

## **Implementation of Inclusive Education for Early Childhood in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera**



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**ABSTRACT:** This research is motivated by the phenomenon of education is not only intended for regular children but also for those who have special needs to get decent educational opportunities and services. Based on preliminary studies conducted at PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita Hati, information was obtained that both PAUD have inclusive education programs. The researcher described how the implementation of the inclusion education program in PAUD. This research is a multi site qualitative research. In this study, the informants were the principal and two teachers at the school. The results of this study show that lesson plan must carry out identification and assessment so that teachers know the abilities and obstacles that children have. RPP and PPI will be given by teachers. In the implementation of learning, children with special needs will be accompanied by GPK. ABK uses learning media to support learning. All programs that will be given to the child, are known to parents. The evaluation process in ABK, must be adjusted to the child's ability.

**KEYWORDS:** Inclusion Education, Children with Special Needs, Early childhood Education.

### **INTRODUCTION**

Early childhood is the golden age or commonly called the Golden Age. At this time the child's brain experienced the fastest development throughout the history of his life. This takes place when the child is in the womb to an early age, namely the age of zero to six years. However, the period of infancy in the womb until birth, until the age of four years is the most decisive period. This period, the child's brain is experiencing very rapid growth. Therefore, paying more attention to children at an early age is a necessity. Forms of attention include providing education both directly from parents themselves and through early childhood education institutions. Therefore, this early development will be decisive for further development. Success in carrying out developmental tasks at one time will determine success in the next developmental period (Dewi et al., 2023; Julaiha et al., 2023; Mahdalena et al., 2023; Noor et al., 2023; Purwanti, M.Saleh, 2022; Syarifudin, 2019).

Having a healthy and intelligent child is a dream and dream for every parent, because a child is the fulcrum, hope and pride of his parents. To realize these wishes and expectations, parents try to provide the best education for their children as early as possible. Education is not only intended for regular children but also for children who have special needs to get decent and best educational opportunities and services. The inclusion education program is one of the educational programs to achieve the national goal of education. Inclusive education programs have been implemented oriented towards service to children, so that the needs of each child are met. The phenomenon of education is not only intended for regular children but also for children who have special needs to get proper educational opportunities and services. The inclusion education program is one of the educational programs to achieve the national goal of education. Inclusive education programs have been implemented oriented towards service to children, so that the needs of each child are met. Inclusion education programs are not only applied to children who have special needs but to all children because basically every child has characteristics, uniqueness, and religion naturally already exists in children. It is this characteristic of each child that must be facilitated in all levels of education in general and early childhood education in particular (Anjarsari, Wahyu, 2022).

Based on the Law on the National Education System, it is stated that early childhood education (PAUD) is a coaching effort aimed at children from birth to the age of enem years which is carried out through the provision of educational stimuli to form physical and spiritual growth and development so that children have readiness to enter further education (Law Number 20 of 2003 Chapter I Article 1 paragraph 14). Everyone has the right to education. It is clear from the law that all Indonesian citizens have the right to quality education regardless of any aspect. Therefore, the government has an obligation to provide quality education services to all its citizens without exception for children who have special disabilities.

## **Implementation of Inclusive Education for Early Childhood in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera**

Children with special needs are children who significantly (meaningfully) experience abnormalities, problems, or deviations either physical, sensomotorist, mental-intellectual, social, emotional, behavioral or combined in the process of growth or development compared to other children their age so that they need special education services. Inclusive education is a service that provides opportunities for all children to get education in public schools with other children. Inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for ingenuity or special talents to participate in education or learning in one educational environment in general together with students in general (Anjarsari, Wahyu, 2022). Children with special needs are children who significantly (meaningfully) experience abnormalities, problems, and/or deviations either physical, sensomotorist, mental-intellectual, social, emotional, behavioral or combined in the process of growth or development compared to other children their age so that they need special education services (Wardani, 2021). To optimize education services in schools providing inclusive education, in its management it is necessary to pay attention to several things, namely Schools implement a school-based management system in planning, organizing, directing, coordinating, supervising and evaluating, both related to students, curriculum, personnel, facilities and infrastructure as well as environmental arrangement, schools provide warm, friendly, accepting classroom conditions, and appreciate differences; the school prepares a classroom management system that is able to accommodate the heterogeneity of the special needs of students; teachers have learning competencies for all students including learning competencies for students with special needs; teachers have the ability to optimize the role of parents, professionals, professional organizations, non-governmental organizations, and school committees in planning, implementing, and evaluating learning in schools (Permendiknas, 2009).

