



Optimizing the quality of inclusive education services in Kendari City through the SERVQUAL approach

Anggit Aulia Agussalim^{1*}, Hasniati²

^{1,2}Public Administration, Hasanuddin University, Indonesia. E-mail: anggtaulia45465@gmail.com

ARTICLE INFO

Keywords:

Disability;
Inclusive Education;
Service Quality;
SERVQUAL Approach.

Article history:

Received Sep 25, 2024;
Revised Sep 27, 2024;
Accepted Oct 3, 2024;
Online Oct 30, 2024.

ABSTRACT

Inclusive education is part of a global movement to ensure equal access for all children, including those with special needs. This study aims to explore and analyze the quality of inclusive education services in Kendari City using the SERVQUAL approach and to provide strategic recommendations for improving services for students with special needs. The SERVQUAL approach assesses five dimensions of service: reliability, responsiveness, assurance, empathy, and tangibles. Despite strong government commitment, challenges remain, such as a lack of Special Education Teachers (GPK) and inadequate facilities. By evaluating existing services through SERVQUAL, this study identifies areas that need improvement. The research findings emphasize the importance of teacher training, collaboration with related professionals, and increased community involvement to ensure the sustainability of inclusive education services.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Anggit Aulia Agussalim,
Social Science and Political Science/Public,
Administration/Hasanuddin University,
Dr. Samratulangi 157 e, Southeast Sulawesi, 93111, Indonesia
Email: anggtaulia45465@gmail.com

1. Introduction

Inclusive education is part of a global movement to ensure equal access for all children, including those with special needs. This movement aligns with the Sustainable Development Goals (SDGs), which aim for inclusive and equitable education for all by 2030 (Nations, 2015). Inclusive education has been agreed upon by many countries to combat discriminatory practices in the field of education (Darma & Rusyidi, 2015).

Inclusion is an approach aimed at creating an environment that welcomes individuals from diverse backgrounds and conditions, including characteristics, physical conditions, personality, social status, ethnicity, and culture. This concept is integrated into the curriculum of educational institutions, making inclusive education a system that provides opportunities for all learners to receive education according to their needs (Standar, 2022).

Inclusive education is the application of human rights to access education. Consequently, the logical implication of this right is that every child has the right to education without discrimination against physical, intellectual, social, emotional, and linguistic conditions, including for children who require special education (Yuliastuti, 2019). Emergence of inclusive education actually stems from dissatisfaction with the segregation system and special education

that previously accompanied the journey of children with special needs in accessing educational services that are appropriate to their abilities and needs (Simangunsong & Widowati, 2016).

In Indonesia, the concept of inclusive education is regulated by various regulations, including the Minister of Education and Culture Regulation No. 70 of 2009 on Inclusive Education. This regulation aims to ensure that schools are required to accept and provide educational services for students with special needs (ABK). The policy of admitting students with special needs in regular schools is also an important step in creating an inclusive educational environment (Sukomardojo, 2023). This policy encompasses various forms of support, such as curriculum adjustments, teacher training, and the provision of facilities for ABK.

However, the implementation of inclusive education in many regions still faces challenges. To date, inclusive education continues to undergo improvements in several areas. The implementation of inclusive schools is not as straightforward as that of regular schools, as it requires curriculum flexibility, professional educators known as special education teachers, supportive school environments, adequate educational infrastructure, and learning evaluation (Jannah et al., 2021).

According to research by (Purbasari et al., 2022), the challenges faced in implementing inclusive education include the need for ongoing training for educators so they can provide appropriate services to each child according to their heterogeneous needs. The supporting facilities that can be used by children with special needs to maximize their learning potential are still limited. In terms of assessment, inclusive schools need to enhance collaboration with relevant parties (psychologists, psychiatrists, therapists, inter-school networks, and related organizations such as developmental doctors), while maintaining relationships and cooperation with parents and the community to create a friendly learning environment.

