) was used for this study. This study involved 300 teachers, 75 school principals, and 300 students as well as several people from the South Kalimantan Provincial Education Office who represented stakeholders. Data collection was carried out through questionnaires and structured interviews, both with school principals and policymakers. Data analysis was performed using a combination of qualitative and quantitative data or Quantitative data were analyzed using descriptive statistics to find out the mean and standard deviation with the help of SPSS. In addition to obtaining frequency and percentage. Qualitative data from interview results were analyzed using content analysis.

Results

This section will describe the evaluation results of the implementation of inclusive education in the context, input, process, and product aspects.

Evaluation of Context Components

Based on the results of interviews conducted with policymakers of the Indonesian Provincial Education Office indicated that 90% of stakeholders fully support the implementation of inclusive education which has been regulated by clear regulations through regional and central government regulations. Participants stated that the Local Education Agency had conducted training in stages to adjust the available budget. Participants also stated that training had not been conducted for all teachers because funding focused on the training area was still very small. But, when asked the question of how effective the coaching was done so far, they said that coaching had not been done evenly among all teachers in inclusive schools.

The Office of Education conducts training in stages by adjusting the available budget. Lack of training due to the amount of funding in that field is still not optimal. To the question of whether the Office of Education analyzed the needs of schools implementing inclusive education, they stated that an analysis of the needs of schools implementing inclusive education was carried out but they only had data. When the researcher asked whether the Department of Education analyzed the needs of schools holding an Inclusive Education, participants stated that "an analysis of the needs of schools implementing an inclusive Education was conducted, but only limited to having data and not following up". There has never been a realization of meeting the needs such as human resources (teachers) or school facilities and infrastructure needed by the inclusion providers. The Office of Education takes policies related to inclusive education not based on the results of the SWOT analysis.

The researcher also asked whether Department of Education met the needs of the school according to the results of the analysis or not, participants answered "There had never been any realization in meeting the needs of both human resources (teachers), as well as school facilities and infrastructure needed by the inclusion organizers. Policies in Inclusive Education made by the Department of Education are not based on the results of SWOT analysts".

Evaluation of Input Components

Input component data includes (1) ways to screen new students (2) social and economic conditions of parents, (3) teacher qualifications, (4) developed curriculum, (5) infrastructure management, (6) funding. Data obtained through a questionnaire distributed to 75 school principals indicated that there were only 60% of schools that screened students with special needs and this shown that the evaluation criteria were low.

Only a few schools have formed network committees and conducted socialization with parents. The low frequency of socialization, which is 30% to the community, has resulted in minimal information about learning services for children with special needs of parents.

Indicators of social and economic backgrounds of parents showed that 70% of respondents having a middle socioeconomic background, 10% upper-class economical background, and

20% lower class economical background. It turns out that this has a profound effect on his attention to the needs and fulfilment of children's learning with special needs.

In the teacher qualification indicators, the evaluation criteria are sufficient because 50% of schools have qualified special needs teachers The rest, which is 40% of schools still complain about the existence of special education teachers who can provide services according to the conditions of students in inclusive classes with a variety of cognitive abilities, social, personality and emotional abilities. Regular teachers complained about the lack of training related to inclusive education services and felt that it was not optimal in implementing learning for students with special needs.

The development of a flexible curriculum that adapts to the conditions of students, both regular students, and students with special needs are insufficient criteria. Data shows that 30% of top schools develop modified curriculum well according to criteria. There are 60% of schools showing that modified curriculum implementation is sufficient in this criterion and 10% of schools lack understanding of how to develop a modified curriculum according to the needs of students. The difficulty of schools is still related to how to modify the national curriculum to suit the needs of diverse students. Recognition from teachers so far is that they develop a class-based curriculum that is not based on the individual needs of students and they think that this is a new policy and they need a lot of training on how to develop an effective modified curriculum.