Based on preliminary studies conducted at PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita Hati, the information was obtained that both PAUD have inclusive education programs. This inclusion education program is implemented because the PAUD understands that every child has the right to receive the same education, both for regular children and children with special needs. From preliminary studies, it is known that both PAUD implement school-based management systems in planning, organizing, directing, coordinating, supervising and evaluating inclusive education. The school prepares a classroom management system that is able to accommodate the heterogeneity of the special needs of students. Teachers have learning competencies for all students including learning competencies for students with special needs. Teachers have the ability to optimize the roles of parents, professionals, and professional organizations. Based on the preliminary study conducted, it was found that the implementation of the inclusion education program of PAUD units has been going well, so it is necessary to know the efforts to maintain and improve the inclusion education program so that it continues to run well.

### **METHOD**

This research uses a qualitative approach, so that the data obtained is more complete and more in-depth, credible, and more meaningful, so that the desired research objectives can be achieved optimally. In this study, researchers tried to explain and analyze the implementation of inclusion education in PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita which were implemented in PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita Hati because the subject of the study was the management of inclusion education in the school. PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita Hati are schools that have implemented the inclusion system in Banjarmasin. The informants are school principals, class teachers or inclusion teachers in PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita Hati. Data collection techniques used by researchers in this study are observation methods, in-depth interviews, and documentation. The researcher will observe how the implementation process of inclusion education in PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita Hati, including planning the implementation of inclusive education learning, implementing inclusive education learning, and evaluating the implementation of inclusive education learners. In interview, researchers will prepare a list of appropriate questions regarding inclusion education to ask principals, classroom teachers, and inclusion teachers in PAUD institutions. The interview process will be carried out at the end of the learning activity, namely at noon. Documentation study was used to complement the researchers' final report on the implementation of inclusion education in PAUD Terpadu Inklusi Bina Sejahtera and PAUD Terpadu Inklusi Pelita Hati. Researchers can ask permission to request files or documents, as well as photos from the school or teachers. Researchers can also take photos independently while observing at PAUD institutions.

In this study, the analysis of the data used was carried out before entering the field, during the field, and after completion in the field. Activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. The analysis steps are divided into three parts, namely data reduction, data display and data verification. In the data validity assessment technique, several stages are carried out, namely: extension of observations, increasing persistence, reference materials, triangulation, member check, and negative case analysis.

# Implementation of Inclusive Education for Early Childhood in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera

## DISCUSSION

In this section, we will describe the results of research obtained during research at the research site. The research locations are PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera. The following is the data from the research obtained.

### 1. PAUD Terpadu Inklusi Pelita Hati

#### a) Planning of Learning Implementation

Planning for the implementation of inclusion learning based on observations, interviews, and documentation conducted by researchers is described in accordance with the results in PAUD Terpadu Inklusi Pelita Hati. The implementation of identification and assessment is an initial planning activity held at PAUD Terpadu Inklusi Pelita Hati. PAUD Terpadu Inklusi Pelita Hati already has more detailed identification and assessment instruments. The purpose of identification and assessment in PAUD Terpadu Inklusi Pelita Hati is not to find out the type of ABK experienced by children, but in more detail to find out how far the child's delay, such as speech delays, behavior disorders, and concentration disorders experienced by children. In PAUD Terpadu Inklusi Pelita Hati has teaching modules and lesson plans for one year for all students. Children with special needs can still use RPP, but the RPP has been differentiated or adjusted to the child's ability. Children with special needs also have PPI (Individualized Learning Program). All learning for children with special needs in PAUD Terpadu Inklusi Pelita Hati is adjusted to the results of identification and diagnostic assessments that have been carried out. PAUD Terpadu Inklusi Pelita Hati is also a driving school so it must be based on children's abilities, not the wishes of teachers. All learning programs that will be taught for one year to students are always socialized to parents through parenting activities. Although in the process of determining Lesson plan for children with special needs at school sometimes has obstacles, teachers in schools must still be able to improve existing competencies. Teachers always learn about the characteristics of children with special needs, learn about learning strategies that are interesting for children with special needs, and learn to use learning media for children with special needs.

