



JPI (JURNAL PENDIDIKAN INKLUSI)
UNIVERSITAS NEGERI SURABAYA
P-ISSN : < > E-ISSN : 25809806



1.10714
Impact



828
Google Citations



Sinta 4
Current
Acreditation

Google Scholar Garuda Website Editor URL

History Accreditation

2017 2018 2019 2020 2021 2022

Garuda Google Scholar

The Implementation of Inclusive Education for Children with Special Needs in SD Negeri Unggulan Mongisidi 1 Makassar
Jurusan Pendidikan Luar Biasa JPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 2 (2024) 143-155
2024 DOI: 10.26740/inklusi.v8n2.p143-155 Accred : Unknown

MANAJEMEN KURIKULUM INOVATIF DALAM MEWUJUDKAN PENDIDIKAN INKLUSIF: LITERATUR REVIEW
Jurusan Pendidikan Luar Biasa JPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 2 (2024) 95-106
2024 DOI: 10.26740/inklusi.v8n2.p95-106 Accred : Unknown

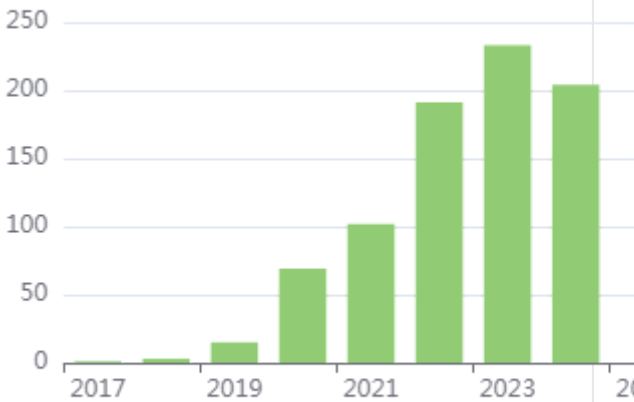
MANAJEMEN PENDIDIKAN INKLUSI DI SEKOLAH UMUM : (Studi Kasus di SD Budi Mulia Dua Yogyakarta)
Jurusan Pendidikan Luar Biasa JPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 1 (2024) 67-77
2024 DOI: 10.26740/inklusi.v8n1.p67-77 Accred : Unknown

A IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS: A LITERATURE REVIEW AND BIBLIOMETRIC ANALYSIS
Jurusan Pendidikan Luar Biasa JPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 2 (2024) 130-142
2024 DOI: 10.26740/inklusi.v8n2.p130-142 Accred : Unknown

CARA SISWA TUNA GANDA BERINTERAKSI DENGAN TEMAN SEBAYA DI SLB NEGERI SURAKARTA
Jurusan Pendidikan Luar Biasa JPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 2 (2024) 107-116
2024 DOI: 10.26740/inklusi.v8n2.p107-116 Accred : Unknown

Model Pembelajaran ABK pada Pendidikan Inklusif di Sekolah Dasar

Citation Per Year By Google Scholar



Journal By Google Scholar

	All	Since 2020
Citation	828	819
h-index	16	16
i10-index	18	18

Tantangan dan Peluang dalam Penegakan Hukum Hak Pendidikan Bagi Penyandang Disabilitas

Jurusan Pendidikan Luar BiasaJPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 1 (2024) 1-172024DOI: -Accred : Unknown

PENGARUH PSIKOEDUKASI EMPATI DALAM MENINGKATKAN PERILAKU TOLERANSI SISWA SD NEGERI TUGU SURAKARTA

Jurusan Pendidikan Luar BiasaJPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 2 (2024) 117-1292024DOI: 10.26740/inklusi.v8n2.p117-129Accred : Unknown

STRATEGI GURU PENDAMPING KHUSUS DALAM MELAKSANAKAN PEMBELAJARAN PADA ANAK ADHD DI SEKOLAH DASAR 01 TELAGASARI

Jurusan Pendidikan Luar BiasaJPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 1 (2024) 37-472024DOI: 10.26740/inklusi.v8n1.p37-47Accred : Unknown

Bahasa Inggris

Jurusan Pendidikan Luar BiasaJPI (Jurnal Pendidikan Inklusi) Vol. 8 No. 1 (2024) 48-662024DOI: 10.26740/inklusi.v8n1.p48-66Accred : Unknown

View more ...

Citation Per Year By Google Scholar

20202021202220232024

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100

0102030405060708090100



[Home](#) / Editorial Team

Editorial Team

Editorial Advisory Board

Dr. Asri Wijastuti, M.Pd., ([Scopus ID: 56560097000](#)), Universitas Negeri Surabaya, Indonesia

Editor in Chief

Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd., ([Scopus ID: 57217302917](#)), Universitas Negeri Surabaya, Indonesia

Editorial Board

dr. Febrita Ardianingsih, M.Si., ([Scopus ID: 57215525261](#)), Universitas Negeri Surabaya, Indonesia

Muhammad Nurul Ashar, S.Pd., M.Ed., ([Scopus ID: 56964142200](#)), Universitas Negeri Surabaya, Indonesia

