

A REVIEW OF INDONESIAN INCLUSIVE EDUCATION RESEARCH IN ELEMENTARY SCHOOL : FROM 2015-2022

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Abstract

This study utilizes a systematic literature review to (1) identify research subjects, (2) research subthemes, (c) research methodologies, and (d) research results in Indonesian primary schools. The PRISMA methodology was used to examine numerous literatures with similar topics in this study. The SINTA database is used for the article search. The PRISMA paradigm is implemented in four stages: identification, selection, classification, and inclusion. 37 papers were analyzed from these stages to get ready an overview of the findings. The study's findings show that the three primary themes that have emerged as the focus of inclusive research in Indonesia are the implementation of inclusive education, inclusive education policy, and the teaching and learning process in inclusive education. In general, the analysis of the literature shows that the implementation of inclusive education is proceeding as expected, with public schools beginning to accept the presence of children with disabilities in one moment of learning, with no discrimination against them by the teacher or the students themselves. However, the implementation of inclusive education is hampered by a shortage of competent human resources in dealing with children with special needs, therefore, instructors must be able to seek assistance and increase competency to enable better learning.

PENDAHULUAN

Inclusive education is a technique that aims to give equal opportunity to all students who attend school, including those with impairments (Setiawan et al., n.d.). The right to an education is a citizen's right guaranteed by legislation. (Junaedi, 2019). The creation of inclusive education is due to the strengthening of the drive by all parties to provide equal access to education services for children with disabilities (SÁNCHEZ et al., 2021). The topic of inclusive education has become a worldwide one, with numerous governments throughout the world promoting it.

Despite being a global issue, almost 90% of children with special needs in most developing countries cannot enjoy public schools, and 50% of them continue their education in secondary schools (Khan et al., 2017). Although the principle of equality for all children in the world has been equalized, people with disabilities are still

discriminated against (Pappas et al., 2018). In practice, the construction of an inclusive education delivery system is still debated, and its theoretical construction is always evolving, interpretative and tends to vary (di Gennaro et al., 2014)

Inclusive education has become a global issue trend with its various dynamics and policies. Universal Design Learning (UDL) has become a trend that supports inclusive education policies, namely by designing various learning designs and considering the various variations of student skills in the curriculum. UDL supports the configuration of curriculum differentiation so that all students have equal opportunities in access to learning (McKenzie & Dalton, 2020). Education policy reformulation for all also occurred in Austria, where the reform was divided into three phases, namely the development of the education system for children with special needs, the establishment of integrative learning practices and development efforts towards inclusive education that have occurred to date (Buchner & Proyer, 2020). The commitment to implementing inclusive education is also carried out in Ghana, where the government initiates policies, guidelines, and recruitment of coaches and collaborations to support equitable social welfare (Asamoah et al., 2022).

Different views on the inclusive education system are very dynamic. America and Europe are of the view that the unification of children with disabilities with normal children in one class can lead to exclusion for children with special needs, including being vulnerable to physical and psychological disorders, not only creating similarities but can cause new problems (Djone & Suryani, 2019). They prefer that children with disabilities are united in one school, namely an inclusive school (Terzi, 2014). In the Indonesian perspective, inclusive education is one of the alternatives for children with special needs in obtaining education services in villages and remote areas, considering that Indonesia is a very large archipelagic country (Alfian, 2013). In several other countries, inclusive education is an approach to providing education services for children with disabilities in public schools (Ainscow, 2005).

Along with the rapid development of education, the general view of inclusive education is no longer limited to the integration of children with disabilities with normal children in public schools, but has a broader definition where (Bouillet, 2013). In other words, inclusive education is a transformation of the education system that upholds the spirit of diversity (Biscevic et al., 2017; Kurnia, 2021; Poul & Volzhentseva, 2021). Inclusive education proves that cultural, economic, social, language and intelligence backgrounds are not considered to be a source of difference in accessing education for all. Although in the midst of the process experiencing various challenges, the view which states that every child is unique, needs to be accommodated in inclusive education through policy reform and the creation of a good system (Malak, 2013; Mullick et al., 2012), including overcoming the challenges of education in Indonesia.

Trends in inclusive education are developing. In this case, the international community does not yet have a standard definition of inclusive education, creating and implementing different policies on inclusive education both in terms of implementation and context (Djone & Suryani, 2019). Likewise in Indonesia, especially at the level of basic education, there have been many studies that focus their studies on inclusive education in elementary schools with various themes in the form of learning processes, policies, and so on (Rante et al., 2020). Whereas in the two decades there have been various positive changes related to inclusive education policies. In addition, there are also various gaps between children with special needs and the community and educational institutions (The United Nations Children's Fund (UNICEF), 2007). For this reason, it is important to conduct a literature study to identify, review, and synthesize inclusive education in Indonesia. The data was obtained through the analysis of several articles related to inclusive education in Indonesia with several specified criteria.