The implementation of inclusive education in Indonesia, particularly in rural areas, often encounters obstacles such as a limited number of trained Special Education Teachers (GPK) and inadequate facilities to support the learning process for students with special needs. According to (Rahmawati, 2019), one of the greatest barriers to inclusive education in remote areas is the lack of training for teachers to understand and meet the needs of students with special needs.

The quality of public services in the context of inclusive education refers to the extent to which the services provided by educational institutions and the government can meet the needs of all students, including those with special needs (ABK). Inclusive education aims to provide equal opportunities for all children to learn in the same environment, regardless of their physical, mental, social, or emotional differences. This aligns with the principle of justice in education, which emphasizes that there should be no discrimination against students with special needs (Syamsurrijal, 2019).

The quality of inclusive education services is measured by how schools and the government provide access, facilities, infrastructure, and adequate support for students with special needs. One of the most common ways to measure service quality is through the SERVQUAL approach, which assesses five dimensions of service: reliability, responsiveness, assurance, empathy, and tangibles (Parasuraman et al., 1988).

Inclusive education is an approach aimed at ensuring that all children, including those with special needs, can learn together in the same environment. The quality of service in inclusive education is crucial as it can influence the learning experiences and development of students with special needs (Cavendish et al., 2020). Without appropriate support, students with special needs may struggle with social and emotional adaptation (Oktaviani et al., 2024). In this context, service quality encompasses various aspects, including the learning system, supportive facilities, and the critical role of teachers in providing motivation and constructive guidance (Utari, 2023).

Amid the changes occurring in education in Indonesia, Kendari City has shown a strong commitment to educational services by implementing policies in accordance with Southeast Sulawesi Governor Regulation No. 64 of 2014 regarding the management of inclusive education at the local level. The responsiveness of the Kendari City government is evident not only in policy formulation but also in the concrete steps taken to implement it.

Optimizing the quality of educational services has become a top priority in this effort, focusing on providing better access for all students. This aligns with the mission of Kendari City to enhance the quality of public services, particularly in education, with the goal of achieving equitable access and quality in formal education. One significant concrete step is the issuance of the Decree of the Head of the Department of Education, Youth, and Sports of Kendari City No. 800/10754/2023 regarding the Establishment of Schools for Implementing Inclusive Education at the Elementary and Junior High School levels under the Department of Education, Youth, and Sports of Kendari City.

In addition, the Kendari City Government has established a Disability Service Unit (ULD) that functions to facilitate students with special needs in accessing inclusive education. The government also collaborates with the non-governmental organization "Rumpun Perempuan SULTRA," which actively advocates for the importance of inclusive education within the community. Another effort made was organizing a benchmarking visit to Yogyakarta, bringing more than 20 junior high school teachers from Kendari to learn about more advanced inclusive education practices.

The extent of the Kendari City Government and community involvement in supporting inclusive education can be seen through collaboration between the government and various community organizations, as well as non-governmental organizations that provide support for both teachers and students with special needs. However, specific challenges in the implementation of inclusive education, such as the limited number of Special Education Teachers (GPK), inadequate physical facilities, and a lack of appropriate learning aids, remain obstacles that affect service quality. These challenges must be addressed promptly to ensure that the inclusive education program can run optimally and provide maximum benefits to all students without exception.

In the study conducted by (Irvan & Jauhari, 2018) titled "Implementation of Inclusive Education as a Paradigm Shift in Education in Indonesia," the conclusion emphasizes that the implementation of inclusive education requires government oversight in each designated school. This aims to monitor the development and progress of inclusive education in these schools. Various studies indicate that the success of inclusive education is significantly influenced by the ability of schools to provide adequate services. According to (Song et al., 2019), factors such as teacher training, parental involvement, and collaboration among education professionals are key to improving service quality in inclusive education. On the other hand, challenges such as social stigma and a lack of resources can hinder effective implementation (Augustine et al., 2012).

