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Resource Center SLB Sidomulyo: The Implementation Of Inclusive School In South Lampung

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Abstract: This study describes the development of the Sidomulyo State SLB Resource Center (RC)'s current role towards implementing inclusive schools in South Lampung based on policies issued by the government through Permendiknas number 70 of 2009 and PP number 13 of 2020. In the South Lampung area, there are two inclusive schools, SDN 1 Kalianda and SMPN 2 Kalianda, as well as 1 State SLB and 2 Private SLBs, which are recorded in the Dapodik database, namely State of SLB Sidomulyo, SLB Kasih Bunda, and SLB IT Harapan Bangsa. SLBN Sidomulyo is the only SLB that also has the role of RC in the South Lampung area. In general, RC has several tasks and roles that aim to improve the quality of inclusive school services. This research employs qualitative case study method. The results of the discussion in this study explain that, in RC SLBN Sidomulyo, the roles have not been carried out appropriately. As a result, inclusive schools at both the Elementary School (SD) and Junior High School (SMP) have been appointed by the local government not being properly implemented.

Keywords: Special education needs, resource center, inclusive school

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1. Introduction

Education is a complex social system [1], and education is one of the critical components in improving the abilities of each individual, such as improving spatial abilities [2], mathematical communication skills [3], critical thinking skills [4] and others because through education a child can actualize himself [5]. Education is a crucial right that must be obtained by every child in Indonesia, both for children in general and children with special needs (ABK). It is stated in the 1945 Constitution article 31, paragraph 1, which reads, "Every citizen has the equal access to education". Based on this constitution, every child, without exception, has the right to receive a good education, through elementary school (SD), junior high school (SMP), senior high school (SMA), or vocational high school (SMK). All of them are based on public schools and special education school (SLB). The education of Special Needs (ABK) for young learners can be organized through the segregation or inclusion education system [6]. In addition, the regulation is strengthened by the issuance of Permendikbud number 157 of 2014 in article 5 paragraph 1, which confirms that "Special Education as referred to Article 2 letter a is organized through special education units or regular education units on formal and non-formal education pathways".

A segregation education system is carried out by institutions separately regarding curriculum, implementation of learning and the teachers [7]. In brief, the form of the segregation education system is Special Need Schools (SLB)/Special Education (PKh) [8].

Meanwhile, education with an inclusion system is an education that has an open and friendly concept for all students [9], which means that schools can accept children with special needs to study together with other students [10]. In addition, inclusive education is also an education that is expected to be able to lead to improving the quality of students in various aspects [11], [12].

Inclusion education is one of the most critical educations for ABK students today, without neglecting the need for education with a segregation system. The world also supports the importance of inclusive education through Salamanca's statement focusing on *Education For All* [12]. With inclusive education, ABK students will learn together with students in general in one class without separation and discrimination. In addition, the existence of inclusive education is also a solution in providing educational services so that ABK students can compete with other students in general [13]. Thus, up to present, the Indonesian government continues to be committed to developing inclusive education in Indonesia with the issuance of the latest regulation on the implementation of inclusion, namely Permendiknas No. 70 of 2009, which regulates the implementation and obligation of each regular school to accept ABK students.

To support the implementation of inclusive schools to be carried out properly, institutions are needed that support *the system* for providing inclusive education. Through Permendiknas number 70 of 2009 article 10, paragraphs 3, 5 and 6, the government is necessary to improve the competences in the field of special education for educators and education personnel under the auspices of the Center for the Development and Empowerment of Educators and Education Personnel (P4TK), so that the competence of educators and education staff in inclusive schools is even better in educating ABK students. Furthermore, the government issued PP number 13 of 2020 concerning Decent Accommodation for Students with Disabilities and explained that the government provided a Disability Service Unit to support the running of inclusive schools. It is stated in article 22, which reads, "The establishment of a Disability Service Unit to support the implementation of inclusive education in formal early childhood education, elementary education, and secondary education is carried out through strengthening regional functions and devices that carry out government affairs in the field of education following their authority" where in article 1 paragraph 9 it has been explained that "The Disability Services Unit is part of an institution that serves as a provider of services for Disabilities." As aforementioned above, it led the government to encourage them to establish a *Resource Center* (RC). In line with it, the government appointed several State SLB-SLBs as implementers of the RC.