A. Research Methodology

1. Research design

This section outlines the literature and related findings by researchers that form the background for this study. This study uses a Systematic Literature Review (SLR) which aims to collect, identify, analyze and synthesize various studies on inclusive education in elementary schools. SLR is used a set of scientific methods to review the literature with the aim of avoiding errors and biases that are carried out systematically by mapping certain phases (Peter et al., 2019) An overview of systematic reviews using SLR is shown in the figure below:

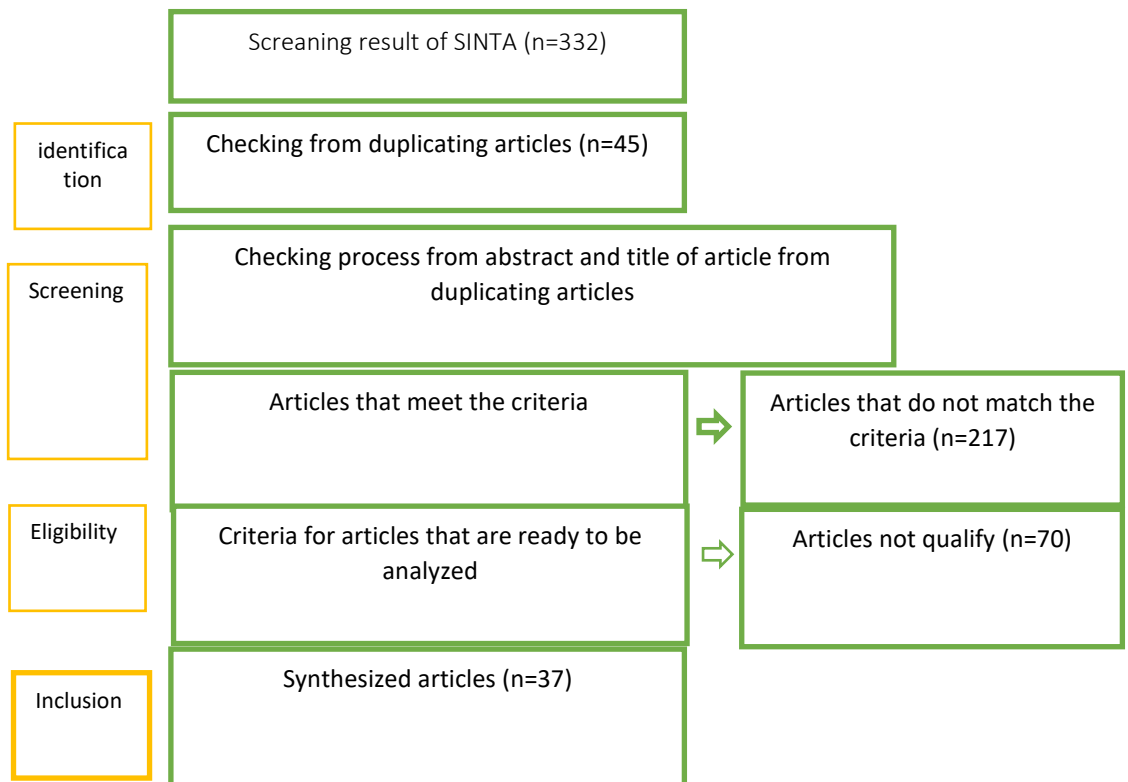


Figure 1: Research data sources and flow charts

Table 1: The identity of the article under review

No	Author Name	Article Title	Journal Name
1	Setiawan et al., 2020	Analisis Kendala Guru Di SDN Gunung Gatep Kab. Lombok Tengah Dalam Implementasi Pendidikan Inklusif	Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan (2020)
2	Baharuddin & Saidang, 2020	Implementasi Kebijakan Pendidikan Inklusif di SDN No. 39 Cakke	Edumaspul: Jurnal Pendidikan (2020)
3	Syaifudin, 2021	Implementasi Pendidikan Inklusif di Madrasah Ibtidaiyah di Jawa Timur	EL-BANAT: Jurnal Pemikiran dan Pendidikan Islam
	Banati & Rofiah, 2018	Peran Pendidikan Dalam Proses	FUNDADIKDAS