To address the challenges in implementing inclusive education, the SERVQUAL approach can be utilized to assess and enhance the existing service quality. By evaluating the five dimensions of SERVQUAL—reliability, responsiveness, assurance, empathy, and tangibles—schools and local governments can identify areas that need improvement to provide better inclusive education (Parasuraman et al., 1988). The measurement of service quality in the SERVQUAL model is based on a multi-item scale designed to assess customer expectations and perceptions, as well as the gap between them across the five key dimensions of service quality (Wibisono, 2018). Therefore, service quality should be regarded as one of the indicators in determining whether a product or service provided by a company is well accepted by consumers. Essentially, service quality represents a consumer's evaluation of the level of service received against the expected level of service (Diyana, 2022).

This evaluation can also assist in formulating strategies to ensure equitable and quality inclusive education for all students, including those with special needs. Children with special needs greatly benefit from inclusive education services in terms of their social, emotional, and other developmental aspects (Yunitasari, 2023).

This research aims to explore and analyze the quality of inclusive education services in Kendari City using the SERVQUAL approach and to provide strategic recommendations for improving services for students with special needs. Thus, this study is expected to make a significant contribution to the development of inclusive education in the region.

2. Method

In this study, the author employs a qualitative approach that is descriptive in nature, where the main objective is to explain phenomena in depth through comprehensive data collection. Descriptive research is conducted with the intent to explore and understand the values of variables independently, whether for a single variable or multiple variables, without making comparisons between variables or relating them to other variables.

The research will be conducted from July to August 2024. The research object will take place at the Department of Education and Culture of Kendari City. The focus of this study is to evaluate the quality of inclusive education services in Kendari City. The data sources include primary data, which is obtained directly from the research object, and secondary data, which consists of supporting information for the primary data gathered from literature such as documents, reports, and other relevant literature pertaining to this research.

The informants in this study consist of individuals or representatives from the Kendari City Education and Culture Office and SMP 2 Kendari, which implements inclusive education. They were selected because they possess in-depth knowledge of the researched topic and are actively involved in the subject. The selection of informants was conducted using purposive sampling, where they were intentionally chosen based on relevant criteria to address the main research questions. Interviews with representatives from the Education Office provide insights into the policies and challenges faced in inclusive education, while information gathered from SMP 2 Kendari facilitates the collection of data related to teaching practices and firsthand experiences in managing students with special needs.

Data collection techniques in this study utilize the aforementioned data sources and methods that align with qualitative research models. In this regard, qualitative data collection techniques can be conducted through observation, interviews, and documentation (Prof. Dr. Sugiyono, 2022). In qualitative research, the data analysis model used by the researcher is the interactive model (Miles et al., 2014). The components of data analysis include: a) Data Condensation; b) Data Display; and c) Conclusions Drawing.

3. Analysis and Results

3.1. Reliability

In Kendari City, the reliability of inclusive education services is reflected in the efforts of the government and schools to fulfill their promises to students with special needs. The government, through the Department of Education, is committed to providing the necessary facilities and support, such as training for special education teachers and the provision of supporting infrastructure.

However, the challenges faced include the limited availability of Special Education Teachers (GPK) and adequate physical facilities. Although SMPN 2 Kendari has been designated as a pilot school for inclusive education, the reliability of these services is often disrupted by a lack of human resources and facilities that are not yet fully adequate.

Special facilities, such as classroom accessibility and learning aids, are being provided but still need improvement to consistently meet the needs of all students. Provisions such as glasses for

students with low vision and accessible restrooms for individuals with disabilities are focal points; however, the implementation and provision of these facilities must be continuously monitored to prevent disruptions in service.

Additionally, the reliability of inclusive education services in Kendari is also influenced by collaboration with various parties, such as non-governmental organizations and disability communities. This collaboration is crucial in providing more in-depth training for educators and supporting the procurement of learning aids. For instance, several teacher training programs are organized by social foundations, while disability organizations actively advocate for the provision of disability-friendly facilities. This cross-sector collaboration is key to sustaining improvements in the quality of inclusive education services, but it still requires greater support from the government to ensure that programs operate optimally and equitably across schools.

Overall, despite strong commitments from the government and schools, challenges in providing timely and standards-compliant resources and facilities remain a concern for enhancing the reliability of inclusive education services in Kendari City.