In addition to the national policy issued by the Indonesian government, the existence of RC has also been regulated by international regulations, namely referring to the Declaration of Human Rights 1948, *Convention on the Rights of the Child* 1989, UN resolution No. 48 /96 of 1993, Salamanca Declaration (UNESCO, n.d.) Dakar Conference in 2000 [14]. RC is an institution formed explicitly by the government as a *support system* to develop inclusive education or special education [15], [16]. RC is also said to be an institution that supports ABK services in inclusive schools, teachers, parents, and communities involved in implementing inclusive education [17]. These roles can be seen in the regulations of the Directorate of Special Education Development and Special Services, where RC has several functions as a *support system* for inclusive education, including as a centre for developing learning media, an advocacy centre for ABK students, teachers, parents, and the community, a workshop development centre on the realm of inclusion and special education, an assessment centre, a learning media development centre, and so forth [15], [16]. In addition, RC in SLB can also play a role in providing special education teachers who will later become visiting teachers in inclusive schools. The task of visiting

teachers is to assist GPK-inclusive schools in implementing assessments and designing learning [18].

Nevertheless, presently, many RCs do not run correctly. The policies written in government regulations and the Minister of National Education have not been fully distributed to all regions in Indonesia. There are still many areas whose RC function needs to run optimally due to several obstacles, so the implementation of inclusive education in these areas is also disrupted, for example, RC Bandung has not been able to be maximized in the implementation of inclusive education in Bandung [19]. Including in the DKI Jakarta, not all functions of the DKI Jakarta RC have been fulfilled, such as the aspects of mentoring, socialization, and an inclusion teacher consultation centre have not been carried out correctly [14].

Seeing this, paying attention to the sustainability of RC in other areas becomes necessary to see whether the government's policies can be appropriately implemented. In the South Lampung area, 1 State *SLB* and 2 Private *SLBs* are recorded in the *dapodik* database, namely State of *SLB* Sidomulyo, *SLB* Kasih Bunda, and *SLB* IT Harapan Bangsa. *SLBN* Sidomulyo is the only *SLB* that also acts a Resource Center located in the South Lampung area. It is hoped that the RC in South Lampung will speed up the information process and technical implementation in inclusive schools in Kalianda, South Lampung.

When the researchers conducted research at *SLBN* Sidomulyo regarding the duties and roles of RC, the researchers obtained data that the condition of RC in South Lampung is still very far behind in maximizing its duties and roles. There are several influencing factors, including a lack of RC human resources and government support in providing a budget for implementing RC. With the lack of implementation of RC duties and roles at *SLBN* Sidomulyo, the implementation and maximization of inclusive schools in South Lampung needed to run optimally. Thus, based on the problems described above, in this study, the researcher will raise the research title " Resource Center *SLB* Sidomulyo: The Implementation of Inclusive School in South Lampung". With this research, it is hoped that it can provide readers with a general idea of the implementation of the role of RC in the implementation of inclusive schools in South Lampung Regency and can be a concern for various parties, especially local governments, to pay more attention to the implementation of the role of RC.

2. Results

The role of RC that is well implemented will help maximize the implementation of inclusive education. The following are the results of observations and interviews that will answer the implementation of the role of RC *SLBN* Sidomulyo to maximize the implementation of inclusive education.

Table 1. Result of Observations dan Interviews

RC role	Implementation of Sidomulyo RC	Obstacles
As a resource center for information and consultation on education for children with special needs	RC <i>SLBN</i> Sidomulyo is accessible for the children with disabilities, parents of children with disabilities, general/special school teachers, and the general public if they	Implemented

	want to get information about education for children with special needs.	
As a center for education, training, and counseling	RC SLBN Sidomulyo has conducted counseling to inclusive schools, namely SD Negeri 1Kalianda, but the implementation has not been able to be continued, either to SDN 1 Kalianda or other schools. In addition, the role of education and training of RC SLBN Sidomulyo has just been implemented.	Limited RC members and unclear government funding for RC development.
As a center for assessment and assessment development	Not yet able to develop assessments in the RC environment independently, it cannot be used as a reference for assessments.	Need to collaborate with relevant experts.
As a center for developing learning media for children with special needs.	Not able to develop learning media, so it cannot be used as a reference for developing learning media.	Limited RC members and unclear government funding for RC development.
As an advocacy center for learners with special needs/parents.	They have assisted students in becoming an advocacy center in the special education environment of South Lampung.	Implemented

