

# Management of Inclusive Education in Cakke Pertiwi I Kindergarten at Enrekang Regency

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Inclusive education is a type of education that adheres to the philosophy of equity, justice, and non-discrimination as a way of obtaining educational services. The purpose of this study is to analyze the management of inclusive education in Cakke Pertiwi I Kindergarten, at Enrekang Regency. The research method used is qualitative and includes a case study design. Research informants were the Principal, special assistant teachers, and parents of students. The results showed that the Kindergarten Pertiwi I Cakke had implemented the principle of inclusive education properly and consistently based on existing standards and procedures. The implementation can be seen from the patterns of student management, curriculum management, management of educators and education staff, management of facilities and infrastructure, and public relations management.

**Key words:** *Implementation, Inclusive Education, Children with Special Needs*

## Introduction

This paper explores the role of inclusive education as a type of education that adheres to the philosophy of equity, justice, and non-discrimination, and therefore as a way of providing essential educational services in Indonesia. It seeks to analyze the management of inclusive education in Cakke Pertiwi I Kindergarten, at Enrekang Regency. The birth of inclusive education is driven by an awareness that all children are entitled to a proper education regardless of their weaknesses, eliminating discrimination against children who have limitations, and opening up educational opportunities so students are able to fulfill their potential (D. P. N. R. Indonesia, 2009; O'Neil, 1995). Inclusive education adheres to the philosophy of equity, justice, and non-discrimination in the distribution of educational services. The phenomenon of Children with Special Needs – or ABK – in Indonesia is an

urgent matter that requires serious attention, because the ABK phenomenon continues to increase in quantity from year to year, while the educational institutions that can accommodate them are still relatively limited.

Statistically, the population of ABK in Indonesia, according to the Central Statistics Agency issued by the Ministry of Education and Culture of the Republic of Indonesia on February the 1st in 2017, was approximately 1.6 million people. Of these, those who have received inclusive educational services in Special Schools (SLB) is around 115,000, and 299,000 in inclusive schools. These students are served by around 32,000 special education teachers (Maulipaksi & Langguana, 2017).

In terms of quantity, ABK – which has gained access to formal education services (gross enrolment ratio) – is around 18% of the population. while the gross enrolment ratio of normal children in the same year is around 97% (Statistik, 2016). The small number of ABK who can access formal education may be due to a lack of collaboration from various parties, such as the community, professional experts, and the government, affecting inclusiveness. Thus, to increase the Gross Revenue Ratio of children with special needs in obtaining access to educational services there needs to be an appropriate solution, including inclusive mixing of children with special needs in regular schools. This model is the most effective way to combat discriminatory attitudes.

Ni'matuzahroh (2015) argues that studies have shown that combining children with special needs into regular classes was relatively more efficient. However, in practice it's not as straightforward. The obstacle that must be considered in organizing inclusive classes is the readiness of teachers in managing inclusive classes.

Acknowledging the importance of developing inclusive education in order to open access to the widest possible education for all Indonesian citizens, especially ABK, who are still of school age status, the Enrekang District Government pioneered inclusive education in 2014. This effort is a form of concern for the Enrekang Regency Government to open access education as broad as possible for ABK.

One of the pioneers of inclusive education in Enrekang District is the Ctike Pertiwi I Kindergarten. This school is a model for the implementation of inclusive education for ABK, especially for young children. Kindergarten Pertiwi I Cakke is the only school for early childhood in Enrekang Regency that gets special assistance from Hellen Keller International (HKI) to pioneer inclusive education.

## Literature Review

### Inclusive Education for Children with Special Needs

At the most basic level, Children with Special Needs (or ABK) are the same as other children who need attention and education. It's just that there are advantages that often distinguish them. For example, an ABK child is not always a child who is a slow learner, but perhaps a child who is able to absorb the knowledge given by the teacher faster than other children. ABK is not always a physically handicapped child, but a physically normal child with a deficiency. The child may experience dyslexia (difficulty in reading and writing), difficulty concentrating and hyperactivity. Therefore, inclusive education is one of the government's attempts to accommodate all citizens who are entitled to equal access to education.

ABK has a broader meaning when compared to the understanding of extraordinary children. Children with special needs are children who, in their education, need specific services and are different from children in general. ABK has special characteristics that are different from children in general, without always showing mental, emotional, and physical disabilities. These characteristics include children with special needs, the visually impaired, the deaf, tunagrhita, those with learning difficulties, behavioural disorders, as well as gifted children and children with health disorders.