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4		Pembelajaran Inklusif (Studi Kasus Di SD Muhammadiyah Dadapan Kabupaten Sleman)	
5	Hastina & Harahap, 2018	Evaluasi Penyelenggaraan Pendidikan Inklusif Bagi Anak Berkebutuhan Khusus di SDN Medan Marelan	GENTA MULIA
6	Holifurrahman, 2020	Kurikulum Modifikasi Dalam Praktik Pendidikan Inklusif di SD Al-Firdaus	INKLUSI: Journal of Disability Studie
7	Murniarti & Anastasia, 2016	Pendidikan Inklusif di Tingkat Sekolah Dasar: Konsep, Implementasi, Dan Strategi	JDP
8	Nurwan, 2019	Implementasi Kebijakan Pendidikan Inklusif di Sekolah Dasar	JESS (Journal of Education on Social Science)
9	Effendi, 2021	Pendidikan Islam Inklusif Berbasis Multikultural Pada Madrasah	JOEAI (Journal of Education and Instruction)
10	Bedha Tamela et al., 2020	Penyelenggaraan Pendidikan Inklusif Anak Berkebutuhan Khusus (Studi Multi Situs di SDN-4 Palangka Dan SDN-3 Langkai Kota Palangka Raya)	Journal Of Environment and Management
11	Junaedi, 2019	Efektivitas Kebijakan Pendidikan Inklusif di Tingkat Sekolah Dasar	Jurnal Administrasi Pendidikan
12	Dian Putera Karana		Jurnal Akuntabilitas Manajemen Pendidikan (2016)
13	Ahmad Waki	Persepsi Orang Tua Terhadap Pendidikan Inklusif Sekolah Dasar di Kecamatan Gunung Putri Kabupaten Bogor Provinsi Jawa-Barat	Jurnal Basicedu 2017
14	Kezia Angelica Efendy, Sri Moerdijati, Desi Yoanita	Classroom Communication Process Dalam Pendidikan Inklusif Sekolah Dasar Galuh Handayani	Jurnal E-Komunikasi (2018)
15	Minsih, Muhamad Taufik, Dan Ummi Tadzkiroh	Urgensi Pendidikan Inklusif Dalam Membangun Efikasi Diri Guru Sekolah Dasar	Jurnal Ilmiah Pendidikan Citra Bakti 2021
16	Ika Damayanti, Frisma Mufti Hafisyah Dewanti, Happy Asy-Syifaini Abaddiyah, Sri Antari, Andi Prastowo	Implementasi Pendidikan Inklusif Multikultural Untuk Membentuk Karakter Siswa Yang Toleran: Kasus Di Kelas VI MIN 2 Gunungkidul	Jurnal Inovasi Pendidikan Dasar (2021)
17	Efika Nurahmasari Lubis	The Policy Implementation in Organizing Elementary School Level Inclusive Education In Yogyakarta City's.	Jurnal Kebijakan Pendidikan (2016)
18	Dewi Rahmawati Hartadi, Dimas Arif Dewantoro, Ahsan	Kesiapan Sekolah Dalam Melaksanakan Pendidikan Inklusif Untuk Anak Berkebutuhan Khusus	Jurnal Ortopedagogia, (2019)

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	Romadlon Junaidi	di Sekolah Dasar	
19	Ilona Aulia Nur Syafarana, Assyifa Chairani	Pelaksanaan Pembelajaran Anak Berkebutuhan Khusus Pada Masa Pandemi Covid - 19 Di Sekolah Inklusif SDN 12 Gedong	Jurnal Ortopedagogia, (2020)
20	Asep Supena	Model Pendidikan Inklusif Untuk Siswa Tunagrahita Di Sekolah Dasar	Jurnal Parameter (2019)
21	Puji Imam Muttaqien	Implementasi Pendidikan Inklusif Di Kota Tasikmalaya (Studi Kasus: SDN Gunung Lipung 4 Kota Tasikmalaya)	Jurnal Pendidikan Ilmu Sosial (2020)
22	Innayatul Khaeroh, Fela Advelia, Abdul Rosyid, Asep Supena	Pelaksanaan Pendidikan Inklusif Untuk Siswa Dengan Hambatan Penglihatan (Low Vision) Di Sekolah Dasar	Jurnal Pendidikan Inklusi (2020)
23	Endang Rochyadi, Tryastuti Irawati Belliny Manullang, Sunardi Sunardi	Penyelenggaraan Pendidikan Pada Masa Pandemi Di Sekolah Dasar Inklusif	Jurnal Pendidikan Kebutuhan Khusus (2021)
24	Fellianti Muzdalifah, Sarah Hikmah Fazrina	Trait Kepribadian Big Five Dan Sikap Guru Terhadap Pendidikan Inklusif Sekolah Dasar	Jurnal Penelitian Dan Pengukuran Psikologi, (2016)
25	M.K.Deskarita, A.Kurniawan, D.Habsary	Pembelajaran Tari Bedana Untuk Siswa Berkebutuhan Khusus Dalam Pendidikan Inklusif di SD Negeri 2 Metro Selatan	Jurnal Seni Dan Pembelajaran (2019)
26	Dinar Westri Andini, Ayu Rahayu, C. Asri Budiningsih, Mumpuniarti	Pandangan Kepala Sekolah Mengenai Pendidikan Inklusif Dan Anak Berkebutuhan Khusus di Sekolah Dasar DIY	Jurnal Taman Cendekia (2018)
27	Taryatman, Abdul Rahim	Strategi Pembelajaran Pendidikan Jasmani di Sekolah Dasar Inklusif Kota Yogyakarta	Jurnal Taman Cendekia (2018)
29	Ike Junita Triwardhani	Inclusive Culture in Educational Communication of Children in Primary School	Mediator, 2020
30	Suharjo, Supratman Zakir	Evaluasi Program Pendidikan Inklusif di Sekolah Dasar Menggunakan Model CIPP (Context, Input, Process, Product)	Sultra Educational Journal (Seduj) (2021)
31	Aulia Ajizah, Ali Rachman, Mirnawati	Pengaruh Mata Kuliah Pendidikan Inklusif Terhadap Pemahaman Mahasiswa PGSD FKIP di Universitas Lambung Mangkurat Terhadap Anak Berkebutuhan Khusus	Special And Inclusive Education Journal (2021)
32	Yuraeda Mufidah, Lalu Hamdian Affandi, Ida Ermiana	Identifikasi Tantangan Yang Dihadapi Guru Dalam Implementasi Pendidikan Inklusif di Sekolah Dasar Negeri 1 Gemel dan Sekolah Dasar Negeri	Renjana Pendidikan Dasar (2021)