3. Discussion

3.1 Implementation of the Role of Resource Center (RC) at SLBN Sidomulyo

The focus of developing SLB/SLBN as an RC, has several roles as portrayed below:

- As a center for educational resources and consultations for children with special needs.
- As a center for education, training, and counseling.
- As a center for assessment and assessment development.
- As a center for developing learning media for Children with Special Needs.

- e. As an advocacy center for students with special needs/parents.[15].

From the description of the roles depicted in Table 1, the following paragraph explains about the implementation of the RC role at SLBN Sidomulyo.

RC as a Center for Educational Resources and Consultations for Children with Special Needs.

SLBN Sidomulyo as the only State SLB located in South Lampung Regency, at the same time, appointed as an RC. This first role becomes critical. In its implementation, SLBN Sidomulyo has carried out its role well. RC SLBN Sidomulyo is accessible to everyone who wants to consult and find information about ABK education, whether it is from public/inclusion school teachers, teachers in private SLB, parents of ABK students, or the general public who want to know more about education for children with special needs informatively and technically. As recently, a visit to consult from teachers from SMA Negeri 1 Kalianda regarding the consultation of ABK students who were netted to school during the implementation of PPDB. Furthermore, the public referred to in this discussion is broad, not only residents around the school area but also students who want to conduct research or extract in-depth information related to the role of RC in South Lampung.

RC as a Center for Education, Training, and Counseling.

Training is part of education. Training can also be interpreted as short-term education that uses systematic and well-organized procedures [20]. Meanwhile, counseling provides information through advice and recommendations through communicative talks between the two parties [21]. For education and training, the RC SLBN Sidomulyo has not been able to be implemented until now. This is due to insufficient RC personnel for education and training, especially in inclusive schools. Currently, RC staff have become permanent teachers at SLBN Sidomulyo.

Training is urgently needed for inclusive schools or the public to increase knowledge enrichment about students with special needs. This education and training should be carried out regularly. However, up to present, it has not been implemented yet. As for the counseling field, RC SLBN Sidomulyo once conducted direct counseling to SD Negeri 1 Kalianda, but further counseling activities could not be carried out again. This is again related to the lack of RC personnel who concurrently serve as teachers at SLBN Sidomulyo. The number of teachers and study groups at SLBN Sidomulyo is still insufficient. As well as training and counseling should be carried out periodically to monitor the implementation of inclusive education in inclusion schools in the South Lampung area.

RC as Assessment Center

Assessment is one of the most crucial things when schools accept students with special needs. Many inclusive schools must implement a proper assessment system when admitting new students with special needs. As a resource center, RC has an essential role in the development of assessments in order to be able to monitor the admission process of ABK students in inclusive schools. It is expected that with the assistance of learning assessments and the provision of contact information for ABK assessment experts such as psychologists by RC SLBN Sidomulyo to schools that organize inclusion, be able to help schools to determine teaching materials, learning media, and appropriate learning

strategies at the beginning for ABK students and be able to detect early the specificity of the students so that the learning process can be more adapted. However, the facts of the study show that the Sidomulyo SLBN RC has not yet developed an assessment, including assistance in learning assessments in inclusion schools, so the Sidomulyo SLBN RC cannot be used as an assessment reference center.

Currently, SLBN Sidomulyo has not collaborated with related external institutions, such as ABK psychology experts and audiologist institutions (hearing test experts), which can help the assessment process in determining students' specificity. When interviewing the vice principal for curriculum, the researcher advised that cooperation with related institutions is expected to be carried out so that RC SLBN Sidomulyo can become an assessment reference center for inclusion schools in South Lampung. One of the functions of cooperation with related institutions is to make it easier for parents of ABK students who need trusted related experts to assess the specificity of their children.