Fulfilment of school infrastructure that suits the needs of diverse students is in the criteria of less effective. Data obtained that there are 30% of schools that have adequate infrastructure and the remaining 70% of schools are considered inadequate. Most schools complained about the presence of laboratories, assessment rooms, polyclinics, meeting halls, and lack of sports facilities and infrastructure. Complaints related to infrastructure are the lack of accessibility of buildings, so students with special needs find it difficult to do mobility at school. Data obtained on the financing component indicated that all schools (100%) complained about the lack of funding both from the central and regional governments as well from non-governmental organizations. The respondents believe that this causes schools to be less flexible in making policies related to service innovation and respect for the diversity of students.

Evaluation of Process Component
The evaluation conclusion on the process component is the teacher's competence in teaching is in the sufficient category and the teacher's interest is in a good category.

Teacher competencies and interests in inclusive classroom learning will be the focus of the process component. The research findings show that 60% of schools have teachers who are competent to teach students with special needs. However, 40 % of respondents still need training in the field of special needs. Regular teachers experience difficulties in curriculum, accommodation and modification, individual learning programs, and effective learning for all

students. Teacher recognition through questionnaires, learning activities are undertaken by teachers at this time are still oriented towards classical learning and have not focused on the learning needs of students with special needs in the classroom.

90% of respondents were interested in teaching in inclusive classes with diverse student conditions. These teachers like to teach in inclusive classes because the presence of students with special needs in the class will shape their personality to have an attitude of patience, empathy, and much gratitude. They also expressed that teaching without strings attached would provide its motivation as a teacher to have self-awareness in carrying out assignments.

Evaluation of Product Component

80% of teachers can behave socially according to established evaluation criteria. Only 20% of teachers have not behaved properly based on evaluation criteria. 80% of the respondents indicated that there is frequent interaction between students with special needs and students without special needs. The presence of students with special needs in their class colors the changing attitudes of teachers and other regular students to constantly interact with each other. The culture of helping one another starts to develop and they learn to be helpful and support others. The value that grows between them is mutual tolerance, working together, and to overcome mutual difficulties. The most encouraging of all people is to do self-introspection and accept others as part of themselves.

Discussion

Based on the results of the evaluation data on inclusive education practices in Indonesia, the discussion will focus on the following components:

Evaluation of Context Components

90% of the respondents agreed that the implementation of inclusive education in Indonesia is evidenced by the issuance of clear regulations both from regional and central government related to inclusive education policies. This means that inclusive practices in schools give the right to schools to innovate to respect the diverse needs of learners and this has been supported by stakeholders involved. Building collaboration between schools and related organizations is important to achieve the goals of inclusive education (Ainscow, 2016). It is important for collaboration between parents, teachers, and school principals to achieve common goals (Hardy & Woodcock, 2015). Collaboration related to the practice of inclusion might guarantee to learn services that respect the diversity of students and including SEN also.

Many educators believe that working with others is the main means of achieving improvement in schools (Florian, 2011). In our opinion, schools need to collaborate with related parties, such as with parents, the community, and the Government. Yuwono (2017) explains that the critical factors for the success of inclusive practices include the collaboration of parents with teachers, staff, school leaders, the community, and the government as policymakers. The danger is that trust can distract from the complexity involved in achieving effective forms of collaboration.

School negligence in building good relations with policymakers will implement inclusion practices not to run well (Jigyel et al., 2018). (Jigyel et al., 2018). These will all be concerns for inclusion in schools and for this reason, all participants in this study have consistently expressed the view for the recognition of inclusion practices and the development of SEN policies in their schools.

The findings of this study indicate that the SWOT analysis which has been carried out by the Government relates to the feasibility of inclusive schools. However, most inclusive schools in Indonesia have not designed a framework based on the results of the analysis of student needs conducted by stakeholders. Malak & Tasnuba (2018) explained that the framework was produced from various processes, then identified as the principle of inclusion practice. One framework that must be designed is conducting initial teacher education courses, to ensure that elementary and secondary school teachers are ready to meet the demands of inclusive education.