		Batutulis	
33	N. Putu Nina Sriwarthini, K. Sri Kusuma Wardani, Aisa Nikmah Rahmatih, Nurwahidah, Fitri Puji Astria	Pemenuhan Hak Anak Berkebutuhan Khusus Dalam Implementasi Program Pendidikan Inklusif di SDN 20 Mataram	Progres Pendidikan (2020)
34	Aura Titania Cintoko Gayatri, Agus Kurniawan, Made Suryanatha Prabawa	Perencanaan Dan Perancangan SD Anak Emas Dan Mts Generasi Emas Dengan Pola Pendidikan Inklusif	UNDAGI (2021)

2. Data collection

The search for data sources in this study was accessed on electronic data source databases, namely SINTA. In conducting the identification, the researcher used several key words, namely inclusive education, inclusive education in elementary schools, inclusive education in Islamic Primary education (*Madrasah Ibtidaiyah*). The researcher also determines the criteria in analyzing the data by referring to the required criteria (Kartal & Guner, 2018; Williams, 2016), and developed by the researcher.

Table 1: Inclusion criteria

No.	Inclusion criteria	Data Source
1	Publication of journals or articles written by foreign and domestic researchers	SINTA
2	Research conducted in Indonesia	Study in Indonesia
3	Articles published from trustworthy local publications	SINTA
4	Article in Indonesia	SINTA
5	Year Publication between 2015-2021	SINTA

3. Data analysis

Data analysis in this study uses the provisions of qualitative research, especially SLR. There are three steps used in analyzing the data in this study, namely 1) coding, 2) code grouping based on similarities, and 3) data abstraction (Elo & Kyngäs, 2008). The next step is to conduct a peer review of the abstracted data. The peer review process is carried out with the assistance of people who are experts in their fields, in this case, Education and Inclusive Education experts (Fox & Lash, 2017). Data validated by experts is also checked for reliability.

B. Result

1. Research methods use

The table below describes the research reviewed. Two types of research are used in this study, namely qualitative and quantitative. The number of qualitative research is 27 and quantitative research is 10. Of the 27 articles, 5 of them used children with special needs as research participants and another 27 articles used students and teachers in public schools as their informants, Among those who use students with special needs as their informants, explore the management of a modified curriculum that is implemented with a cluster learning model and pull out for students (Holifurrahman, 2020).

Furthermore, Innayatul describes the successful experience of teachers in implementing education for students with low vision in inclusive schools (Khaeroh et al., n.d.); the implementation of inclusive education for children to analyze and map cultural development (Mufidah et al., 2021; Triwardhani, 2020). The other 22 studies examined inclusive education and its implementation in public schools, where teachers and students were the research subjects.

Quantitative methods in this study were also used in 10 articles. One of them is a study that aims to determine the level of acceptance of the implementation of inclusive education policies from the aspect of the level of acceptance of policy implementation, the policy implementation process and the behaviour of the target group (Pada et al. et al., n.d.). as well as other studies that use teachers and principals as informants in their research (*JURNAL TAMAN CENDEKIA*, Dinar, 2018, n.d.; Minsih et al., 2021).

Table 2. Research Designs

Research Approach	Data Collection & Instrument	Research Participant	Author name
Qualitative n=27)	Observation, interview, and documentation.	Kepala Sekolah, Guru Wali Kelas I, Kelas II, dan Kelas III SDN Gunung Gatep	Heri Setiawan, Itsna Oktaviyanti, Ilham S. Jiwandono, Lalu H. Affandi, Ida Ermiana, Baiq N. Khair
	Observation, depth interview, and documentation	Teachers in elementary school number 39 Cakke	Baharuddin, Saidang
	Participant Observation, depth interview, and documentation	MINU Miftahul Ulum 91 Plinggisan Kraton Pasuruan dan MI Terpadu Ar-Roihan Malang	Mochamad Syaifudin
	Observation, interview, and documentation.	Children with special education needs	Arum Umamil Banati
	Observation, interview, and documentation.	Siswa difabel di SD Al-Firdaus Surakarta	Holifurrah man
	-	-	Erni Murniarti, Nouf Zahrah Anastasia
	Observation, interview, and documentation.	Studi literatur	Tryas Wardani Nurwan
	Observation, interview, and documentation.	-	Hamdan Effendi
	Observation, Interviews and	Kepala Sekolah, Guru dan Siswa SDN 4	Bedha Tamela, Joni Bungai,