3.2. Responsiveness

In addressing complaints and requests for assistance in inclusive education, the speed, accuracy, and responsiveness of schools or the government in reacting to issues raised by students or parents are crucial. For instance, when parents of students with special needs (ABK) express concerns about inadequate facilities at school, reliability is measured by how quickly the school or government responds, such as by repairing the facilities or providing a temporary solution that meets the students' needs.

In Kendari, the city government has provided an online complaint platform through the PPDB system that includes services for ABK. This platform allows the community to submit complaints related to inclusive education, although it is not exclusively designed for ABK. Additionally, in some schools, such as SMPN 2, physical **complaint boxes** are also available for all students, including ABK. However, ABK often prefer to communicate their complaints directly to teachers, particularly through Counseling Services (Bimbingan Konseling or BK). For example, there was a case where a student with low vision was moved to the front of the class by the teacher but felt uncomfortable and chose to return to sit at the back. This situation sometimes triggers complaints from the student's parents. Despite the existence of complaint boxes, complaints from ABK are often communicated directly to ensure that issues can be addressed promptly.

The effectiveness of the complaint system also heavily relies on the school's responsiveness. In some cases, such as complaints related to bullying against ABK, the school takes immediate action to resolve the issue without delay. This reflects the school's commitment to ensuring that students and parents feel satisfied with prompt and appropriate responses. The school not only addresses issues immediately but also ensures that no remaining obstacles exist, with the goal of creating a safe and inclusive school environment.

One complaint involved a student with special needs who experienced bullying; the school quickly took steps to ensure that the issue was resolved promptly, without waiting or delaying a response, hoping that all parties involved would feel satisfied with the actions taken.

3.3. Assurance

Assurance encompasses the knowledge, competence, and ability of staff or educators to provide a sense of safety and trust to service recipients. It is crucial that teachers, educational personnel, and administrators understand the needs of children with special needs and are able to deliver services with the necessary skills.

Since the Ministerial Regulation in 2014, the Kendari City Government has begun focusing on inclusive education. In the last two years (2023-2024), the government has taken a more serious

stance by prohibiting schools from denying enrollment to children with special needs (ABK) at all educational levels. However, the main challenge remains the limited number of Special Education Teachers (GPK) needed to meet the intellectual, physical, and mental needs of ABK. Currently, there are still few teachers with specific expertise in handling ABK, leading to limitations in providing professional and competent service assurance.

To enhance teacher competence, in 2023, the government organized training and technical guidance for GPK, although on a limited scale. The training lasted for 4-5 days, but ideally, a minimum of 10 days is needed for teachers to gain a deeper understanding and to provide quality services. More in-depth training can enhance the sense of safety for ABK students, as they are under the supervision of competent educators. Additionally, as part of improving knowledge and skills, the Kendari City Government also conducted a study visit to Yogyakarta, which is more advanced in implementing inclusive education. This study involved 24 participants, including representatives from the government and schools. The results of this study visit are expected to aid the development of inclusive education in Kendari, including the establishment of a Disability Service Unit (ULD) in July 2024, which is anticipated to strengthen accessibility to services for ABK.

The government also plans to organize more specialized training for GPK at the junior high school level to ensure that educators can effectively understand and address students' needs. This is an important effort to ensure that students feel they are in the hands of trained and competent educators.

The Kendari government strives to ensure that teachers and staff possess adequate knowledge and competence through training and study visits. However, the limited number of GPK and the still inadequate duration of training remain obstacles in guaranteeing the safety and trust of students and parents in the inclusive education services provided by schools.

At SMPN 2 Kendari, although there are no official Special Education Teachers (GPK), the teachers have received specialized training from the Yayasan Bhakti and Rumpun Perempuan Sultra. This training focuses on handling children with special needs (ABK), including how to communicate with children who have hearing impairments. This demonstrates that, despite the absence of formal GPK, the teachers at SMPN 2 can adapt teaching methods to support students with various needs, including those who have become totally blind. With support from classmates and teachers, these students can continue to participate in exams and learning processes without discrimination. At SMPN 2, the principle of inclusion is upheld, ensuring that all students, both with and without disabilities, receive equitable educational services.