Acep Ovel Novari Beny, S.Pd., M.Pd., Universitas Negeri Surabaya, Indonesia

Diah Anggraeny, S.Pd., M.Pd., Universitas Negeri Surabaya, Indonesia

Nur Azizah, S.Pd., M.Pd., Ph.D. Universitas Negeri Yogyakarta, Indonesia

Umi Saiful Ummah, S.Pd., M.Pd., Universitas Negeri Malang, Indonesia

Pujaningsih, S.Pd., M.Pd., Ed.D., Universitas Negeri Yogyakarta, Indoni

Copy Editors

Diah Ekasari, S.Pd., M.Pd., Universitas Negeri Surabaya, Indonesia

Thaliah Intan Dwiprastiwi, Universitas Negeri Surabaya, Indonesia

Layout Editors

Windy Ovie Agatha, Universitas Negeri Surabaya, Indonesia

Proof Reader

Putri Firman Nadella, Universitas Negeri Surabaya, Indonesia

Vol. 8 No. 1 (2024)

DOI: <https://doi.org/10.26740/inklusi.v8n1>

Published: 2024-10-22


Articles

MANAGEMENT OF INCLUSIVE EDUCATION IN PUBLIC SCHOOLS

Indonesia

 **Andriawan Fajar Ramadhan**, Universitas Ahmad Dahlan, Indonesia

67-77

 **Ika Maryani**, Universitas Ahmad Dahlan, Indonesia

 DOI : <https://doi.org/10.26740/inklusi.v8n1.p67-77>

 Abstract views: 60 ,  PDF downloads: 188

 PDF

Analysis of learning models for children with disabilities in inclusive education in primary schools

 **Cesil Putri Ariyunda**, Universitas Negeri Malang, Indonesia

26-36


 **Candra Utama**, Universitas Negeri Malang, Indonesia

 DOI : <https://doi.org/10.26740/inklusi.v8n1.p26-36>


 Abstract views: 69 ,  PDF downloads: 204


 PDF

LITERATURE REVIEW INCLUSIVE EDUCATION: CHALLENGES AND OPPORTUNITIES IN LAW ENFORCEMENT OF THE RIGHT TO EDUCATION FOR PERSONS WITH DISABILITIES

 **Vivi Safaatul Janah P. Giana Abdul Jamal**, Constitutional Law Study Program, Faculty of Sharia, Institut Agama Islam Negeri Kediri, Indonesia

1-17


 **Zahra Ramadhani Abdul Jamal**, Constitutional Law Study Program, Faculty of Sharia, Institut Agama Islam Negeri Kediri, Indonesia

 **Siti Nurhayati**, Constitutional Law Study Program, Faculty of Sharia, Institut Agama Islam Negeri Kediri, Indonesia


 DOI : <https://doi.org/10.26740/inklusi.v8n1.p1-17>
 Abstract views: 34 ,  PDF downloads: 129


 PDF


SPECIAL ASSISTANT TEACHER STRATEGIES IN IMPLEMENTING LEARNING FOR ADHD CHILDREN AT ELEMENTARY SCHOOL 01 TELAGASARI

 **Ridahani Widiastuti**, Primary School Teacher Education Universitas Muhammadiyah Surakarta, Indonesia

37-47

 **Amellya Erza Putri Pramesti**, Primary School Teacher Education Universitas Muhammadiyah Surakarta, Indonesia

 **Aisha Irta Rizqullah**, Primary School Teacher Education Universitas Muhammadiyah Surakarta, Indonesia


 **Minsih Minsih**, Primary School Teacher Education Universitas Muhammadiyah Surakarta, Indonesia

 DOI : <https://doi.org/10.26740/inklusi.v8n1.p37-47>

 Abstract views: 40 ,  PDF downloads: 117

 PDF

INSPIRATION FROM JESUIT AND MONTESSORI EDUCATION IN THE DESIGN OF AN INCLUSIVE PRIMARY SCHOOL

 **Irine Kurniastuti**, Universitas Sanata Dharma, Indonesia

48-66

 **Eny Winarti**, Universitas Sanata Dharma, Indonesia

 **Bernardinus Agus Arswimba**, Universitas Sanata Dharma, Indonesia

 **Yohanes Heri Widodo**, Universitas Sanata Dharma, Indonesia

 DOI : <https://doi.org/10.26740/inklusiv8n1.p48-66>

 Abstract views: 40,  PDF downloads: 49

 PDF

IMPLEMENTATION OF AN INCLUSIVE EDUCATION SERVICE MODEL FOR CHILDREN WITH SPECIAL NEEDS AT AL FIRDAUS ELEMENTARY SCHOOL IN SURAKARTA

Jurnal Pendidikan Inklusif

 **Rena Khoqifah**, Universitas Sebelas Maret Surakarta, Indonesia

18-25

 **Sunardi Sunardi**, Universitas Sebelas Maret Surakarta, Indonesia

 **Tias Martika**, Universitas Sebelas Maret Surakarta, Indonesia

 DOI : <https://doi.org/10.26740/inklusiv8n1.p18-25>

 Abstract views: 75,  PDF downloads: 114

 PDF

MAIN MENU

FOCUS AND SCOPE

EDITORIAL TEAM

REVIEWER

AUTHOR GUIDELINE

PUBLICATION ETHICS

INSPIRATION FROM JESUIT AND MONTESSORI EDUCATION IN THE DESIGN OF AN INCLUSIVE PRIMARY SCHOOL

Irine Kurniastuti¹, Eny Winarti¹, Yohanes Heri Widodo¹, Bernardinus Agus Arswimba¹

Sanata Dharma University, Indonesia

¹irine.kurniastuti@usd.ac.id, ²enywinarti@usd.ac.id, ³heripsy@usd.ac.id, and ⁴agusarswimba@usd.ac.id

*corresponding author: irine.kurniastuti@usd.ac.id

Abstract

There have been many calls for concern for students with special needs. However, many schools under the Catholic Foundation are still experiencing obstacles in providing adequate learning accommodations for them. This research seeks to make a design proposal for a Guide to Celebrating Diversity in regular schools which are in the process of becoming inclusive schools. The design was prepared based on a needs analysis result. The design was based on literature searches and good practices in various inclusive schools and the basics of Jesuit and Montessori education. The designs prepared are given input by expert practitioners and submitted to teachers at schools to get input. This design is very likely to be used by school stakeholders. The main principle that needs to be considered is the Foundation's policy regarding the preparation of human resources, acceptance of new students, curriculum accommodation, the prepared environment, and funding.