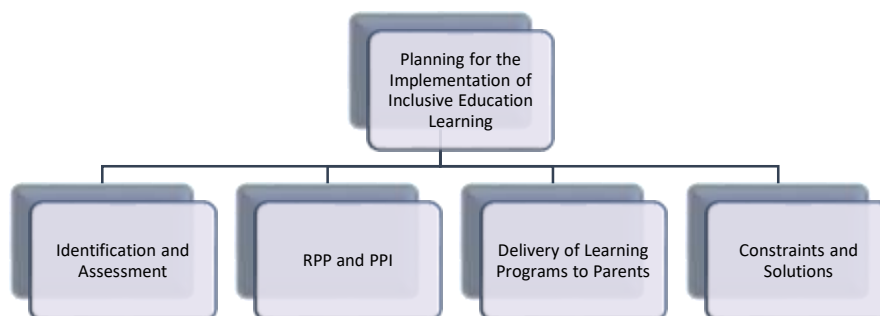
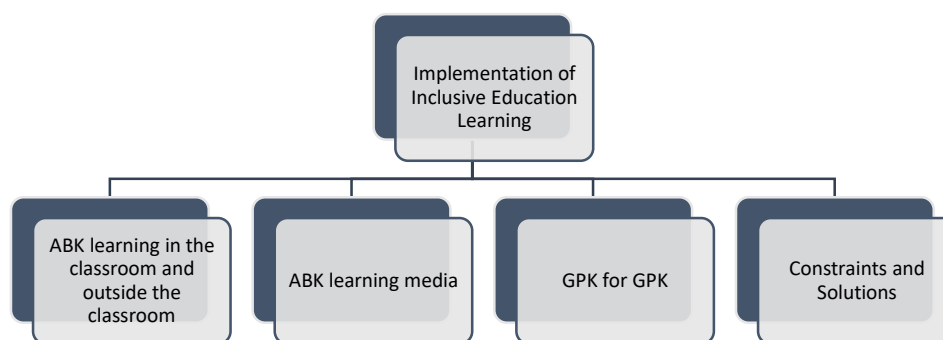


Figure 1. Planning of Learning Implementation

#### b) Inclusive Education Learning

The process of implementing learning for children with special needs in the classroom refers to learning outcomes that use a differentiated curriculum that is tailored to the needs and abilities of children. Teachers can also provide learning using RPP for children with special needs. However, in addition to using RPP, learning for ABK is also supported by PPI. Learning children with special needs in class, usually children sit near the teacher, so that the teacher can more easily reach children. In addition to the learning process in the classroom, usually on some occasions also hold learning outside the classroom. For the learning process outside the classroom, children with special needs must be included in their activities.

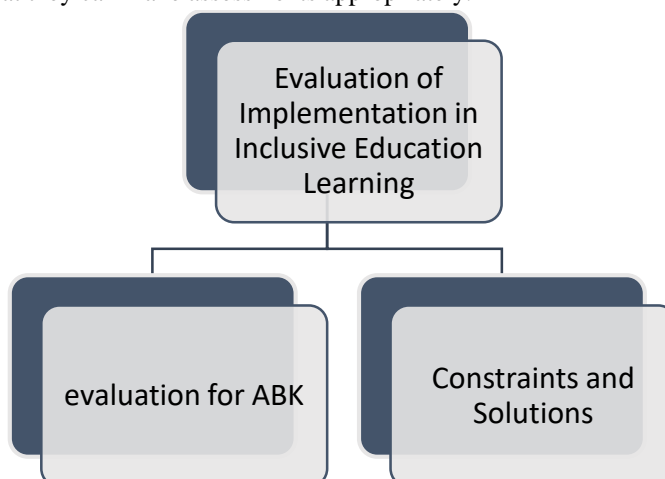
All children are encouraged to participate in activities outside the classroom. PAUD Terpadu Inklusi Pelita Hati also has a special room or Sensory Intagratational Training room for children so that it can train children in coordinating between brain nerves, vision, and motor. There are also media such as tunnels, trumpolin, and balanced walkways. The learning process at PAUD Terpadu Inklusi Pelita Hati for children with special needs also has GPK. If the child needs a companion in class, the school will prepare to be accompanied in the classroom. Teachers at PAUD Terpadu Inklusi Pelita Hati are experts enough to accompany children with special needs at school. Children with special needs, usually their sitting position is placed close to the teacher in class so that they can be more controlled. Teachers can accompany children with special needs in the individual learning process. All teachers in the school certainly learn how to provide good learning for children with special needs. Overcoming obstacles during the learning process of children with special needs is the establishment of good cooperation and communication, synergizing between schools and parents in handling children with special needs in accordance with the needs of children. In addition, to overcome the obstacles faced, teachers must be included in training to improve the competence of teachers in schools.