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	Document Analysis	Palangka dan SDN 3 Langkai	Wawan Kartiwa
	Observation, interview, and documentation.	Kepala sekolah, guru, komite, orang tua siswa, pengawas	Eddy Junaedi
	Non-participant Observation, deep interview, and documentation.	Studi literatur	Kezia Angelica Efendy, Sri Moerdijati, Desi Yoanita
	Observation, interview, and documentation.	Guru kelas di SD Lazuardi Kamila	Minsih, Muhamad Taufik, Dan Umami Tadzkirah
	Observation, interview, and documentation.	Guru Pembimbing Khusus (GPK) di SD Negeri se-Kecamatan Junrejo Batu; (2) Guru Shadow di SD Negeri se-Kecamatan Junrejo Batu; dan (3) Kepala Sekolah Inklusif di SD Negeri se-Kecamatan	Ika Damayanti, Frisma Mufti Hafisyah Dewanti, Happy Asy-Syifaini Abaddiyah, Sri Antari, Andi Prastowo
	Observation, interview, and documentation.	Junrejo Batu	Prita Indriawati
	-	Guru SD	Dewi Rahmawati Hartadi, Dimas Arif Dewantoro, Ahsan Romadlon Junaidi
	Observation, interview, and documentation.	Guru dan siswa di SDN 12 GEDONG	Ilona Aulia Nur Syafarana, Assyifa Chairani
	Observation, interview, and documentation.	Siswa Sekolah Dasar (SD) Negeri Gunung Lipung 4 Kota Tasikmalaya	Puji Imam Muttaqien
	interview	Guru pendidikan khusus (GPK) yang telah bekerja di sekolah tersebut selama 15 tahun	Innayatul Khaeroh, Fela Advelia, Abdul Rosyid, Asep Supena
	interview	sebanyak 80 di Sumatra Barat, Jawa Barat, Daerah Istimewa Yogyakarta, dan Kalimantan Timur.	Endang Rochyadi, Tryastuti Irawati Belliny Manullang, Sunardi Sunardi
	Observation, interview, and documentation.	Sebanyak 133 guru yang diperoleh dari 19 SDN Inklusi di	Fellianti Muzdalifah, Sarah Hikmah Fazrina

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		Jakarta Selatan dan Jakarta Timur.	
	Observation, interview, and documentation.	ABK SD Negeri 2 Metro Selatan	M.K.Deskari ta, A.Kurniawan, D.Habsary
	Observation, interview, and documentation.	The study was conducted in 3 elementary schools: 1) Taman Muda Ibu Pawiyatan, 2) SD Negeri Baciro and 3) SD Negeri Pakel.	Taryatman, Abdul Rahim
	Observation, interview, and documentation	Siswa ABK	Ike Junita Triwardhani
	Observation, interview, and documentation	9 guru kelas inklusi	Yuraeda Mufidah, Lalu Hamdian Affandi, Ida Ermiana
	Observation, interview, and literature review	Kepala sekolah SDN 20 Mataram yaitu Bapak H. Ridwan, S.Pd. dan salah satu guru damping, yaitu Ibu Astuti, S.Pd	N. Putu Nina Sriwarthini, K. Sri Kusuma Wardani, Aisa Nikmah Rahmatih, Nurwahidah, Fitri Puji Astria
	Observation, interview, and literature review	Studi literatur	Aura Titania Cintoko Gayatri, Agus Kurniawan, Made
	Observation, interview, and literature review	Studi literatur	Suryanatha Prabawa
uantit ative n=10)	Questionnaire	Siswa sejumlah 136 orang	Zesti And Zelin Elsa Efrina, Zulmiyetri
	Observation, interview, and documentation.	Guru, Wali Murid, Kepala Sekolah	Nina Hastina
	Multistage random sampling	56 sekolah dan sebanyak 27 sekolah dasar tersebar pada sebelas kabupaten/kota.	Mukhlis
	angket	41 orang yang ada di SD Negeri Gadingan Kecamatan Wates (sebagai sekolah berstatus negeri) dan MI Ma'arif Pagerharjo Kecamatan Samigaluh (sebagai sekolah berstatus swasta)	Dian Putera Karana

	Analisis Visual Grafik	Studi literatur	Johandri Taufan, Ardisal, Konza Yola Konitah
	Observasi Non-Partisipan Dan Wawancara Mendalam	26.742 orang tua yang menyebar ke 92 sekolah dasar	Ahmad Waki
	Kuesioner Dan Studi Dokumentasi	17 Sekolah Dasar (SD) Penyelenggara Pendidikan Inklusif seKota Yogyakarta	Efika Nurahmasari Lubis
	Questionnaire	25 kepala sekolah dasar inklusif di empat kabupaten dan satu kota dari Provinsi Daerah Istimewa Yogyakarta	Dinar Westri Andini, Ayu Rahayu, C. Asri Budiningsih, Mumpuniarti
	Questionnaire, interview, and documentation	-	Suharjo, Supratman Zakir
	Questionnaire	-	Aulia Ajizah, Ali Rachman, Mirnawati

2. Theme and result of the article under review

In this section, the research themes reviewed are presented. There are three major themes studied in this study, namely: implementation of inclusive education, teaching and learning process, and policy.