RC as a Development of Learning Media

Another crucial role for RC to carry out is the development of learning media for ABK. Learning media can be interpreted as a means or tool (not human) used by the teachers to properly implement the teaching and learning process to achieve learning goals [22]. In other words, the development of learning media for ABK students is a specially developed learning media, which is intended to develop the learning ability of ABK students. The learning tools or media used can help the teaching and learning process well so that the meaning of the message or learning objectives can be achieved [23]. However, RC SLBN Sidomulyo has yet to be able to develop learning media for students with special needs.

Besides the fact that Human Resources (HR) at RC SLBN Sidomulyo still need to be expanded, funding and government support are currently considered lacking. With the lack of government support, many of the crucial tasks and functions of the Sidomulyo SLBN RC have not gone well. The development of learning media for ABK students does requires many funds. However, the human resources at RC SLBN Sidomulyo will be sufficient. In that case, it is expected that RC SLBN Sidomulyo is going to start gradually developing simple learning media first to be a pilot for teachers in inclusive schools.

Furthermore, it can also provide examples of media development through learning media that SLBN Sidomulyo teachers utilize when teaching ABK students daily. In developing learning media, its activities can also be combined with the function of education and training. This is intended that education and training provided are not only about how to teach but also how to make inclusive class teachers able to develop creative learning media independently, which is also tailored to the specifics of ABK students in the classroom or in schools that organize inclusion. The functions of RC itself are interrelated so that carrying out one activity can involve several other functions of RC.

RC as an Advocacy Center

Finally in this discussion is the role of RC SLBN Sidomulyo as an advocacy center for ABK students and their parents. Advocacy is defined as an effort to improve, defend, and change policies according to the interests of the principles of justice [24]. Based on this

understanding, advocacy for ABK students is a defense of the rights of students to get a decent education and other related educational issues following the principles of justice. So far, RC SLBN Sidomulyo has been advocating for ABK students from the Tanggamus area. RC SLBN Sidomulyo was asked to assist Deaf students from the Tanggamus area whom their neighbors sexually harassed. In addition to these mentoring cases, up to present, the SLBN RC has yet to receive complaints and reports to request re-assistance, including assistance related to academics and education. It is hoped that the absence of this report is a form of ensuring the safety of the rights of ABK students.

3.2 Involvement of Resource Center (RC) at SLBN Sidomulyo in the Implementation of Inclusion Schools in South Lampung

RC SLBN Sidomulyo is still pioneering and improving the roles that should be carried out. Many roles have not been able to be performed by RC SLBN Sidomulyo for various reasons that can be accounted for. Therefore, implementation of inclusive schools in South Lampung has yet to be maximized. As mentioned in the previous discussion, the human resources or teaching staff who manage the Sidomulyo SLBN RC still need to be increased. RC workers who also have double job descriptions as class teachers at SLBN Sidomulyo have yet to be able to maximize their responsibility in RC, and this is due to SLBN Sidomulyo can be said to need teaching staff. So, when RC staff conduct counselling and training, some classes must be left behind in learning.

In addition, according to the narrative of the Vice Principal for Curriculum, Nuryanti, S.Pd, which was also corroborated by the narrative of the Principal of SLBN Sidomulyo, Sutisna, S.Psi, M.M, currently, apart from the lack of RC human resources, the government's support and attention are also decreasing. There is no transparent funding allocation for each RC activity, so RC activities are getting less and less optimal and have not been running adequately. Policies related to the implementation of RC are not non-existent but have not been able to be adequately implemented by policyholders, namely from the central government to local governments. The RC policy has been supported by various international and national regulations, which is PP No. 13 of 2020.

However, PP No. 13 of 2020 does not mention the available positions of teachers assigned to the RC. This functional position should be essential to be regulated in clear regulations so that teachers have responsible. In addition to available positions, the budget for running the RC must also be clear. RC activities involve much funding, ranging from procuring training, mentoring, and counselling to develop assessments. How RC activities can run properly if many elements are still ignored. They are starting from the status / functional position in the RC, funding whose flow still needs to be clarified, to government assistance to implementing RC in South Lampung.