3.4 Empathy

Empathy in inclusive education in Kendari is clearly evident in various practices implemented to meet the needs of students with special needs. SMPN 2 Kendari has established a special quota for students with disabilities in the New Student Admissions (PPDB). The PPDB process is followed by cognitive and non-cognitive diagnostic tests to identify individual needs, both physical and emotional, without the need to involve a psychologist.

This concern is also reflected in teachers' efforts to create an inclusive learning environment, where students support one another and avoid bullying behaviors. For example, classmates help students with special needs and engage in activities together, demonstrating that there is no discrimination.

The school implements differentiated learning, which recognizes individual differences, including students' learning styles. These learning styles are identified through non-cognitive diagnostic tests. For instance, some students grasp material more easily through movement (kinesthetic), while others learn better through listening (auditory) or seeing (visual). Teachers adapt their approaches to suit each student, providing examples through movement or facilitating discussions so that all students can learn effectively.

Additionally, the school provides facilities and infrastructure such as glasses, wheelchairs, and handrailing pathways. Adjustments in teaching methods are also made, such as reducing the difficulty level of materials and allowing additional time for students with special needs to complete assignments.

All these steps demonstrate the strong commitment of schools in Kendari to empathy and concern for the well-being of students with special needs, ensuring that they receive an appropriate and equitable education tailored to their needs.

3.5 Tangibles (Physical Aspects)

The physical aspect relates to the appearance of facilities, equipment, and other resources used in service provision. In the context of inclusive education, this aspect includes physical facilities that support the needs of students with special needs, such as accessibility for students with physical disabilities or comfortable and safe learning spaces.

The physical aspect in inclusive education is crucial to ensure that school facilities meet the needs of students with special needs (ABK). Physical facilities, such as access to classrooms, disability-friendly restrooms, and assistive learning tools, must be available and functioning properly to create a comfortable and safe environment for ABK. In Kendari City, facilities supporting inclusive education are closely linked to development planning through the Musyawarah Perencanaan Pembangunan (Musrenbang) mechanism, which starts at the neighborhood level and extends to the city level. In this forum, schools can propose the needs for inclusive education facilities and infrastructure, which are then identified by the Education Office and aligned with community aspirations and the Disability Service Unit (ULD).

The process of providing these facilities is carried out gradually, based on the priority scale established from the results of the Musrenbang and data obtained from the Basic Education Data (Dapodik). Nevertheless, schools are expected to plan for the necessary infrastructure based on available data, especially concerning inclusive education services. In some cases, the government empowers community potential and utilizes BOS funds to meet basic needs. Schools like SMPN 2 Kendari, for example, have provided wheelchairs and a glasses procurement program for low-vision students, especially for those who cannot afford them, as part of the principal's initiative to understand the importance of these assistive tools in facilitating inclusive education.

Additionally, although there are currently no students using wheelchairs or special disability restrooms, the school has provided these facilities as a proactive measure. This demonstrates the school's commitment to ensuring readiness for inclusive education, both now and in the future.

Thus, physical access for inclusive education in Kendari City is still in the development stage. The government has integrated facility needs into development planning through the Musrenbang, prioritizing inclusive education infrastructure. Schools, such as SMPN 2, have taken initiatives themselves, such as providing wheelchairs and glasses for low-vision students, along with disability-friendly restrooms. These efforts indicate progress toward better inclusive education, with hopes for continued improvement in physical access.