Keywords: *inclusive, Jesuit education, Montessori method*

INTRODUCTION

Echoes of inclusiveness in the world of education continue to be heard and invite various parties to welcome it and provide broad access for the implementation of inclusive education. The Indonesian government has also issued Law (UU) no. 8 of 2016 concerning Persons with Disabilities. Through this law, the government hopes that people with disabilities, which include physical, intellectual, sensory, and mental disabilities, will receive equality in their rights, including accessing education and getting decent work.

In response to the various government regulations above, researchers are called to be part of the Indonesian government's and even the world's programs in empowering the disabled their rights in the field of education. There have been many good practices carried out by various schools in assisting and providing ample opportunities for people with disabilities. However, it cannot be denied that difficulties and various obstacles related to providing adequate services and broad access in schools, both academic and non-academic, still exist. Therefore, there needs to be more effort for continuous improvement from the school and government.

Efforts to address this problem need to be based on a proper study, so there

needs to be initial research to carry out a needs analysis as well as good practices and challenges. From this research, it is hoped that education administrators, teachers and educational staff will understand students with disabilities and their characteristics. After understanding the characteristics of students with disabilities, teachers are expected to be able to help students with disabilities in the learning process and education personnel can serve them better in the administrative process. This research will try to find inspiration from Jesuit education and also education based on the Montessori method which has proven its effectiveness in assisting students with various needs.

Jesuit Education Characteristics

There are various views of children's understanding needs based on the guidebook regarding the characteristics of Jesuit education. Jesuit education teaches to care for each individual. The basis of Jesuit education in providing care for each individual is because children who are currently attending school have not yet reached full maturity. The Jesuit educational process recognizes the developmental stages of each student's intellectual, affective and spiritual growth. The development of each student takes place gradually. Thus, the curriculum in schools should be centered on the students, not on the material being discussed. Each student is allowed to develop themselves and achieve learning goals at a pace that suits their individual abilities and personality characteristics (Jesuit Institute, 2014).

Personal relationship of the student and teacher enhances the growth in the responsible use of freedom. Both Jesuit and lay teachers and administrators are more than academic mentors. They are involved in the student's life, paying personal attention to each student's intellectual, affective, moral, and spiritual development, helping each student to develop a sense of self-worth and become a responsible individual in society. While they respect students' privacy, they are willing to be caring, listen to their concerns about the meaning of life, share their joys and sorrows, foster personal growth and interpersonal relationships (Jesuit Institute, 2014).

"Cura personalis" (concern for individuals) remains a basic characteristic of Jesuit education. "Cura personalis" is not limited to the relationship between teacher and student; "Cura personalis" should influence the curriculum and the entire life of the institution. All members of the educational community care about each other and learn from each other. Personal relationships among students, as well as between

commoners and Jesuit adults, administrators, teachers, and support staff should be mutually caring. This concern also extends to alumni, parents and students in their families (Jesuit Institute, 2014).

In the learning process, teachers need to make students active. Instead of passive acceptance, the necessary growth in maturity and independence for the growth of freedom depends on active participation. These important steps towards active participation include personal learning, opportunities for a process of personal discovery and creativity, and an attitude of reflection. It is the teacher's duty to help each student become an independent learner, taking responsibility for his or her own education (Jesuit Institute, 2014).

The guide in the form of an infographic issued by the Society of Jesus, Secretariat for Education, calls for a commitment to make Jesuit schools accessible to all groups (Society of Jesus, 2021). Jesuit schools are not segregation or segregated schools so they provide opportunities for poor and economically challenged communities to get quality school services. Jesuit schools, in response to the second Universal Apostolic Preference to walk with the poor and outcasts, must integrate them into the school world as fellow students, as human beings who have the same dignity, including students with disabilities who are vulnerable to being excluded in class.

Calls to side with marginalized, poor, weak and disabled groups are also always echoed by Catholic religious leaders. Elements that are believed to be important for working together with the marginalized include not only the church, but each family, parish, and also Catholic schools (Smith et al., 2020).

It cannot be denied that Catholic schools throughout the world accept students with various disabilities. This is in line with the spirit lived by how Jesus taught his disciples to side with the weak and marginalized. The question is how do these Catholic schools provide services for people with disabilities? How effective are the services provided and how can Catholic schools provide increasingly better services on an ongoing basis? This article by Faggela-Luby & Engel (2020) invites readers to rethink various ideas for inclusive education in Catholic schools. Like the claim that full inclusion is an idealistic idea that is futile in this modern world because it only makes a very minor contribution. Next, readers are invited to think about various misunderstandings or misconceptions that occur in inclusive school practices:

Misconception 1: Inclusion will only come close to the goal but never achieve the goal.

The aim of learning in an inclusive class is to provide the same learning experience for all children with different backgrounds and abilities in the same class. However, in practice, inclusive schools still implement special learning for students with disabilities. For example, there are pull-out programs or other programs that require students to be separated even briefly from their class. This separation creates a stigma that they are still different. Inclusive schools should continue to consistently provide learning experiences in the same class, what needs to be differentiated is the intervention for each individual according to their specificities.