Table 3. The Research Theme of The Article being Reviewed

Theme	Research Sub-theme	Remarkable outcome of Research	Author
Implementation of inclusive education	Barriers to Inclusive Learning	(1) Experiencing Functional Difficulties; (2) Constraints in planning, implementation and evaluation	Heri Setiawan, Itsna O., Ilham S. Jiwandono, Lalu H. Affandi, Ida Ermiana, Baiq N. Khair
	Implementati on of Inclusive Education	Inclusive Education is very meaningful for stakeholders	Mochamad Syaifudin
	Inclusive Education Management	The minimum service standards at SDN Gadingan are very good, but they do not yet have guidelines for implementing inclusive education, so it is important to develop these guidelines.	Dian Putera Karana
	Parents' Perception	77.2% of parents agree with the implementation of inclusive education in elementary schools, while 25.8% disagree with the performance of inclusive	Ahmad Waki

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		education in elementary schools.	
	Advisory Teacher Duties Policy	Teachers need to modify teaching materials to be able to provide the right treatment for children.	Prieta Indriawati
	School Readiness	There are three forms of inclusive descriptions at SD Lowokwaru Malang, namely, inclusive implementation, lesson plans and evaluation of inclusive education	Dewi Rahmawati Hartadi, Dimas Arif Dewantoro, Ahsan Romadlon Junaidi
	Inclusive Education Process	(1) SD Negeri 4 Gunung Lipung has implemented an inclusive education program to the maximum (2) the communication process or policy delivery by the education office of the city of Tasikmalaya to deliver or transmit inclusive education programs is by appointing and authorizing in the form of a decree	Puji Imam Muttaqien
Policy	Inclusive education policies in primary schools	Inclusive Education Policy Reformulation is Conducted Guided by Applicable Regulations taking into account aspects of (1) school readiness, (2) student management, (3) curriculum management, (4) teaching staff management, (5) facilities and infrastructure management, and (6) public relations management.	Baharuddin, Saidang
	Concept, implementation and strategy	There are still many schools that still do not understand the concept, implementation, and strategy of implementing inclusive education.	Erni Murniarti, Nouf Zahrah Anastasia
	Inclusive education policy	The implementation of inclusive education provides alternative services to inclusive students because it is supported by the appropriate number of teachers and a mutually supportive learning atmosphere	Tryas Wardani Nurwan
	Implementation of inclusive education	The Current implementation of inclusive education still needs substantial improvement and support, primarily in terms of qualified teaching staffs, facilities/infrastructure and funding.	Bedha Tamela, Joni Bungai Wawan Kartiwa
	Policy implementation	70.59% have a Work Program Well, 58.82% provide a 'Quota' for children with disabilities and 52.94% provide a Psychological Test Service Quite Well.	Efika Nurahmasari Lubis
	Inclusive education model	The main product models for mentally retarded children are: (1) general guidelines for the implementation of inclusive education, (2) curriculum and learning models, model plans (3) lessons, (4) evaluation models, lessons (5) syllabus	Asep Supena

		'in elementary schools that have been modified for students with mental retardation.	
	Implementati on of inclusive education	The learning process during the COVID-19 pandemic has made teachers make changes in the teaching and learning process, but not all teachers use television programs as a medium of learning.	Endang Rochyadi, Tryastuti Irawati Belliny Manullang, Sunardi Sunardi
	Evaluation	The curriculum used by al-Azhar has been modified according to the characteristics of students	Suharjo, Supratman Zakir
	Inclusive education policy at elementary school level	The government needs infrastructure for the needs of inclusive education and to increase the effectiveness of supervision and development	Eddy Junaedi
	Inclusive education policy at primary school level	Factors that influence the success of policy implementation include internal factors; a) freedom of interaction, b) equal access, c) socialization, d) management, e) policy content, and external factors; a) coordination, and b) inclusive environment.	Mukhlis
	Policy	SDN 20 Mataram had implemented the concept of inclusive education quite well, shown by the disability rights that had been generally fulfilled in accordance with government regulation no. 72 of 1991	N. Putu Nina Sriwarthini, K. Sri Kusuma Wardani, Aisa Nikmah Rahmatih, Nurwahidah, Fitri Puji Astria
Teaching and learning	Error solving arithmetic operations	The Students' Mistake in Recognizing Symbol Was 11,61% (Very Small), The Students' Mistake In Recognizing Place Was 35,95% (Very Small), The Students' Mistake In The Process Of Saving Was 65,51% (Big), The Students' Mistake In Calculating Was 11,83% (Very Small), And The Students' Mistake In Writing Was 3,38% (Very Small).	Zesti And Zelin Elsa Efrina, Zulmiyetri
	Inclusive learning process	-	Arum Umamil Banati
	Evaluation of Inclusive Education for Disability	Reflection and improvement actions are needed on the components of inclusive education, namely (1) special educators for special assistant teachers. (2) facilities and infrastructure that have not adjusted to the needs of the crew as a whole. (3) Finance/Funds from the Government for Inclusive Education Providers. (4) Evaluation of Regional and National Levels for Children with Disabilities in	Nina Hastina