According to Depdiknas & Direktorat, (2007), children with Special Needs are children who have significant (i.e. meaningful) disabilities or deviations (e.g. physical, mental-intellectual, social and emotional). These conditions exist in the process of growth or development compared to other children of comparable age, meaning that children with special needs require special education services through inclusive education programs.

Salamanca (1994) at the World Conference on Special Needs Education stated that inclusive education is the latest development of educational services from the educational model for children with special needs. The basic principles of inclusive education imply that all children or students should learn together without regard to the difficulties and differences that exist between them. Through inclusive education, ABK students are educated with other (normal) children to optimize their potential. This is based on the fact that in some communities, there are normal children and children with special needs who cannot be separated. Therefore, the character of inclusive education needs to be instilled in this ABK so that the students are able to face their real life in the future. One way to do this is to modify the school curriculum and the learning material that is taught.

According to Smith (2006), inclusive education is used to describe the integration of children with disabilities (people with disabilities/disabilities) into school programs. The concept of

inclusion provides an understanding of the importance of accepting children who face barriers that exist in the curriculum, environment, and social interactions that exist in schools.

In (D. P. N. R. Indonesia, 2009), article 2 explains that inclusive education aims to: (1) provide the widest possible opportunity for all students who have physical, emotional, mental and social kelaianan, or have the potential for intelligence and/or special talents to obtain quality education in accordance with their needs and abilities; and (2) realise the implementation of education that respects diversity and is not discriminatory for all students. The reason for the need for the implementation of inclusive education is to better guarantee the formation of a democratic civil society, in accordance with human values, keep children from inheriting an inferiority complex, and make it easier for them to make the necessary social adjustments. In other words, children can learn from each other about knowledge and skills.

The nature of inclusive education consists of two things: i) Inclusive education is the incorporation of regular education and special education into a school system that is united to bring together the different needs of all students; and ii) Inclusive education is not just an educational method or approach, but a form of implementing philosophy that recognizes human diversity that has a single mission to build a better life (Handayani & Rahadian, 2013).

### **Inclusion Education for Early Childhood**

Research conducted by Malins (2016) shows that the earlier inclusive education starts, the more opportunities there will be to engage and fight against the violence and aggression that may develop. Students can learn to recognize how culture and history shape our social understanding of gender to create multiple world views. Inclusion is one of the models of education for children with special needs and is a further development of the integrated education system. The main idea regarding inclusive education, according to Johnsen & Skjorten (2003), is that every child is an integral part of his/her local community and regular classes and groups. School activities are organized with a large number of cooperative learning assignments, educational individualization, and flexibility in the choice of material. Furthermore, the teacher collaborates and has knowledge about learning strategies and general, special and individual teaching needs, and has knowledge about how to appreciate the plurality of individual differences in regulating classroom activities.

Smith (2006) has observed that 'inclusiveness' can mean acceptance of children who experience barriers to the curriculum, environment, social interactions, and the school 'self-concept'. Therefore, the need for stimulation at an early age as a way of improving all aspects of development is based on a similar view. Conversely, delay or neglect of stimulation at an important age of development is likely to have a negative impact on a child's development.

According to Budi (2010), inclusive education is based on the spirit of building an inclusive community system; in other words, a social order that respects diversity. If inclusive education services begin from an early age, each child gets a good education according to their age and development, regardless of the economic condition of the family or their disabilities. It is important, therefore, for teachers to implement good learning planning so that all children are served.

'Early age' is likened to a golden age or a golden period in which positive stimulation instilled from early on will have a good impact on a child's growth and development. Some of the benefits include: (a) adding insight to children about the role of their environment in terms of the obstacles some students face, and creating awareness and understanding from an early age. For children with special needs, this creates a feeling that they are no different from the other children, giving rise to self-confidence. (b) educators will discover new knowledge and experiences that are very beneficial to them, encouraging them to create creative better methods in teaching and developing a commitment to the ethics and responsibilities of teaching.

This raises the important question: what material should be used in inclusion classes? Gould & Sullivan (1999) believe inclusive education must be oriented towards children's initiatives, based on teacher-directed development and approaches. It is recognized that activities and interventions will provide many benefits for children with special needs in inclusive education. To achieve such a goal, however, teachers, therapists, and parents must be prepared to assist in the activities of all children. Their programs need to be designed for children with special needs across the following areas: (1) circle time, (2) art center, (3) sand and water center, (4) block center, (5) dramatic play, (6) snack time, (7) transitions, (8) fine motor center, and (9) gross motor center.