Misconception 2: Inclusive education only provides benefits for people with disabilities.

But what about the learning outcomes of non-disabled students in an inclusive environment? Contrary to common misconception, many studies show that learning for high-achieving students/without disabilities also improves. Most importantly, involving students with disabilities as fully as possible fulfills the mandate of Catholic schools as an expression and experience of the Body of Christ. When meeting people who are different from themselves in an atmosphere of love and trust, students' characters will emerge to become more empathetic and dialogical individuals.

Misconception 3: Our view of disability is not a problem.

In fact, the way we view people with disabilities will influence the way we treat and expect people with disabilities. Perspectives define how we accept people with disabilities, choose pedagogy, and provide relevant accommodations and help explain why we use person-first language (e.g., individuals with disabilities) rather than dehumanizing labels (e.g., dyslexics).

Misconception 4: "Good teaching" will solve problems.

That "good teaching" gives positive impact to all students is a false belief because teachers do not collect enough data to prove (or disprove) this notion. Each classroom teacher might consider some strategies by (a) using screening tools at the beginning of the year to identify students at risk of failure; this would include students with disabilities with specific challenges impacting specific courses; (b) collecting diagnostic data for at-risk students to better isolate those areas of challenge and directly inform the selection of appropriate interventions to guide course planning; (c) consistently use formative assessments, with particular attention to curriculum-based measures, for reliable and valid monitoring of progress; and (d) utilizing summative measures to ensure that both the student and the class as a whole, has achieved a satisfactory level

of understanding in response to instruction. Without such strategies, learning decisions are made in isolation, and are unlikely to have a meaningful impact on student learning.

Misconception 5: "Separate but equal" is accepted in church social teaching.

It is best for children with disabilities to be accepted into school with equal treatment without any discrimination. When they are accepted into a school they should be taught in the same class, not separated.

The existence of the various misconceptions above really needs to be a separate discussion for stakeholders in implementing inclusive education. This is because the view of students with disabilities is a powerful one and determines the policy taken (Wechsler, 2013). For example, the belief that all students can learn to become productive citizens in society (Smith et al., 2020). The concept of inclusivity that will be built in an institution should be translated well and wisely. One of them is by looking for educational foundations, such as the Jesuit education concept. Jesuit views regarding assistance for people with disabilities can be used as inspiration.

This article aims to provide an overview of a Catholic school that is struggling to develop inclusive education with its various problems and to develop a design guide that can be implemented to practice more inclusive education. This is also in line with the goals of Jesuit schools which prepare their graduates to become individuals who are ready to take responsibility and dare to be involved in taking care of marginalized people in society. Graduates from Jesuit schools are usually taught to become leaders who have a combination of human values, academic excellence, and social awareness (Clarence & Jena, 2023). If each member of the academic community has good experience in an inclusive culture, it will be much easier to teach human values and social awareness.

Problems Faced in Inclusive Schools

Ainscow (2020) conducted a review of international experiences, research and policy documents on promoting equality and inclusion. The policies taken have an important role in supporting inclusive schools. Several things related to policy are: policies should be based on clear and widely understood definitions of inclusion and equality; strategies must be based on evidence about the impact of current practices on the student's attendance, participation and achievement; a whole school approach where teachers are supported in developing inclusive practices should be empowered; education departments must provide leadership in promoting inclusion and equity as

guiding principles for teachers in all schools; and policies should incorporate the experience and expertise of everyone involved in children's lives, including the children themselves.

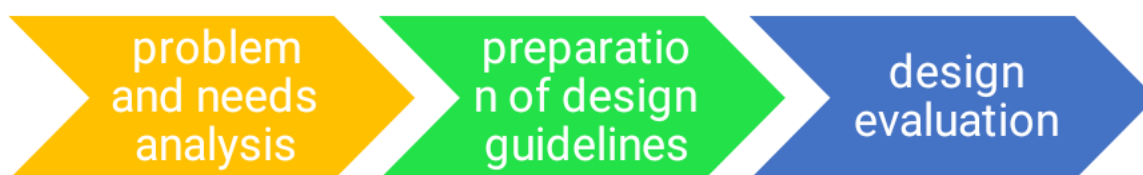
The problem that occurs in regular schools that have just become inclusive schools is the absence of a definite policy that regulates the implementation of learning assistance practices. This lack of clear policies is also further exacerbated by teachers' ability to carry out initial mentoring assessments. Teachers' knowledge about the importance of assessment in learning with children with special needs is often insufficient. Various problems still often occur even though teachers have knowledge and a positive attitude in dealing with children with special needs. Even though teachers already understand the need for assessment, they still have difficulty in preparing assessment instruments and developing programs and managing learning. Apart from that, regular teachers often still struggle with the problem of complexity and high teaching loads due to the large number of students with special needs in their classes. There is also the problem of minimum coordination between regular teachers and special assistant teachers, and limited competency improvement services that can be accessed by regular teachers (Kartini & Aprilia, 2022).