**Figure 2. Inclusive Education Learning**

**c) Evaluation of Inclusive Education Learning Implementation**

The learning evaluation process of children with special needs in PAUD Terpadu Inklusi Pelita Hati can also be said to be almost the same as regular children. Evaluation is carried out from the initial activity to the final activity. There are usually four of evaluation or assessment processes, one of which is a checklist assessment, related to child development. The obstacles experienced when evaluating children with special needs are related to the child's own behavior, because usually children have unstable emotions that can cause tantrums, this hinders the assessment process of children. Teachers overcome obstacles in the implementation of evaluation of learning implementation for children with special needs by providing appropriate stimuli and recording every incident that occurs related to children, so that they can make assessments appropriately.



**Figure 3. Learning Implementation Evaluation**

**2. PAUD Terpadu Inklusi Bina Sejahtera**

**a) Learning Implementation Planning**

Planning for the implementation of Inclusion learning based on observations, interviews, and documentation conducted by researchers is described in accordance with the results in the PAUD Terpadu Inklusi Bina Sejahtera. The process of accepting students with special needs in PAUD Terpadu Inklusi Bina sejahtera is no different from accepting regular students. The admission process can be started from filling out the registration form, for children with special needs, they must fill out the initial assessment sheet and conduct interviews between teachers and parents about the child's condition. Children with special needs in PAUD Terpadu Inklusi Bina Sejahtera continue to use RPP like regular children. Even though they still use RPP, children with special needs also use PPI. The goal is that the learning process can be maximized and suitable for children with special needs. Every child with special needs has different levels or characteristics that require PPI. After the teacher gets the results of identification and assessment, it can be known that this child is able to learn what and the extent of his cognitive, motor, and social development is. After that, the teacher can make a PPI that suits the child. Learning programs for children with special needs must be known by parents. This aims to maximize children's achievement. In addition, parents can also continue the learning that has been given from teachers at home. The process of making learning plans for children with special needs must have obstacles, the thing that becomes

## Implementation of Inclusive Education for Early Childhood in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera

an obstacle is that when the teacher identifies and assesses, children have a bad mood and tantrums. The way teachers overcome the obstacles experienced in the process of making lesson plans for children with special needs is that teachers must be able to maintain the child's mood to stay good.

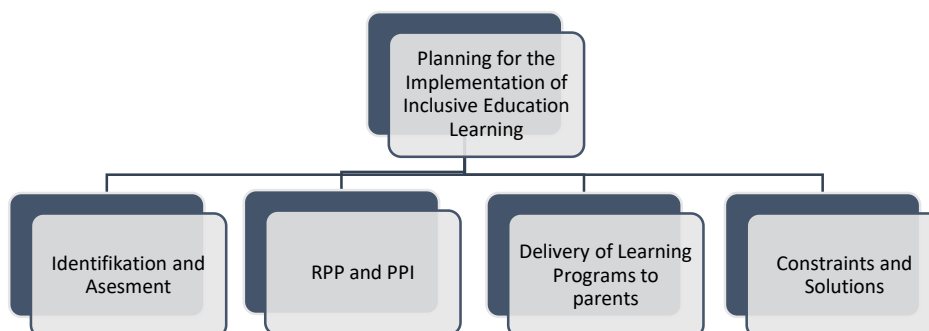


Figure 4. Planning of Learning Implementation

### b) Inclusive Education Learning

The implementation of learning for children with special needs outside the classroom is like the culmination of the theme that requires children with special needs to leave the classroom, the school will involve parents in these activities. The process of implementing learning for children with special needs in the classroom must use special media. Children with special needs really need learning media. Learning media is needed to support learning for children, especially for children with special needs. Learning media used such as blocks, puzzles, legos, and meronce tools. The process of implementing learning for children with special needs in the classroom is accompanied by GPK (special assistance teachers). Children with special needs will be accompanied by GPK if after observation, identification, and assessment during the first two weeks, children are known to experience hyperactivity and tantrums that can hurt themselves, and friends nearby. The obstacle faced in the process of implementing learning for children with special needs in the classroom and outside the classroom is when children with special needs experience tantrums or can hurt themselves.