### **Determinants in the Implementation of Inclusive Education**

According to (Johnsen & Skjorten, 2003) there are several factors that must be considered in the implementation of inclusive education: (1) Laws, namely the need for special laws that accommodate the interests of children with special needs, and financial support in their implementation; (2) knowledge-attitude, which is related to the recognition of children's rights and abilities and potentials; (3) local, regional and national curriculum; (4) potential educational changes, where inclusion must be supported by a reorientation in the field of teacher education and research; (5) cross-sectoral cooperation; (6) Adaptation of support, and (7) Job creation. The factors that most determine the successful implementation of inclusive education, according to (Rusyani, 2009), include a welcoming school (that is, a friendly school) and welcoming teacher (that is, a friendly teacher). Child-friendly schools are schools in which every child has the right to learn to develop their potential in a comfortable and open environment.



Schools are not only a place for children to learn, but for teachers to also learn from the diversity of their students. A friendly learning environment means being friendly to children and teachers. This has numerous benefits, such as: (1) Children and teachers can learn together as one learning community; (2) it puts children at the center of learning; (3) encourages children's active participation in learning; and (4) teachers develop an interest in providing the best educational services. In addition, educators in inclusive education must have the following competencies: (1) Understanding the vision, mission and goals of inclusive education; (2) Understanding and be skilled in recognizing the characteristics of children; (3) Being able and skilled in carrying out the assessment, diagnosis, and evaluation in the field of education and teaching; (4) Understanding and mastering the contents of the material, and skilled teaching practice, (5) Understanding and being skilful in planning learning and management; (6) Being skilful in managing students' social behaviour and interaction; and (7) Being able to hold communication and partnerships collaboration (Unesco, 2004).

Secondly, the resources centre learning services at schools and friendly teachers will operate more smoothly if supported by a resources center that can help provide technical assistance to inclusive schools. The task and function of the resources center are aimed at providing special needs education teachers who are professionally referred to as visiting teachers. The task of visiting teachers is to assist regular school teachers in helping to conduct assessments and design learning, as well as providing educational services to children with special needs. In addition, the resources center has the task of providing learning tools/media needed by children with special needs.

Third is Facilities and Infrastructure. The means and infrastructure of inclusive education are the hardware and software used to support the successful implementation of inclusive education in certain education units. Basically, all educational facilities and infrastructure in certain education units can be used in the implementation of inclusive education, but to optimize the learning process these need to be equipped with accessibility for the smooth mobilization of children with special needs.

Fourth is Parental Support. Parental support and collaboration with schools is crucial to serve the learning needs of children as a way of optimizing the potential of children. Close collaboration between parents and teachers can produce the best solutions in serving the learning needs of children at school. Active parental involvement in children's education at school is very important in relation to negotiations aimed at finding solutions to children's education, both at school and in the home.

## **Methodology**

Our research uses a qualitative approach. Qualitative research is research that intends to understand the types of things that are observed by research subjects, such as behaviour, perception, motivation, action – from a holistic approach – and by means of descriptions in the form of words and language, in a specific context that naturally utilises various scientific methods (Moleong, 2009). The research design is a case study. In a general sense, case studies are detailed testing of a setting (a detailed examination of one setting), or one subject (one single subject), or one document store (one single depository of documents), or one particular event (one particular event) (Bogdan & Biklen, 1998).

The research subjects in this case are from the Ctike Pertiwi Kindergarten at Enrekang Regency in Indonesia. The research informants were the Principal, Special Assistant Teacher, and parents of the students. Through this qualitative approach, it is expected that we will obtain in-depth information about the implementation of inclusive education in Cakke Pertiwi I Kindergarten. Furthermore, this information will be interpreted as a research finding.

## **Results and Discussion**

### **School Readiness for Providing Inclusive Education**

One of the basic requirements in order to become an inclusive education provider is to have students who have special needs. Furthermore, the school must have a commitment to manage inclusive education in a professional manner. In addition, it must also have a network of cooperation with related institutions supported by the availability of learning facilities and facilities that are easily accessible to all children (Suparno, 2010).