		Regular Schools	
	Curriculum modification in the practice of inclusive education	To become an inclusive school requires modifications in various aspects of the curriculum and adapting to the needs of students.	Holifurrahman
	Multicultural-based inclusive Islamic education	Inclusive education comes with a concept that aims to make education accessible to all people, including people with disabilities, which is developed and supported by the multicultural competence of a teacher.	Hamdan Effendi
	The effectiveness of the make a match learning model	The initial reading ability was carried out for 4 days with a mean of 30% and the trend of the direction remained constant and the data changes continued with the intervention for 5 days with a mean of 96%.	Johandri Taufan, Ardisal, Konza Yola Konitah
	Classroom communication process	Learning in inclusive classes is better using two-way communication	Kezia Angelica Efendy, Sri Moerdijati, Desi Yoanita
	Inclusive Education in Building Self-Efficacy	Inclusive Education Implementation System Can Encourage Teachers to Have Good Self-Efficacy	Minsih, Muhamad Taufik, Dan Ummi Tadzkiroh
	Inclusive learning process	The inclusive learning process is carried out online to avoid physical contact and the spread of Covid 19	Ilona Aulia Nur Syafarana, Assyifa Chairani
	Inclusive learning process	Media, learning processes and assessments need to be streamlined to obtain the expected learning outcomes.	Innayatul Khaeroh, Fela Advelia, Abdul Rosyid, Asep Supena
	Personality traits	There is no influence of teacher personality on teacher attitudes toward inclusive education ($p < \alpha$; $0,113 < 0,05$). therefore, in this study h_0 is accepted and rejected.	Fellianti Muzdalifah, Sarah Hikmah Fazrina
	Bedana Dance Learning	Students' interest in dance makes it easier for them to understand dance theory itself	M.K.Deskarita, A.Kurniawan, D.Habsary
	Principal's View	20 out of 25 principals in DIY primary schools have a narrow view of inclusive education which is still limited to accepting children with special needs, but most of the principals agree and are open to accepting students with special needs to be able to study in regular schools and study together with other students in Yogyakarta. Regular Class	Dinar Westri Andini, Ayu Rahayu, C. Asri Budiningsih, Mumpuniarti
	Learning strategies	Blind and Deaf students feel that they need adjustments in running sports with	Taryatman, Abdul Rahim

		appropriate language instructions, making task sequences, time allocation for study, modification of game/sport rules and learning environment	
	Inclusive education culture	That inclusive cultures built are giving opportunities and trust, helping spontaneously, reminding each other, respecting personalities, building discipline, developing tolerance, and carrying out all activities based on religious precepts.	Ike Junita Triwardhani
	Inclusive learning process	There is an influence of inclusive education courses on the understanding of PGSD students to children with special needs	Aulia Ajizah, Ali Rachman, Mirnawati.
	Inclusive learning process	The challenges faced by teachers include learning assessment instruments and techniques (initial identification, teacher competence, curriculum, facilities and infrastructure, parents and personality).	Yuraeda Mufidah, Lalu Hamdian Affandi, Ida Ermiana
	Inclusive learning process	It is necessary to re-plan the latest location with the application of the concept of a fun-inclusive space to provide a pleasing design and can be used by all users of normal students and with special needs.	Aura Titania Cintoko Gayatri, Agus Kurniawan, Made Suryanatha Prabawa

The main issue in inclusive education research is the teaching and learning process. There are about 49% of the literature reviewing the learning process in inclusive education. The themes presented are related to errors in the completion of arithmetic operations (Zesti et al., 2015), the results of the research illustrate that the percentage of students who misidentified a symbol was 11.61%, the percentage of students who misidentified a location was 35, 95%, the percentage of students who misidentified the process of saving was 65.51%, the percentage of students who misidentified the process of calculating was 11.83%, and the percentage of students who misidentified the process of writing was 3.38 %. (Very Small). Other studies also explain the challenges of teachers in managing inclusive classes, and the need for a fun-inclusive method. In addition, other research is also about the influence of inclusive education on the understanding of PGSD students towards children with special needs (Aulia et al., 2020; Gayatri et al., 2021; Mufidah et al., 2021)

Another research that has become literature from the teaching and learning theme is about inclusive education with a concept that aims to make education accessible to all people, including people with disabilities, which is developed and supported by the multicultural competence of a teacher (JOEAI (*Journal of Education and Instruction*), Hamdan, 2021, n.d.). then another research theme is about the use of the make a match method to stimulate early reading skills (Taufan et al., 2020)

The next major issue is policy. Almost 30% of the literature reviewed discusses policies for the implementation of inclusive education. The themes discussed included inclusive education policies in primary schools, concepts, strategies and implementation, implementation of inclusive education for children with special needs, policy implementation and models, and evaluation of inclusive education implementation (Junaedi, 2019; Penulis et al., 2021; Putu Nina Sriwarthini et al., 2020; Supena, 2017). In general, the focus of research is on the basic education level.

Inclusive Education Policy Reformulation is carried out based on national regulations as well as regional regulations. The process of implementing inclusive education is carried out by taking into account aspects of (1) school readiness, (2) student management, (3) curriculum management, (4) management of educators, (5) management of facilities and infrastructure, and (6) management of public relations (Baharuddin & Saidang, 2020). In fact, there are still many schools that still do not understand the concept, implementation, and strategy of implementing inclusive education (Nugraha, 2020). Its existence is able to provide alternative services to inclusive students because it is supported by the appropriate number of teachers and a mutually supportive learning atmosphere (Nurwan, 2019). Specifically in terms of qualified teaching staffs, facilities/infrastructure, and funding, the current implementation of inclusive education still needs significant improvement and support (Bedha Tamela et al., 2020). Inclusive education policy is characterized by the Bureaucratic Structure of 12 Schools (70.59%) Having Good Work Programs. Judging from the communication, 10 schools (58.82%) provide 'Quota' for ABK quite well and 9 schools (52.94%) provide psychological test services quite well. Viewed from Resources, Schools (Minsih et al., 2021).