Evaluation of Input Components
The selection of new students including students with special needs in Indonesia is still ineffective. There are 75% of schools that are subject to research still complain about the way of recruiting students with special needs because there is ineffective communication between schools and the community. Parents' income is below the general average, with low educational qualifications. This condition will certainly affect concern for education. Inclusive education in Indonesia is still in an early stage of implementation with many challenges including a lack of community involvement, and ineffective collaboration of parents and teachers that hinders the successful application of inclusive practices. The involvement of parents in schools turned out to be very minimal. Especially in rural areas where parents are often reluctant to get involved because they tend to feel that teachers in schools are in the best position to make decisions about teaching and learning. This finding is in line with the findings of the study (Agbenyega, 2007) that most parents (n = 21/26) reported that they communicate very well in two or three months or not at all, depending on when the teacher asks for a meeting or whether they are invited to attend sports and travel activities. For example, Mother 19 of a Semi-Urban School said, maybe about two to three times a month when the teacher asked me to come. Not surprisingly, these parents are involved in full-time employment, such as business, agriculture, government organizations, and some mothers stay at home to look after their children. Some parents (n = 4), especially capitals who have consistent communication with the school, report if they meet the child's teacher every day or three to four times a week. This expression comes from parents who have children, including those who help them in their daily lives. Also, a mother who used to act as reported by the parent coordinator, "Because I go to school every day with my child, most of the time I see them". Besides, "I am the parent coordinator so I see them all the time".

The problem of teachers in schools implementing inclusive education in Indonesia is still a problem that has not yet been solved. The problem experienced is the lack of training on

inclusive education for School Leaders, Teachers, and Staff regarding curriculum modifications that adapt to the needs of children. It was found that the evaluation of the assessment in the teacher's learning was in the form of an unmodified assessment.

Most teachers had a good view on the entry of students with special needs but they still have a lack of pedagogical knowledge which resulted in inadequate pragmatic teaching practices (Bailey, et al., 2015). Teachers will feel less confident due to a lack of knowledge in inclusive learning (Ainscow, 2016). The majority of inclusive education schools in Indonesia do not yet have special education teachers to help children with special needs in inclusive classes. Overcoming this matter Agbenyega (2007) suggested that there should be special education teachers who help students with special needs but there should be also teachers who can support special needs children in an inclusive classroom. In Malaysia, most regular teachers do not receive training on how to support children with special needs (Haeger & Fresquez, 2016). This condition causes teachers in inclusive schools to experience dissatisfaction in providing learning to students with special needs.

Evaluation of Process Component

This study found that teachers in inclusive classes in Indonesia still lack knowledge in the following competencies: differentiated learning, modifying the curriculum, innovating learning according to the needs of students with special needs, designing of learning activities, motivate learners so that all students can get quality learning access and conducting assessments that have high flexibility. These factors hinder teaching and learning to become very effective in inclusive classes.

Adderley, et al. (2015) explain that the function of special education schools is as a resource center for inclusive schools. This idea affects other elements such as collaboration and division of responsibilities in terms of resources and leadership. Suggestion from Klibthong and Agbenyega (2018) believes that it is important to build collaboration and shared responsibility to ensure that inclusion practices in schools will be successful. According to Klibthong and Agbenyega (2018), differences can act as catalysts for innovation and explore the potential to benefit all students whatever their characteristics and personality. Teachers are also committed to developing effective practices to support students' differences that usually exist in schools. This is the starting point for strengthening the capacity of schools to respond to student diversity and staff must work collaboratively together to solve this problem. The problem of collaboration in inclusion in Southeast Asia rests on the relationship between school leaders and inclusive teachers because these two groups are stakeholders in inclusive education (Malak & Tasnuba, 2018).

The low confidence that teachers have in implementing inclusive education and the lack of knowledge about it will have an impact on inclusive education policies (Ainscow & Messiou, 2018). Lack of teacher collaboration with school leaders will have an impact on the decline of inclusive policies in schools. Research data shows that 40% of respondents still need training

in the area of special needs. Teachers who have not yet received training stated that they experienced difficulties in accommodating and modifying the curriculum and its implementation. Based on the data, it is important to develop a teacher development model that can be used to provide effective provision to students with diversity in inclusive classes. Teachers have unfavorable attitudes toward children with special needs when they don't understand the concept of inclusion because they would not be capable of serving the learning of students with special needs (Yuwono, 2017).