Depdiknas & Direktorat (2007) explain that inclusive schools are regular schools that are selected through selection and have comprehensive human resource readiness beginning with the Principal, teachers, parents, students, administrative staff, through to the school/community environment). Cakke's Pertiwi Kindergarten, before it officially held an inclusive education program in 2014, had made significant preparations to support the successful implementation of inclusive education plans. Among these preparations made was working with the Enrekang District Education and Culture Office so as to pioneer inclusive education. Their first task was to establish a partnership with Hellen Keller International (HKI), which is a non-governmental institution that is concerned with fostering children with special needs.

Furthermore, to ensure the seriousness and sustainability of inclusive education programs, the Enrekang District Government also signed a Memorandum of Understanding (MoU) with IPR to provide assistance during the pioneering of inclusive education programs. The

form of assistance provided was to provide training for Special Guidance Teachers (GPK) and the involvement of the Enrekang District Office of Education and Culture in inclusive education forums, and this was both at the national and international levels. The seriousness of the kindergarten Pertiwi I Cakke in preparing to become an organizer of inclusive education was also realized by conducting socialization based on the importance of inclusive education for ABK.

Another task that was undertaken by the Enrekang District Education and Culture Office was to maximize the implementation of inclusive education in Perakwi Pertiwi I Cakke-designated Extraordinary Schools (SLB) so they could become a Resource Center (RC); that is, Enrekang SLBN. This Resource Center serves as a provider of information for schools that have been designated as providers of inclusive education, related to technical matters, including school management, learning techniques for children with special needs, and curriculum development.

But to maximize the implementation of inclusive education is not enough simply with the reliance on infrastructure. No less important is support in the form of 'non-infrastructure', such as the management system of education units. These include: (a) Student Management; (b) Curriculum Management; (c) Management of Educational Personnel; (d) Management of Facilities and Infrastructure; and (e) School and Community Relations Management).

### **Student Management**

The policy relating to student management aspects for inclusive education in Cakke Pertiwi I Kindergarten was implemented based on existing operational standards in the Enrekang District Education and Culture Office. Depdiknas & Direktorat, 2007) argue that student management aims to regulate various activities of students so that learning activities in schools can run smoothly, orderly, and regularly, and achieve the desired goals. The implementation of the acceptance of new students, both regular and ABK students, is carried out simultaneously. The time and schedule of implementation are in accordance with the PPDB implementation guidelines for the Enrekang District Education and Culture Office. This is consistent with the opinion of Prihatin (2011), who explains that the student acceptance policy is made based on the instructions given by the district-city education office.

To facilitate the implementation of PPDB, a committee was formed. The committee consisted of school principals, teachers, and education personnel. The committee was approved by a decree signed by the school principal. The registration system included: (a) the announcement of acceptance of new students and socialization to the public; (b) the taking of forms by prospective students; (c) the filling out of data; and (d) returning the form. This is in accordance with the opinion of Imron (1995) who outlines the procedures for the admission

of new students accordingly: (1) the establishment of a new student admission committee; (2) meeting for the determination of new students; (3) making/installing/sending announcements; (4) the registration of new students; (5) selection; (6) determination of students received; and (7) announcement of students received.

According to the Minister of National Education Regulation No. 70 of 2009 (P. M. P. N. R. Indonesia, n.d.), the admission of students with disabilities and/or special talents to the education unit takes into account the resources of the school. The education unit of the inclusive education provider allocates seats for students who have a disability of at least 1 (one) student in 1 (one) study group to be accepted. If, within the allotted time, student allocations are not met, the education unit can accept non-special needs students.

Kindergarten Pertiwi I Cakke has 16 (sixteen) ABK students. Each school has four people with a hearing impairment, two people with a hearing impairment, four people with hyperactivity, two people with autism, two people with slow speech, one person with low vision and one person with a mental disability. The number of ABK students is divided into the accumulation of 2 school years, specifically the 2018-19 and the 2019-20 years. The placement of regular students and ABK students happens in one class.

An inclusive school is a school in which the education service system requires that children with disabilities are serviced in the school according to their ability alongside their peers. This school provides a decent and challenging educational program, but according to the abilities and needs of each student. More than that, inclusive schools are also a place where every student receives and becomes a part of the class, and helps others alongside their teachers and peers, as well as other community members, so that their individual needs can be met. They also group students based on the level of intelligence or intelligence grouping, or according to academic ability or ability grouping, on special needs grouping or according to the type of their needs. With this grouping, the uniqueness of each student can be considered and fulfilled.