4. Conclusion

The optimization of the quality of inclusive education services in Kendari City can be achieved through the implementation of the SERVQUAL approach, which consists of five dimensions: Reliability, Responsiveness, Assurance, Empathy, and Tangibles: a) Reliability: Despite the commitment from the government and schools to provide adequate facilities and infrastructure, challenges such as the limited number of Special Education Teachers (GPK) and sufficient facilities still need to be addressed to ensure consistent services. b) Responsiveness: The speed and accuracy of responding to complaints from students and parents are crucial. The existing complaint systems, such as the online platform and suggestion boxes, show efforts to improve

responsiveness to issues, although more complaints are often reported directly. c) Assurance: The quality of service is greatly influenced by the knowledge and competence of teachers. Providing more in-depth training for GPK and efforts to strengthen educators' skills are vital steps in enhancing students' sense of safety and trust. d) Empathy: Empathetic practices, such as the acceptance of students with special needs through special quotas and differentiated learning, reflect the school's concern for the individual needs of students, creating an inclusive and supportive environment. e) Tangibles: The provision of supportive physical facilities, such as classroom accessibility and assistive tools, demonstrates a commitment to creating a safe learning environment. However, these facilities need continuous improvement to meet the needs of students.

Overall, the implementation of the SERVQUAL approach in inclusive education in Kendari City can help improve service quality, ensuring that all students, including those with special needs, receive a proper education that meets their needs. It is important to conduct regular monitoring and evaluation so that each SERVQUAL dimension can be continuously improved. To address the challenges in inclusive education in Kendari, specific recommendations that need to be developed include organizing training and certification programs for Special Assistance Teachers (GPK) and collaborating with universities to fill the GPK shortages. Additionally, a thorough assessment should be conducted to identify inadequate facilities, develop improvement plans, and seek funding sources from various parties. With ongoing evaluation and improvement, it is hoped that inclusive education in Kendari can develop better, creating a more inclusive and competitive learning environment.

Acknowledgments

I would like to sincerely express my gratitude to all parties who have contributed to the success of this research. First and foremost, I would like to convey my deep appreciation to my advisors, who have provided invaluable guidance, direction, and support throughout this journey. Without your mentorship, I would not have been able to reach this stage.

I am also very grateful to the Education and Culture Office of Kendari City and SMP Negeri 2 Kendari, particularly to the Head of the Basic Education Division and the Principal of SMPN 2 Kendari, who have provided valuable information and data that greatly assisted this research. Your support has significantly contributed to the quality of the research results.

To my friends, Nisa, Ririn, and Agung, as well as to my family, I extend my thanks for the unwavering encouragement and support. Your assistance has meant a lot to me. Without your presence, this journey would not have been as beautiful and smooth. May we all continue to contribute in our respective fields and support each other in every step we take. Thank you.

References

- Augustine, L., Cranfield, B., Schreiner, D., & Thielman, S. (2012). CHART 111" OLD PERSPECTIVES". *Charts on the Life, Letters, and Theology of Paul*, 207.
- Cavendish, W., Connor, D., Gonzalez, T., Jean-Pierre, P., & Card, K. (2020). Troubling "The Problem" of racial overrepresentation in special education: A commentary and call to rethink research. *Educational Review*, 72(5), 567-582.
- Darma, I. P., & Rusyidi, B. (2015). Pelaksanaan sekolah inklusi di Indonesia. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(2), 223-227.
- Diyannah, F. (2022). Penerapan Metode SERVQUAL Sebagai Strategi Peningkatan Kualitas Pelayanan Di Balai Desa Dukunanyar. *Jurnal Serambi Engineering*, 7(4).
- Irvan, M., & Jauhari, M. N. (2018). Implementasi Pendidikan Inklusif Sebagai Perubahan Paradigma Pendidikan Di Indonesia. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan Unipa Surabaya*, 14(26), 175-187.
- Jannah, A. M., Setiyowati, A., Lathif, K. H., Devi, N. D., & Akhmad, F. (2021). Model Layanan Pendidikan Inklusif di Indonesia. *Anwarul*, 1(1), 121-136.