Related to this Vorapanya and Dunlap (2014) suggest that teacher capacity-building strategies that refer to the following:

- Student views can help us become more sensitive to diversity issues and the way we organize school learning.
- Teachers should be involved in other views that can stimulate discussion and experiment professionally among practitioners. This context diversity of students acts as a stimulus for more inclusive learning practices.
- Collaboration between teachers to support new, more innovative ways of working. This requires the flexibility of organizational policies, which are expected to foster good communication among teachers.
- Learning from students' differences tends to challenge the status quo in schools, senior teachers must be prepared and supportive in the practice of inclusion between teachers in the school.

Research findings showed that inclusive teachers in Indonesia still find many problems in the assessment. The Forlin Report (2010) states that the most difficulty experienced by teachers is conducting authentic assessment which is flexible according to the needs of students. It turns out that this condition is also experienced by inclusive practices in Thailand. According to Jauhari's report (2017) schools still found many obstacles regarding the assessment of inclusive schools including variations and inadequate initial screening and assessment protocols, lack of staff trained to carry out tests, and little support finance to improve valuation skills.

Some of the points above become important because to support better classroom learning practices, teacher competencies are needed, such as the ability to modify curriculum, motivate students to learn, and make flexible assessments. Suggestion Forlin (2010) is important to prepare teachers to be trained in these competencies.

Evaluation of Product Component

The product phases or the results of the CIPP model are very important to assess whether the inclusive education program in Indonesia has achieved the expected results. Product data is very important to provide feedback and evaluation of input and process elements. Teaching students with special needs is not a selfish struggle, it cannot be measured with the material, and it is a pride to be able to provide services to students with special needs (Pratiwi, 2015). The measure of the success of inclusive practices in this study indicated that when everyone in

the school feels an interest in collaborating, respecting, feeling important, and helping one another it had a positive impact on the teaching and learning of special needs students. From the questionnaire given to 300 teachers, 260 teachers said they liked teaching in inclusive classes and the remaining 60 teachers said they were not happy. The study also found data on teachers teaching in inclusive classes without strings attached / rewards. Based on the questionnaire given, out of 300 teachers, there were 20% of teachers said that teaching in inclusive classes was rewarded.

 This study found that students with special needs are still difficult to do mutual respect and tolerance. Differences occur in teachers and mainstream students in inclusive classes. Data from this study showed that there has been a change in social attitudes between mainstream students and students with special needs. Research findings from 300 regular students who were given a questionnaire, 80% of them have an attitude of cooperation and an attitude of mutual respect. This is reinforced by the findings of Amka and Mirnawati (2020), the social attitude of regular students towards the presence of children with hearing impairments in inclusive schools is very good. Likewise, teachers with special needs students and the main steam students are empathetic, helpful, and respecting the rights of others. Likewise for teachers, for students with special needs and regular students, they are accustomed to being empathetic, helping each other, and respecting the rights of others. In the questionnaire question about whether the presence of students with special needs at school makes you trained to be empathetic and respectful of others or not, there are 240 teachers out of 300 people who were given the questionnaire answered yes, and only 60 teachers answered normally. Qvortrup & Qvortrup (2018), the inclusion of students with special needs in inclusive classes will make attention for them to work together, and respect each other.

Child-friendly service schools are fully capable of accepting the conditions of students with special needs and make every effort to provide quality education services (Iskandar et al., 2018). The development of potential students with special needs will be optimal when there is support from parents (Dewi, 2017). Giving a guarantee of security, loving care is important to do by parents. In addition to parents' important figures that influence the development of children with special needs are the community. Acceptance of parents and society about the condition of children will affect their attitudes toward children. An environment that can accept the child's disability will try to find ways to reduce the influence of disability. Phillips and Cranby (2015) reported that with an inclusive education program the collaboration between the school and parents, and the government was well established. Inclusive cultural values are applied through habituation so that children can understand and apply to everyday life (Ng & Kwan, 2020). The results showed that children have good social skills. Children like to help good friends who have difficulties or not, such as: helping friends pick up a pencil, help get a friend's drinking place, help teachers clean up class, help friends and adults who need help. They can work together in completing a group or team assignments by discussing and dividing tasks so that the task can be completed on time in the child's way. Students want to understand

the situation of other friends. In inclusive classes can recognize and respect differences both physical differences, abilities, culture, language, and religion.