Pradhani & Imron (2016) agree, stating that the reason for grouping students in such a way is based on the reality that students are continuously growing and developing. This growth and development means that students differ from one another. So that the rapid development of students does not interfere with students who are slow and vice versa, the grouping students is carried out. This is not dissimilar to standardised learning that uses a more classical system, in terms of how fast learners are unable, nor are they expected to wait for students who are slow learners. Likewise, slow learners are unable to catch up to fast learners.

Furthermore, the inclusive education model used in the Cakke Pertiwi I Kindergarten model is a moderate, inclusive model, also commonly called the mainstreaming model. In this model, students with special needs learn together with other students in regular classes;



however, on certain occasions, students with special needs are separated to be given special treatment. In principle, students with special needs are given the same opportunity to learn in class alongside students who are not classified as children with special needs.

The separation of students with special needs from regular classes is done only on certain occasions where the learning process cannot be generalized. This class model is called a 'pull-out class', where children with disabilities learn with other children (non-special needs) in regular classes but at certain times are drawn from the regular class into the resource room for learning with special tutors.

Likewise, the implementation of inclusive classes must be designed so that learning can be optimized, especially learning materials, learning techniques, curriculum, evaluation systems and adequate support facilities such as special transportation, psychological assessment, therapy, special treatment and counselling that are needed for learning to run effectively because the main goal of inclusive education is to find and develop students' special abilities (Hallahan et al., 2009).

### **Curriculum Management**

The curriculum used in the implementation of inclusive education basically uses the regular curriculum that applies in public schools. However, because the various obstacles experienced by students with special needs vary greatly from mild, moderate to severe, in its implementation, the regular curriculum needs to be modified in such a way that suits the needs of students. Modifications to the curriculum are carried out by the curriculum development team at the school. The school curriculum development team consists of the Principal, special assistant teachers, subject teachers, counsellors, psychologists and other experts.

The implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational facilities, and infrastructure, as well as learning systems that are tailored to the needs of individual students (Depdiknas & Direktorat, 2007). The appropriate curriculum in the implementation of inclusive education is able to be used by each child with differing needs. The curriculum is flexible and can be arranged with the different needs of each child (UNESCO, 2004).

The results of the research in the Pertiwi Pertiwil Kindergarten revealed that the teachers used a national curriculum that had been modified in such a way that was needed by the ABK students. The use of the curriculum is also in accordance with the instructions from the Enrekang District Education and Culture Office to use the modified national curriculum in accordance with the diverse needs of ABK students.

According to Farrell (2007), various studies have found that for special schools to work, the curriculum must have its own characteristics. While the curriculum for special schools (inclusion) uses a syllabus that's based on the national curriculum is flexible, the curriculum can also be formed in such a way that its content is effective. The time spent on each subject and curriculum area can also be arranged according to the needs, the depth and interrelation between aspects of the curriculum, meaning that the program being studied must be modified. Mallory and New (1994) also note that curriculum development for inclusive education must be done in the correct manner: that is, by considering the individual ability of students. The planning for the development of teaching materials (or subject matter) in special schools (inclusion) must consider priorities for students who have special needs in addition to non-special needs students. Special attention includes all aspects related to the curriculum, curriculum implementation, assessment, and other learning improvement efforts.

### **Management of Educators and Educational Personnel**

One of the main characteristics of inclusive education providers is that they must have special assistant teachers (GPK) for ABK students. This is done *if* there are obstacles when the teaching and learning process in the classroom is against children with special needs. The role of the special assistant teacher is to help overcome these obstacles. The relationship ABK students have with a special assistant teacher, as explained by Nur'aeni (2014), is that the special assistant teacher is a companion in the field of preschool education and primary school. The teacher works directly with a child with special needs during the preschool and elementary school years.

According to our research findings, the Pertiwi I Cakke Kindergarten has two Special Assistance Teachers: Munawar and Sitti Maryani. The two GPKs assisted all activities and learning processes for 16 specialist crew in the Cakke Pertiwi I Kindergarten. Besides teaching and other regular tasks, the GPK's were responsible for the class in which there were regular students and special needs students.