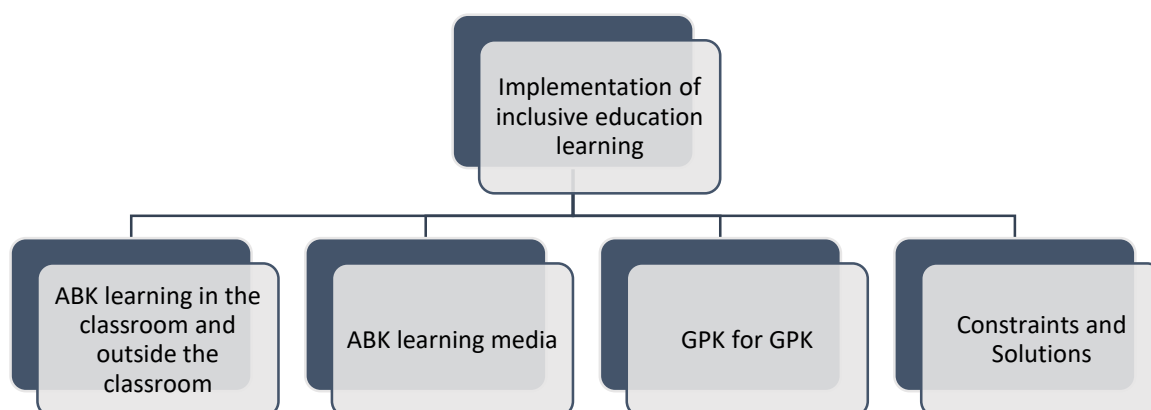


Figure 5. Inclusive Education Learning

### c) Evaluation of Inclusive Education Learning Implementation

The learning evaluation process of children with special needs is the same as regular children, it's just that for children with special needs it is adjusted to the child's abilities. Teachers assess based on the achievements of children with special needs. The obstacle faced in the learning evaluation process of children with special needs is in carrying out evaluation or assessment activities when the child's learning process has a tantrum. The way to overcome the obstacles experienced in the process of evaluating the learning of children with special needs is that teachers must adjust to the abilities of children owned by children. Every child's development is an advancement that must be appreciated by teachers and parents.

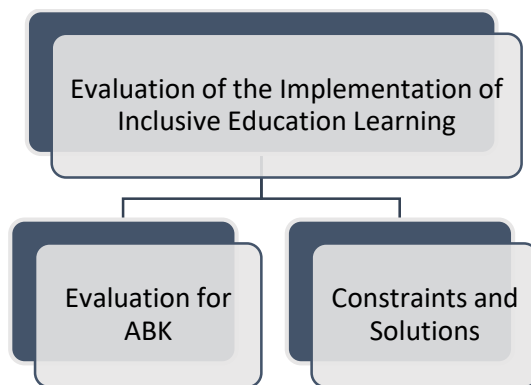


Figure 6. Learning Implementation Evaluation

3. Proportion of Research

In this section, we will describe the formulation of problems regarding lesson planning, learning, and learning evaluation in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera. Lesson plan for children with special needs is important in developing the right learning program for children. With the Lesson plan for children with special needs, the learning process of children with special needs can be carried out properly and optimally. To facilitate the description related to the proportion of results from this study, it can be explained in table 1.