Distributed in inclusive classrooms can not only enhance creative ways for all students to participate in class life but also create a sense of interdependence between teachers and students to create new knowledge which in turn is related to the idea of developing identity and inclusive practices (Asiyah, 2018). Inclusive education teachers, in Macau, work with parents of children with special needs and provide policymakers who care about practical ideas for designing effective professional development programs for teachers working in inclusive environments (Sapon Shevin, 2013). The main objective is to ensure that children with special needs benefit from the educational process which includes quality learning opportunities. Bruhn, et al. (2017) explained that by using the inclusive service model, the response of children and parents to inclusive learning patterns showed a positive thing, this was proven by as many as 100% of students said they liked learning. As many as 50% of parents said that they were quite satisfied with the inclusive learning patterns adopted. Bruhn, et al. (2017) explains that having mutual respect for differences is important, the teacher is one person who has full responsibility in respecting the differences in the needs of students in inclusive classes.

The process of friendly learning in inclusive schools does not only occur to regular students but involves all students in learning. Involving students in learning means changing their attitudes and help them to adapt to become active citizens. Mainstream students adapt to students with special needs or vice versa. This is where you will then get used to working together and respecting each other. The values obtained from the diverse conditions of students are that the school and stakeholders must collaborate and appreciate whatever conditions experienced by students, it is a commendable attitude (Bruhn, et al., 2017). All citizens must be able to adjust to the learning situation so that they become more effective in the learning process. School leaders must create a child-friendly school system and implement a school policy that is accepted by the school community and special needs students.

Recommendation
1. The Ministry of National Education needs clear regulations, to emphasize that all schools should provide inclusive services, change the uniformed Education paradigm, into Education that respects diversity.
2. Provincial and district/city education offices need to focus on the management of teacher resources, infrastructure, curriculum, and funding to support the paradigm shift from uniformity to freedom of learning for students with a variety of diversity.
3. Schools, need to make changes to the school leadership system, which supports the diversity program for students in inclusive practice schools.

Conclusion

This article will conclude matters related to research problems, as follows:

1. The basis of inclusive education is to change uniformity and respect the diversity of students with special needs, as the basis for the legality of the program organizers and they have the full support of the stakeholders. Although the flow of guidance must be clarified from the center to the regions. The presence of inclusive education is awaited by the community, along with the large population of students with special needs. The government has conducted a SWOT analysis, but unfortunately, it is not accompanied by the commitment of schools implementing the program based on the results of the analysis.

2. Input component insufficient criteria: Selection of new students who have special needs has not been going well. This is due to a lack of community information, lack of supporting capacities such as teacher resources, facilities, and funding. Management of infrastructure and financing facilities in schools is still oriented to uniformity both at the center and in the classroom. Not yet fully supported the appreciation of the diversity of students to get quality services. Curriculum and assessment are still carried out classically. There has been no effort to optimize the adjustment of diverse inclusive student situations.

3. Process components insufficient criteria: Teacher competencies that are considered weak are ways to make curriculum differentiation, to accommodate curriculum, to innovate individual learning for students with special needs, to design effective learning, how to motivate learning so that all students can get access to quality learning, conduct assessments that have the flexibility for students whose needs are diverse. The lack of teacher training about handling students with special needs adds to this problem that has not been resolved. However, this condition does not make pessimistic practices of inclusion so far, because the interest of teachers to teach in inclusive classes is very good.

4. The product component shows good criteria, with the presence of students with special needs changing the attitudes of teachers and regular students, accustomed to the positive attitudes that they do. This also happened to teachers who teach in inclusive classes. Mutual respect for differences between them, helping one another with each other, become their habit in class.

5. This article can be used as an alternative point of reference for policymakers, implementers of inclusive education in schools and community parents who are interested in inclusive practices in schools.

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