- Keputusan Kepala Dinas Pendidikan Kepemudaan dan Olahraga Kota Kendari tentang Penetapan Sekolah Penyelenggara Pendidikan Inklusif Jenjang Sekolah Dasar dan Sekolah Menengah Pertama Lingkup Dinas Pendidikan Kepemudaan dan Olahraga Kota Kendari
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Nations, U. (2015). Transforming our world: The 2030 agenda for sustainable development. *New York: United Nations, Department of Economic and Social Affairs*, 1, 41.
- Oktaviani, I., Wibowo, L. Y. D., Trihapsari, T. F., Netamarsa, R., & Meilana, D. (2024). PENGEMBANGAN SOSIALISASI ANAK BERKEBUTUHAN KHUSUS PADA SEKOLAH INKLUSI DI TK PERTIWI. *Jurnal Pendidikan Inklusi Citra Bakti*, 2(1), 45-54.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). Servqual: A multiple-item scale for measuring consumer perc. *Journal of Retailing*, 64(1), 12.
- Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 tentang Pendidikan Inklusif Bagi Peserta Didik yang Memiliki Potensi Kelainan dan Memiliki Potensi Kecerdasan/atau Bakat Istimewa diunduh dari Abstraksi Permendikbud Nomor 70 Tahun 2009.pdf (kemdikbud.go.id) accessed on September 14, 2024
- Peraturan Gubernur Sulawesi Tenggara No. 64 Tahun 2014 yang mengatur tentang pengelolaan pendidikan inklusif di tingkat daerah diunduh dari PERGUB Prov. Sulawesi Tenggara No. 64 Tahun 2014 (bpk.go.id) accessed on September 13, 2024
- Prof.Dr Sugiyono. (2022). *Metode Penelitian Kuantitatif Kualitatif dan R&D* (P. Dr. Ir. Sutopo. S, Ed.; 2nd ed.). ALFABETA.
- Purbasari, Y. A., Hendriani, W. H., & Yoenanto, N. H. (2022). Perkembangan implementasi pendidikan inklusi. *JP (Jurnal Pendidikan): Teori Dan Praktik*, 7(1), 50-58.
- Rahmawati, D. (2019). Pengembang pemasaran produk roti dan pastry dengan bauran pemasaran 4P di Sari Good Bakery. *Jurnal Abdimas BSI: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 233-243.
- Simangunsong, G. O., & Widowati, N. (2016). Analisis Kualitas Pelayanan Pendidikan Sekolah Inklusi Di Kota Semarang (Studi Kasus Di SMP Negeri 5 Semarang). *Journal of Public Policy and Management Review*, 5(2), 236-249.
- Song, J., Sharma, U., & Choi, H. (2019). Impact of teacher education on pre-service regular school teachers' attitudes, intentions, concerns and self-efficacy about inclusive education in South Korea. *Teaching and Teacher Education*, 86, 102901.
- Standar, B. (2022). *Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008. H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini*
- Sukomardojo, T. (2023). Mewujudkan pendidikan untuk semua: Studi implementasi pendidikan inklusif di Indonesia. *Jurnal Birokrasi & Pemerintahan Daerah Volume*, 5(2), 205-214.
- Syamsurrijal, A. (2019). Pendidikan Inklusif Di Indonesia: Alternatif Penguatan Model Sistem Pendidikan. *Al Hikmah: Jurnal Studi Keislaman*, 9(2), 172-186.
- Utari, N. K. S. E. (2023). Penerapan Disiplin Positif Melalui Kesepakatan Kelas Untuk Meningkatkan Disiplin Belajar Pada Siswa Tunagrahita. *Jurnal Pendidikan Inklusi Citra Bakti*, 1(1), 11-19.
- Wibisono, D. (2018). Analisis kualitas layanan pendidikan dengan menggunakan integrasi metode servqual dan QFD. *Sosio E-Kons*, 10(1), 56-74.
- Yuliasuti, P. R. (2019). Kompetensi Guru dalam menerapkan nilai-nilai pendidikan inklusif di Sekolah Inklusi Tingkat Satuan Pendidikan Sekolah Dasar. *Prosiding Seminar Nasional Manajemen Pendidikan*, 1(1).
- Yunitasari, S. E. (2023). *Buku Referensi Pendidikan Inklusif bagi AUIDBK*. PustakaMediaGuru.