In fact, inclusive schools should meet the following 5 indicators: 1) School stakeholders have positive perceptions of students with disabilities; 2) Prepare curriculum and teaching and learning activities for students with special needs; 3) Preparing professional and adequate educational staff; 4) Providing support for facilities, infrastructure and funding; and 5) Establishing good relationships between the community and school (Sari & Saleh, 2020). There are still many challenges faced by schools in handling students with special needs. Often schools accept students with special needs without prior assessment and do not follow up with appropriate accommodation for these students due to limited human resources (Kurniastuti et al., 2023). There are still many problems faced in regular schools which are moving towards becoming inclusive schools. The main obstacle to the inclusive education program experienced by one of the inclusive schools was the reliance on non-permanent accompanying teachers who were employed only once per week, which impeded the progress of students with special needs. Apart from that, the facilities and infrastructure necessary to support the learning process were still lacking. The unique aspects of the inclusive education curriculum need to be reviewed to enhance the learning abilities of children with special needs (Rokhim et al., 2021).

The implementation of inclusive schools in Indonesia continues to be encouraged by the government even though it still experiences various challenges and problems such as limited infrastructure, the availability of skilled teachers, the absence of an inclusive culture, and the public's view that it is still unusual for children with disabilities to be able to study in regular schools with his or her friends (Astuti & Sudrajat, 2020). The challenges in implementing inclusive education in elementary schools include teachers' understanding or skills in teaching students with special needs, inadequate school infrastructure, student attitudes towards the presence of peers with special needs within the same class, parental involvement, implementation of learning and curriculum development, funding, and collaboration with various stakeholders (Ediyanto et al., 2023).

METHODS

The research began by conducting interviews with the school principal regarding the problems faced by the school. After that, a survey of understanding of students with special needs was conducted to all teachers by administering questionnaires, revealing understanding of the identification of children with special needs, handling strategies, and knowledge about curriculum modifications. A total of 22 teachers participated in this survey. From the results of identifying problems, further data mining was carried out by interviewing the school principal. The next step is to design inclusive school guidelines. The results of the design preparation are then reviewed by inclusive school practitioners and conveyed to the school regarding possible implementation through focus group discussions.



Picture of the flow of preparing the guide design

RESULTS AND DISCUSSION

In this study, the first thing to do was to map the problem. Based on teacher reports, teachers were overwhelmed in dealing with students with diverse characters. This school believes that every student who registers for this school should not be rejected. Then, over time, apparently there were children who showed special needs and needed the attention of teachers to create various appropriate services related to student diversity. So, the first thing to do was to identify special needs with professional help. For students who had been taken to the psychology bureau, a diagnosis of their special needs could be immediately established. For students who have not had the opportunity to get a permanent diagnosis but need special attention, the diagnosis is still a guess.

From the data provided by the teacher, there are 36 students with special needs in one school from grades 1-6 of elementary school. As a result of mapping the number and type of disabilities, data is obtained as in table 1. Of 25 students with disabilities quota for each class, the least number of students with special needs in one class is 2 students and the highest number of students with special needs in one class is 13 students. The most common type of disability experienced by children is intellectual disability, as many as 15 students, namely slow learners. The second most common are emotional disorders and in third place are autistic people.

Table 1. Types of Temporary Assessment of Student with Special Needs

Types of Special Needs	Class 1	Class 2	Class 3	Class 4	Class 5	Total
Autism	1	0	1	2	0	4
ADHD	1	0	0	0	0	1
Slow learner	3	0	6	4	2	15
Speech delay	0	1	0	0	0	1
Low vision	0	0	0	0	0	0
Weak heart	1	0	0	0	0	1
Specific learning disorder	0	0	1	0	0	1
Emotional disturbance	0	0	2	3	3	8
Gifted	0	0	0	0	1	1

Emotional and specific learning disorder	0	1	0	0	0	1	The data from this
Hearing impairment	0	0	1	0	0	1	
Language difficulties	0	0	1	0	0	1	
Slow learner and ADHD	0	0	1	0	0	1	
Total	6	2	13	9	6	36	

school is very interesting to study further because with a total of 36 students with special needs, the school that is the object of this research does not yet have a special education teacher. Observations made by researchers show that the school is experiencing difficulties in accommodating learning process, in adapting the curriculum, and does not yet have the facilities and infrastructure capable of providing assistance, including not having learning media prepared to assist students according to their specificities.

From this data, a design guide was prepared which was given to teachers at this school to be used as a basis for making policies towards inclusive schools. Two things that are inspirational are the characteristics of Jesuit education which upholds the principle of "Cura personalis", paying attention to every student's needs and inclusive education based on the Montessori method. This second inspiration was obtained from the results of the latest literature research and is appropriate to the context at hand.

The design of this guide to celebrating diversity in inclusive schools was also compiled from the results of interviews with Montessori school directors who have experience in organizing inclusive schools using Montessori approach. Then the revised design was given to two school principals and one curriculum teacher from a school that was pioneering an inclusive school. The school gave approval regarding the importance of making this guide, which begins with the common perception of all stakeholders in the school and parents in viewing students with special needs, especially from the perspective of the Catholic faith. Then the second thing is the importance of having policies from the Foundation regarding the preparation of trained human resources, initial arrangements for accepting new students, curriculum accommodations, and a prepared environment and supporting funding.

The following are various studies that support the preparation of the guidelines

above. One of the paradigms used in Jesuit education is the Ignatian pedagogical paradigm. In preparing learning plans, schools need to implement universal instructional design, the Ignatian pedagogical model is very suitable to be implemented. Design preparation can use the Ignatian pedagogical model through context, experience, reflection, action and evaluation. This learning model can be carried out using direct experience offline or for learning based on digital technology. The principle used is to ensure that all efforts made in learning can be accessed by all students with various abilities and learning styles. The Ignatian pedagogical model is in line with the principles of universal design for learning (Pousson & Myers, 2018).