The full support and attention of the local and central government related to running the *resource center* institution are urgently needed. RC is needed not only by private SLB in the South Lampung area but also by inclusion schools that are appointed or have yet to be officially appointed by the government. If the South Lampung RC has not run properly,

inclusion schools cannot be adequately implemented. This is because RC and inclusion schools will continue to be interconnected and related.

4. Materials and Methods

This research used qualitative descriptive research with a case study method. The case study method is research that evaluates assigning value to a specific set of activities and experiences [25]. Robert K. Yin also said that case study research investigates contemporary phenomena in a real-life context [26]. Furthermore, it is said that case studies are part of qualitative research that emphasizes more on the researcher's perspective, namely the subjective view of the researcher on a particular situation, analyzing and describing the subject of the study [27].

The subjects of this study were the Principal and Vice Principal for the curriculum of SLB Negeri Sidomulyo. The research was conducted in the SLB Negeri Sidomulyo Lampung Selatan in June-August 2022. The participants were selected based on the need for in-depth information about RC and the role of both participants based on the position held in the school in understanding the information on the implementation of RC in South Lampung.

There are several techniques for collecting case study research data, according to Yin (2009), including documentation (letters, memorandums, official announcements, agendas, meeting conclusions, and others), archival recordings (computerized, service recordings, organizational records, personal recordings, and others), interviews (*open-ended*, focused and structured), direct observation (meetings, activities, through direct observation, can understand contexts and phenomena), indirect observation (live alongside the society, take part in professional roles, be decision-makers, and others) and physical devices (i.e., technological equipment, instruments/tools). However, this technique has less potential to be used) [26]. Based on the data collection techniques according to Yin, the data collection techniques that researchers used in this study were archival recording techniques (personal recordings), direct observations, and interviews.

Furthermore, to analyze the data, the researchers employed data reduction, data display, and conclusions drawing using Miles and Huberman analysis techniques [27]. Reducing data means summarizing, selecting, and sorting out the main things, focusing on only the essential things, looking for themes and patterns or flows, and ignoring or making data that is not needed in the research process. Reducing this data will facilitate the researchers' task to present data later clearly and structured. Data display is the activity of compiling a set of information that has previously been reduced, the next stage of which allows concluding the data that has been presented [28]. The data presented in this case study research is narrative text in the form of explanations of the actual situation from the results of field notes. Furthermore, the third stage of Miles and Huberman's data analysis technique is drawing conclusion. Drawing conclusion in qualitative research is expected to be a new finding that has yet to exist in previous studies, and the process of concluding is carried out continuously during data collection in the field [28].

5. Conclusions

The development of education for children with special needs has now begun to open in all regions, both segregated (closed) education such as SLB and inclusion (open). With the inclusive schools, of course, this is a good facility for students with special needs. Children can get an education in segregated institutions and meet peers in inclusive institutions. However, implementing inclusion schools must undoubtedly follow existing rules and policies. This is intended so that students with special needs who attend inclusive schools get the proper education to improve their learning abilities and intelligence.

One of the institutions that must stand up to support inclusion schools and segregation schools is the *Resource Center* (RC) institution. RC is one institution that supports ABK services in inclusive schools, teachers, parents, and communities involved in implementing inclusive education. Several things are the central role of RC, namely, information centers, training, assessment, development of ABK learning media, and advocacy.

In RC SLBN Sidomulyo, the roles of RC above have not been carried out properly. It caused inclusion schools, both at the elementary school (SD), and junior high school (SMP) levels that the local government has appointed, not be able to be adequately implemented. Several roles have just been running, so the implementation of inclusive schools in South Lampung has not gone properly up to present. Existing policies, in the form of regulations issued by the government, have also yet to be implemented optimally. Two main factors affect the non-running of the RC roles of SLBN Sidomulyo, (1) The lack of RC staff of SLBN Sidomulyo, due to concurrently serving as permanent teachers at SLBN Sidomulyo as well, while at SLBN Sidomulyo can still be said to be a shortage of teaching staff, (2) Lack of government support and attention, ranging from funding to the sustainability policy of RC SLBN Sidomulyo. Based on the above, this research can open the vision of the general public, mainly local and central governments, to be concerned about where existing and made regulations can be adequately maximized. Not just making but without *any follow-up* related to the implementation of RC in the South Lampung area.

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