Tabel 1. Proporsi Penelitian Proportion of Research

Num	Problem Statement	Site findings 1	Site Findings 2	Proportion of Research
1	Planning	Carry out identification and assessment, design lesson plans and PPI, and deliver learning programs to parents	Carry out identification and assessment, design lesson plans and PPI, and deliver learning programs to parents	If planning in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera Carry out identification and assessment, design RPP and PPI, and deliver learning programs to parents, produce appropriate Lesson plan for ABK.
2	Implementation of learning	Children's learning in the classroom near the teacher, children's learning outside the classroom can be accompanied by parents, using learning media, and children's learning accompanied by GPK	Children's learning in the classroom near the teacher, children's learning outside the classroom can be accompanied by parents, using learning media, and children's learning accompanied by GPK	If the school carries out learning as found in site 1 and site 2, the implementation of learning for ABK can run optimally and well.
3	Learning Evaluation	Lowering evaluation standards and adjusting to children	Lowering evaluation standards and adjusting to children	If the school conducts evaluations such as those on site 1 and site 2, then the teacher can assess the child's level of development, so that in the next school year the teacher can determine the right learning program for the child.

A. Implementation of Inclusive Education Learning in PAUD Terpadu Inklusi Pelita Hati and Paud Terpadu Inklusi Bina Sejahtera

In planning the implementation of inclusive education learning, several stages are described as follows: (1) Identification and Assessment, learning implementation planning is not only carried out for regular children, but also must be carried out for children with special needs who attend PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Bina Sejahtera. The goal is that the learning process in children with special needs can be in accordance with the abilities and potentials of children. The initial stage that can be done to find out the abilities and potentials of children is to identify and assess. Assessment is carried out by observation, interview, and filling

## **Implementation of Inclusive Education for Early Childhood in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera**

in instruments. In the framework of inclusion education, ABK identification activities are carried out for five purposes, namely: *screening*, referral, classification, lesson plan, and monitoring learning progress. Identification activities are still simple in nature and the goal is more emphasis on finding (roughly) whether a child is classified as a child with special needs or not. So usually, identification can be done by people who are close (often in contact or associating) with children, such as parents, caregivers, teachers and other parties related to him. While the next step, which is often called assessment, and if needed can be done by professionals, such as doctors, psychologists, neurologists, orthopedagogues, therapists, and others. The identification will be followed by assessment, the results of which will be used as the basis for the preparation of learning programs according to their abilities and disabilities. (2) RPP and PPI, PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera in lesson plan programs for children with special needs, continue to use RPP. However, the RPP is adjusted again with the results of child identification and assessment, the goal is that children get educational programs that suit children's needs. In addition, special child Lesson plan is also supported by PPI.

Early Childhood with Special Needs has problems in achieving independence, with their circumstances they are required to be able to adjust themselves as their circumstances (Directorate of Early Childhood Development, 2018). Special programs are part of the program given to each barrier of Early Childhood with Special Needs. In the context of situations, conditions, and learning needs of children with special needs, there are variations in differences and complexities of learning problems and obstacles faced by these children. This certainly has implications for teacher competence in developing learning programs that are able to accommodate their needs. Failure to accommodate the learning needs of children with special needs will adversely affect the further learning process. Therefore, in the education of children with special needs, PPI can be an alternative strategy that can be used to provide ABK education services, considering that PPI is a way that seeks to accommodate the needs of problems faced by children with special needs. (3) Delivery of Learning Programs to Parents, PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera always convey to parents of children with special needs, about the learning programs that children will get for one semester through parenting activities. In addition to parenting activities, teachers convey children's achievements through contact books. Parents must know the child's learning program, so that when at home parents can continue learning so that children can develop optimally. Parenting programs are education given to family members, especially for parents who have the ability to educate and care for children to be able to grow and develop optimally so as to create quality human resources for the country and the future. This is in accordance with the definition of parenting stated in the Technical Orientation for Improving Parenting Programs in 2011, parenting programs are support programs shown to parents or other family members to have more ability to carry out social and educational functions in terms of nurturing, caring, protecting, and educating children at home so that children can grow and develop optimally, according to age and stage of development (Inike Anjarsari, Wahyu, 2022; Lestarinigrum, A.,2017).