The third issue that becomes the main focus in the literature reviewed is the implementation of inclusive education. The theme in this issue discusses implementation, constraints, school policies and teacher duties. The results of the study illustrate that the obstacles to inclusive learning include functional, planning, implementation and evaluation constraints (Setiawan et al., n.d.), even though inclusive education is very valuable and meaningful for stakeholders (Syaifudin, 2021), so that ideal guidelines are needed in the implementation of inclusive education (Akuntabilitas Manajemen Pendidikan & Putera Karana Dinas Pendidikan Kabupaten Kulonprogo, 2016). Therefore, teaching materials are needed for appropriate services for children (Indriawati, 2013). In the end, parents, schools and other stakeholders believe in the impact of the performance of inclusive education in primary schools (Orang et al., 2017).

C. DISCUSSION

Based on the 37 articles reviewed above, there are three groups of themes that are most significantly studied. The three themes are (a) the implementation of inclusive education, (b) policies for the implementation of inclusive education, and (c) the inclusive learning process in elementary schools. On the theme of implementing inclusive education in primary schools, there are 7 articles that examine it, with varying sub-themes including barriers to inclusive learning, parental perceptions, management of inclusive education, school readiness, policy on the duties of supervising teachers. The second theme was reviewed by 11 articles with varied themes and sub-themes such as inclusive education policies in elementary schools, evaluation of inclusive education in primary schools, inclusive education implementation models and the concepts, strategies and implementation of inclusive education. Regarding the implementation of inclusive education in elementary schools, it is stated that schools are ready to implement inclusive education through the provision of teaching materials, infrastructure, and conducting meaningful learning (Syaifudin, 2021).

The availability of infrastructure is an important factor for improving the quality of inclusive education. This availability is through the preparation of modules in the form of craft interactive teaching (CiTA), this module was developed through a tutorial module whose results can improve inclusive learning (Maaruf et al., 2021). In addition, the combination of teacher activities with the environment increases the accuracy of the use of learning modules (Sprunt & Marella, 2021). Other factors that support the success of inclusive education are the availability of facilities (Muhammad Jahanzaib et al., 2019); the need to improve public service facilities for the growth of inclusive education

(Siddiqui et al., 2021). In order to run well, schools need to prepare various things needed to support inclusive education that is supported by the perceptions of parents and stakeholders.

Regarding parents' perceptions of inclusive education, they are very diverse. Many factors influence parents' perceptions of inclusive education, including their experiences which can be positive and negative (Magumise & Sefotho, 2020). The factor of women (mothers) being the most influential in serving children with disabilities and usually bear the burden of meeting the burden of Health and Education for children (Brydges & Mkandawire, 2020); parents strongly support inclusive education but should be separated from other children, because inclusive children in inclusive education require technical (Narumanchi & Bhargava, 2011); different things about parents' perceptions are not supported by the competence and knowledge of parents themselves about inclusive education, there is no difference between parents with disabilities and developing children (Amponteng et al., 2019). In Indonesia, the perception of parents about inclusive education is divided, 74% of parents agree with the implementation of inclusive education in primary schools and 26% do not agree, this finding is motivated by the belief of parents that the condition of the child is not a reason to differentiate but has the same rights in the field of education. Education, but some parents also think that mixing children in one class with children with special needs can have a negative impact (Rasmitadila et al., 2019).

The second theme in this research literature review is policy. There are 11 articles or about 30% of articles discussing inclusive education policies. The policy in this case discusses various things including the adaptation program for inclusive education with the environment (Fernandes, 2018) covering school readiness, student management, curriculum management, teaching staff management, facilities and infrastructure management, and public relations management (Baharuddin & Saidang, 2020). Other support in its implementation is the strengthening of human resources, especially personnel for children with special needs, as well as coaching and training for teachers (Nurwan, 2019); From the policies above, not everything went smoothly, partly due to inadequate resources and teacher incentives (Karya, 2018).

Based on the description of the discussion above, it can be clarified that the important research themes in the field of inclusive education in basic education from 2016-2021 are teaching and learning, policy and implementation. In the aspect of teaching and learning, it examines the learning process in the classroom, the use of various appropriate learning methods for inclusive education. As for the implementation theme, it examines the model of implementing inclusive education and the concepts, strategies and implementation of inclusive education. The policy theme describes various things about inclusive education policies and evaluation of the implementation of inclusive education.

D. Conclusion

This research is an SLR that analyzes scientific articles published in Indonesian nationally reputable journals indexed by SINTA. SINTA is a database of quality accredited scientific journals in Indonesia and is recognized by the Indonesian Ministry of Education. The number of articles reviewed was 37 articles. The results of this literature review clearly describe inclusive education research in primary schools. With the SLR method, researchers identify articles published on the SINTA website, classify and synthesize research results based on various themes. Referring to this process, there are three major themes that become the study of inclusive education research in primary schools, namely the implementation of inclusive education, inclusive education policies, and teaching and learning inclusive education. The limitation of this research is that the

search for references from various articles published in international journals cannot be traced and used as references.

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