Likewise the Montessori method, this method has features similar to Universal Design for Learning (UDL). In Rosati's (2021) study, the characteristics of both the Montessori method and UDL-based method were examined for their potential application in inclusive early childhood education (Rosati, 2021). The Montessori method emphasizes what are now recognized as inclusive values in early childhood education, such as respecting for each child as a unique individual, the encouraging active active participation in educational activities, respecting the environment, the child's freedom of movement and individual needs regarding time and choices. The UDL method also emphasizes inclusion, particularly through attention and respect for each individual regardless their condition. This concept promotes the accessibility of facilities, settings and materials for everyone, as in the Montessori method. In educational context, this includes attention to inclusive curriculum planning. These two methods share many common elements, making Montessori-based learning activities highly suitable for inclusive education.

Even Macià-Gual & Domingo-Peñafiel conveyed the importance of using Montessori pedagogy from early childhood education. Montessori pedagogy asks teachers to observe children and have good knowledge of child development so that children experience formative development personally. Teachers are expected to be able to prepare an appropriate learning environment and be trained to stimulate the interest and potential of each child (Macià-Gual & Domingo-Peñafiel, 2020).

The following are various educational features that are characteristic of Montessori schools (Dattke, 2014), which reward each child to develop:

- a. Children's freedom: in the Montessori classroom, children can choose their own activities, fostering intrinsic motivation to work and learn.

- b. Sensitive period: Montessori classroom allows children to respond to their natural development processes, optimizing self-construction.
- c. Work according to needs: Children in Montessori classrooms work to fulfill their inner needs, which helps developing their personality to a higher level.
- d. Repetition: Montessori classrooms permit children to repeat activities as many times as they want to internalize what they need from the activity.
- e. Concentration (polarization of attention): Montessori classrooms protect the development of child's attention, which is the most basic foundation of learning.
- f. Normalization of children: Guided by Montessori teachers, children achieve higher self-control, self-satisfaction, sociability and love of work through their activities in classroom.
- g. Not using praise and blame: Montessori classrooms avoid using praise and fostering intrinsic motivation to work and learn.
- h. Order, freedom and discipline: External order in Montessori classrooms, fosters internal order in children's minds, leading to independent action and self-discipline.
- i. Silence: Montessori classrooms teach children to achieve and appreciate silence, building self-discipline and supporting spiritual development.
- j. Practical life training, sensory, language, mathematics, etc.: Montessori classrooms offer a holistic educational expericen, enabling children to develop through exploration and discovery using their mind, body and personality.

Each key element of learning in Montessori education is always aimed at an individual child but in the same class (Mavric, 2020). In the Montessori approach, teachers observe students, create an environment tailored to their developmental needs and interests, and assist them in self-directed learning and knowledge creation. This prepared environment is well-organized and supports sensory awareness, independence, and confidence in decision-making The use of self-correcting

educational materials encourages autoeducation and intrinsic motivation, shifting the teacher's role from a knowledge provider to a guide, mentor, and evaluator of each child's educational needs. The Montessori method enables children to progress through the curriculum at their own pace within a supportive atmosphere (Gutek, in Mavric, 2020). In this approach, teachers and students collaboratively develop a constructivist setting that caters to the students' needs and characteristics. Students are empowered to make choices in their learning journey within an environment that promotes interaction, dialogue, hands-on learning, and reflection. The freedom to choose their activities fosters intrinsic motivation among students (Keefe & Jenkins, 2002; P. P. Lillard, 1972 in Mavric, 2020).

In this study, students with special needs and regular students were in the same class. The number of students with special needs even dominates the class. This shows a high level of diversity. Meanwhile, there is only one teacher in the class and there is no guidance and counselling teacher or special education teacher. The most feasible thing for this school is to develop a universal design in learning that can be accessed by all students with various abilities and needs.

Apart from the universal design, it is a good idea to look for a variety of research on good practice in other Catholic schools. Rizzo (2018) conducted research at a Jesuit Catholic school through the Rodriguez Learning Services program. From the results of six weeks of interviews and observations with students, lecturers, staff, administration and alumni, it can be concluded that this school provides an example of implementing Jesuit Catholic education which is inclusive and accommodates students with special needs as well as continuous professional development for teachers in accompanying students with special needs. From this research, it is also apparent the importance of communication between class teachers and learning specialist teachers who are appointed to accompany students with special needs. The "Cura personalis" mission in Jesuit schools emphasizes treating every individual as a unique child of God and customizing their educational experience to match their distinct talents and gifts. At Manresa Prep, the Rodriguez Learning Services Program exemplifies this commitment by respecting and dignifying students with learning disabilities as valued members of the community. The program equips these students with the tools needed to succeed both at Manresa Prep and in their future endeavors. Alumni of Rodriguez Learning Services apply the self-awareness and lessons gained during their time at Manresa Prep in their daily lives, whether as husbands, fathers, bankers, or social workers.

Students shared that the intervention played a crucial role in helping them realize they were not incapable and that they could succeed at Manresa Prep. Alumni have been able to express how these interventions were vital in developing a positive self-image. Since the success of a Jesuit Catholic education is assessed not by the achievements of its graduates but by their personal growth, the formative education provided at Manresa Prep is central to fulfilling its mission.

From this research study (Rizzo, 2018), it appears that designing inclusive schools is something that needs to be prepared seriously from various aspects. Not only from the teacher but also from the tools that need to be provided to help children meet their learning needs. As part of the steps to review various current research and how effective it is, researchers explored various studies related to Montessori education. Montessori is famous for her educational principles that prepare the environment in the form of: children, trained adults, and the physical environment.