### **B. Implementation of inclusive education learning in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera**

The implementation of learning for children with special needs in the classroom and outside the classroom is important in developing children's abilities. The implementation of this learning must be carried out appropriately, so that when learning children with special needs can learn well at school. PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera in the implementation of inclusive education learning implementation have the following provisions (1) Learning in the classroom children sit near the teacher: in the learning process in the classroom at PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera, children with special needs must sit near the teacher, so that the teacher can reach the child. General teachers in inclusive schools have different challenges from teachers who teach regular children; (2) Learning outside the classroom children can be accompanied by parents: the learning process outside the classroom, for example children have sports activities will be accompanied by teachers and this also depends on the condition of the child, if they can exercise then the child can participate, and vice versa. Large activities such as the peak of the theme, in addition to being accompanied by teachers, children with special needs can also be accompanied by parents. Teachers always involve parents in big activities; (3) Learning using learning media: in learning activities for children with special needs, always use media to support children's learning. Children with special needs are more interested in learning to use media, the media used is adapted to children. Interpret parental involvement as the process of connecting parents with school programs and using program services to the best of the ability of parents and school programs. The benefits that can be achieved by children with parental involvement in education will be able to increase their attendance at school, their attitudes and behaviors; (4) Children's learning accompanied by GPK: In learning activities for children with special needs, there is GPK that accompanies children. If the child has hyperactivity and tantrums, then GPK is ready to accompany the child. Special teachers are special teachers who have qualifications for handling ABK who are assigned or based in public or regular schools. Special teachers are recruited from Bachelor of Special Need Education (in Indonesia Sajarna PLB) or recruited from regular teachers who specifically receive training on handling ABK. It can be concluded that learning media can improve the children development (Chasani & Izzaty, 2019; Hizraini et al., 2022; Muhammad Sukma Indrawan, Ahmad Suriansyah, 2022; Mulyadi & Suriansyah, 2022; Noriawati, Sulaiman, 2022; Norliani, Ahmad Suriansyah, 2022; Purwanti, 2021; Purwanti et al., 2018; Suriansyah & Aslamiah, 2011).

## Implementation of Inclusive Education for Early Childhood in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera

### C. Evaluation of the implementation of inclusive education learning in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera

The implementation of learning evaluations for children with special needs is also important in monitoring children's development in all fields. The implementation of this learning evaluation must be carried out appropriately, so that teachers can assess the level of child development, so that in the next school year teachers can determine the right learning program for children. PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera in the implementation of inclusive education learning evaluation must be in accordance with the child's ability, teachers must use the child's own standards and the assessment standards are lowered, not the same as regular children. In the setting of inclusive education, the assessment system expected in schools is a flexible assessment system (Ministry of National Education, 2010). Assessment tailored to the competence of all children including children with special needs. Assessment can be both quantitative and qualitative data. The implementation of the evaluation system in schools providing inclusive education depends on the curriculum used in the school, meaning that if the school uses a duplicate curriculum, then the evaluation system is equated with that applied by children in general. And if, the school uses a modified curriculum, of course, the evaluation system must also be modified according to the conditions and needs of students with special needs. These changes can be related to exam questions, changes in evaluation time, evaluation techniques, or places (Laila Hajidah, Ahmad Suriansyah, 2022; Rizkie, Muhammad, Ahmad Suriansyah, 2022; Uwais Alkarani, Ahmad Suriansyah, 2022; Wulandari et al., 2018).

### CONCLUSION

Based on the discussion above, the following conclusions are obtained: (1) Learning implementation planning is not only carried out for regular children, but also must be carried out for children with special needs who attend PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Bina Sejahtera. The initial stage that can be done to find out the abilities and potentials of children is to identify and assess. After getting the results of identification and assessment, teachers can design lesson plan and PPI for children. The learning program that will be given to children must be conveyed to parents. (2) Learning activities for children with special needs in the classroom and outside the classroom will always be accompanied by GPK. The learning process is always supported by the existence of special learning media for children with special needs. Children with special needs will be more interested in learning when they use interesting learning media. (3) The implementation of learning evaluations for children with special needs is also important in monitoring children's development in all fields. The implementation of this learning evaluation must be carried out appropriately, so that teachers can assess the level of child development, so that in the next school year teachers can determine the right learning program for children. PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera in the implementation of inclusive education learning evaluation must be in accordance with the child's ability, teachers must use the child's own standards and the assessment standards are lowered, not the same as regular children.

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## Implementation of Inclusive Education for Early Childhood in PAUD Terpadu Inklusi Pelita Hati and PAUD Terpadu Inklusi Bina Sejahtera

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