Based on the results of research in the Pertiwi Kindergarten I Cakke, we also found that the facilities and infrastructure available were sufficient. Room Facilities to carry out learning activities in class are also available according to existing standards. Likewise, rooms for assessment, consultation, training, and remedial teaching, and tool storage are also available. In terms of facilities and infrastructure planning, the Principal, the class teacher, special assistant teacher, and school committee compile a list of school needs in each school year. Suggestions and supporting infrastructure for learning are also a priority, especially those that become special needs of students who experience obstacles based on the type of requirements they have. Planning for the procurement of facilities and infrastructure is also carried out by submitting proposals addressed to the Enrekang District Office of Education and Culture, the



Provincial Government of South Sulawesi and the Ministry of Education and Culture of the Republic of Indonesia.

Furthermore, the organization of facilities and infrastructure is carried out by way of inventorying all types of assets owned by the Perakwi Pertiwi I Cakke Kindergarten, both permanent and non-permanent. Educational game equipment (APE) and supporting equipment for special needs students are stored neatly and maintained and always maintained.

The organization and maintenance of school facilities and infrastructure is a very important factor in ensuring the continuity of an educational process. School facilities and infrastructure are decisive in efforts to build a quality education system. Annurrahman (2014) has argued, for example, that learning facilities and infrastructure are factors which contribute to student learning outcomes. In learning, it is expected that all parties properly maintain all facilities.

### **Public Relations Management**

An educational institution needs to pay attention to aspects of public relations. It must be realized that the community has a very important role in the existence, continuity, even progress of educational institutions—at least one of the parameters of determining the fate of educational institutions in the community. If there are advanced educational institutions, it is almost certain that one of the success factors will be community involvement and vice versa. If there is an educational institution that is sinking or having bad luck, one of the causes could be the community (Mukminin, 2009). The relationship between school and community, therefore, aims to achieve the following: 1) advance the quality of learning and growth of children; 2) strengthen goals and improve the quality of life and livelihood of the community; 3) and encourage the community to establish relationships with school (Qomar, 2007).

Cakke I Pertiwi Kindergarten is an early childhood education institution that has good community relations management. Based on the results of the study, it was found that the Pertiwi Kindergarten I Cakke had established a strong partnership with the community, both through the teacher's personal relationships and the institutional school. Kindergarten Pertiwi I Cakke partners actively with fellow early childhood education institutions, the disability community, and Non-Governmental Organizations affiliated with children with special needs. Kindergarten Pertiwi I Cakke also has a harmonious relationship with the parents' forum for students. Efforts to maintain relationships with students' parents were made by involving them in school activities, especially those related to celebrations at school, such as parades or student observations. In addition to the parent forum, Ctike Pertiwi I Kindergarten also works to establish communication and cooperation with the school committee to get input related to school development and progress.

Most parents of children with special needs assume that their children will benefit positively in academic terms if they are sent to regular schools that provide inclusive education (Frederickson et al., 2004). However, the main reason parents of children with special needs send their children to regular schools is to provide inclusive education rather than to schools with special needs. This is because parents consider that their children's social opportunities increase in inclusive schools (Sloper & Tyler, 1992; Nakken & Pijl, 2002).

The results of the study by Tiwari et al. (2015) has found that the success of the implementation of education for students with special needs cannot be separated from the support of social life and the habits of the surrounding community. Inclusive education for students with special needs requires a critical-theoretical approach, self-reflexiveness and research-oriented collaboration among professional learning communities. In addition, it is necessary to build partnerships between schools-community-colleges and include young teachers, experienced teachers, teaching assistants and college tutors (Robinson, 2017).

## **Conclusion**

There are two essential elements to inclusive education: the incorporation of regular education and special education into a school system that aims to cater to the different needs of all students. Therefore, inclusive education is not just a method or approach to education but a form of implementing philosophy that recognizes human diversity that has a single mission to build a better life for all students. Cakke I Pertiwi Kindergarten, as an early childhood education institution that has implemented an inclusive education program, is considered reasonably successful in implementing an inclusive education program. Before becoming a model school by the Enrekang District Government as an inclusive school, Cakke's Pertiwi Kindergarten I prepared its institutions well, including establishing partnerships with organizations engaged in an inclusive world such as Hellen Keller International.

In implementing the inclusive education program, Cakke I Kindergarten implemented the principle of inclusive education in accordance with procedures and standards set by the Indonesian government, and this is in terms of students, curriculum, educators and education personnel, facilities and infrastructure, as well as in the area of public relations. Consistency in implementing inclusive education that is in line with operational standards will deliver the success of educational programs for all participants.

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