Creating an inclusive Montessori community involves a journey that starts with physical integration, advances to functional inclusion, and ultimately reaches social inclusion. The first stage, physical integration, focuses on ensuring physical access. When a school has achieved this stage, it acknowledges the child's right to physical access, makes necessary accommodations, and guarantees accessibility. This can include features like ramps, curb cuts, accessible restrooms, and appropriately sized desks and chairs. In public spaces, accessibility is designed to accommodate everyone, regardless of their abilities or disabilities (Shanks, 2014).

Functional inclusion, the second stage, involves a child's ability to actively participate and make progress within a given environment. At this stage, children are no longer just physically present in the classroom; they are effectively working, learning, and advancing within the school and classroom community. The third and final stage is social inclusion, which means a child has equal and positive social and emotional standing within the classroom. "The ability to gain social acceptance and/or participate in positive interactions with peers" during all school community activities is a standard for social inclusion. Unlike physical and functional inclusion, social inclusion develops internally and cannot be ensured by legal requirements or mere physical presence alone. At this level, the child becomes a genuine member of the class, sharing the same emotional and social bonds with their peers. Achieving this level requires a commitment to inclusion as a fundamental value (Shanks, 2014).

Social inclusion is ultimately realized when children build meaningful connections

with one another. For Montessori practitioners, this level of inclusion is reached when a true sense of community is established. Thus, the highest form of inclusion involves creating a community where every member, regardless of their strengths or needs, is valued, accepted, and socially integrated. Social inclusion is a natural outcome of community building at the elementary school level and continues naturally at the elementary level as it becomes a child's experience. The philosophy's emphasis on community development is an advantage that Montessori schools have over traditional educational methods for all children, regardless of their strengths or needs. Children in Montessori schools naturally cultivate caring and helping others in the classroom. The mix of ages and different abilities makes children in the Montessori community see diversity as normal (Shanks, 2014).

It is important for children to be included in multiage grouping because naturally in families children are in a multi-age environment with their siblings and benefit from this dynamic. Apart from that, teachers also have more time to get to know children and accompany their development. Research conducted (Khan Alwi et al., 2021) shows that children in multi-age classes develop more socio-emotional aspects.

In this multi-age environment, it also makes it easier for students to learn from their peers. As stated by Wijayanti & Retnawati (2020), in Indonesia, the figure Ki Hadjar Dewantara has developed an education system that prioritizes "freedom of the soul" which is used in inclusive classes. In this education system, children's natural qualities are supported to develop their own lives. Ki Hadjar Dewantara's views are strongly influenced by the views of Maria Montessori and are aligned with the views of cognitive theory related to the zone of proximal development where children will build knowledge according to their culture and ways through interactions with various age groups.

How teachers play a role in developing learning modules in inclusive classes using the Montessori method which usually mixes classes? In a class with different abilities, how should the learning design be designed to include all individuals? (Simon et al., 2022) provide an interesting example of how to develop a chemistry teaching module for students in inclusive classes who have diverse needs. For example: In a chemistry course in Thuringia which consists of four modules. In this series, Module I is entirely theoretical, while the other three modules are purely experimental. Work instructions are differentiated using a traffic light system (red, yellow, green) to indicate different levels of need: I (reconstruction), II (application), and III (transfer). Instructions are typically written to meet level III (red) requirements, so students must first tackle

this level. If they struggle, they can scan the QR code on the instructions with their tablet or smartphone. This will open a PDF file on their device with different instructions based on difficulty level, including more detailed instructions, hints, and pictorial experiment setups. This method allows students to assess their knowledge and skills and choose instructions that match their learning level. After completing an experiment, students usually evaluate it through a worksheet or report, focusing on tasks or content. They are also provided with literature references for research and learning videos with QR codes for additional help. This approach aims to ensure that students achieve the competency goals outlined in the curriculum, while also allowing them to decide on the depth of their engagement and contribute their own ideas and solutions.

The example above is a more advanced example for high school. For preschool and elementary school students, the physical environment in a Montessori classroom usually provides a variety of concrete media that can be accessed by students with a variety of learning styles and abilities. Montessori media is usually provided in the classroom and can be accessed by students independently according to the child's learning rhythm and interests. The environment prepared in a Montessori classroom is designed to accommodate all types of students, making it a viable option for inclusive education settings. Montessori teaching materials are designed to meet the needs of students of all ages and abilities (Kristiyani, 2018).

The various media used in Montessori classes are also based on various features that can be used to teach students with disabilities. For example, for students who have dyslexia and ADHD. In language teaching, Montessori media can help students extend their concentration and assist in mastering concepts because it involves a child's various senses (Kristiyani, 2018).

For example, when a teacher teaches vocabulary and how to read it, there will be three parts of the learning series consisting of the pink series, blue series, and green series. All of them have concrete media equipped with examples and worksheets. All students must learn from the easiest letter series through the pink series. However, in practice, each child will learn according to his or her own rhythm. For those who need repetition, children are free to do it. For children who learn at a fast pace, they can move on to the blue series or even the green series first. The teacher's job is to ensure that children have truly mastered it before continuing to study the next material.

The Montessori method is also well-suited for teaching children with special needs. Through various activities in Montessori classrooms, such as attention training,

lessons on friendliness and politeness, team dynamics activities, oral literature exercises, and journal writing about daily thoughts, students learn about calmness, cooperation, and group discussion. These activities help all students improve their communication and interpersonal skills within an inclusive community. Students learn to work with diverse learners, value each student, and respect every community member for their unique contributions. Research by Talbert (2020) demonstrates that Montessori classrooms effectively include students with special needs, fostering growth alongside their peers. Additionally, the Montessori method can serve as a theoretical model for literacy learning, applicable to all age groups, by using guided repetition and sequencing activities from simple to complex (Boté, 2022).

The discussion above is the basis for inspiration in compiling a guide to celebrating diversity in schools. Of course, this guide is far from perfect. This guide has just been delivered to three schools that are struggling to accommodate the diversity in their schools. The three principals who received socialization regarding this guide agreed on the importance of using this guide. Efforts and consistency are still needed to continue the struggle to accommodate the diversity of learning needs of students with various special needs. In addition, synergy from the government, foundations, teachers, communities, and parents is highly expected. Not only a policy, but also requires financial support, infrastructure, and support from qualified human resources who have the heart to uphold quality inclusive learning services.

CONCLUSION

From the results of a careful literature review, guidelines for celebrating diversity in inclusive Catholic schools need to pay attention to the following:

1. Harmonize perceptions and beliefs regarding inclusive education in accordance with church teachings and the Catholic faith
2. Create policies ranging from accepting new students, learning accommodations, to arranging assistance from the teachers and professionals involved as well as providing funds.
3. Preparing trained adults, it is necessary to prepare teachers and professionals who understand the needs of each child, especially children with special needs.
4. Prepare the environment: Physical, Time, Social and Emotional. It is not only

the media that is prepared, but it is necessary to consider the possibility of providing a more flexible time environment and various age groupings to train socio-emotional development.

5. Conduct continuous evaluation.

This research was supported by funds from LPPM Sanata Dharma University.

REFERENCES

- Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Astuti, D. S., & Sudrajat. (2020). *Promoting Inclusive Education for Social Justice in Indonesia*. 398(ICoSSCE 2019), 178–183. <https://doi.org/10.2991/assehr.k.200130.037>
- Boté, J.-J. (2022). Theoretical Approach to Enhance Information Literacy and Lifelong Learning Through Montessori Methodology. *European Journal of Social Sciences*, 5(2), 87–96. <https://doi.org/10.2478/eujss-2022-0018>
- Clarence, M., & Jena, L. K. (2023). Jesuit education system: creators of credible leaders. *Vilakshan - XIMB Journal of Management*, 20(2), 313–319. <https://doi.org/10.1108/xjm-07-2021-0202>
- Dattke, J. (2014). A Montessori Model for Inclusion. *The NAMTA Journal*, 39(3), 107–119. <https://files.eric.ed.gov/fulltext/EJ1183188.pdf>
- Ediyanto, E., Ramadhani, R. S., Fitrasari, B. D., Kenila, E., Sunandar, A., Hastuti, W. D., & Suhendri, S. (2023). The Problems in the Implementation of Inclusive Education in Primary Schools. *Journal of ICSAR*, 7(1), 1. <https://doi.org/10.17977/um005v7i12023p1>
- Faggela-Luby, M. N., & Engel, M. (2020). Catholic Schools and Inclusive Special Education: A Reponse from the Field to “Why Inclusion Isn’t Coming, It is Already Here.” *Journal of Catholic Education*, 23(2), 55–57. <https://doi.org/10.15365/joce.2302052020>
- Jesuit Institute. (2014). The Characteristics of Jesuit Education: An abridged version. *Jesuit Institute London*, 1–20. <https://jesuitinstitute.org/Resources/CharacteristicsAbridged.pdf>

- Kartini, A., & Aprilia, I. D. (2022). Challenges and Opportunities for Regular Teachers in the Implementation of Assessments for Students with Special Needs in Inclusive Education Provider School. *Journal of Education for Sustainability and Diversity*, 1(1), 29–38. <https://doi.org/10.57142/jesd.v1i1.4>
- Khan Alwi, S. K., Zaman, Z., Bano Ghaffar, R., Tabasum, S., & Waqarul Hasan, S. (2021). Multi-age grouping in a Montessori Classroom effects positively on a child's social and emotional development. *Multicultural Education*, 7(4), 162–167. <https://doi.org/10.5281/zenodo.4701151>
- Kristiyani, C. (2018). Materials and (Language) Learning Environment Based on Montessori Concepts. *Language and Language Teaching Journal*, 21(1), 46–54. <https://doi.org/10.24071/llt.2018.210105>
- Kurniastuti, I., Evanjeli, L. A., & Sari, D. P. (2023). Teachers' Challenges and Strategies in Teaching Literacy Skills for Children with Special Needs. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 937–948. <https://doi.org/10.31004/obsesi.v7i1.3598>
- Macià-Gual, A., & Domingo-Peñafiel, L. (2020). Demands in Early Childhood Education: Montessori Pedagogy, Prepared Environment, and Teacher Training. *International Journal of Research in Education and Science*, 7(1), 144. <https://doi.org/10.46328/ijres.1272>
- Mavric, M. (2020). The Montessori Approach as a Model of Personalized Instruction. *Journal of Montessori Research*, 6(2), 13–25. <https://doi.org/10.17161/jomr.v6i2.13882>
- Pousson, J. M., & Myers, K. A. (2018). Ignatian pedagogy as a frame for universal design in college: Meeting learning needs of generation Z. *Education Sciences*, 8(4). <https://doi.org/10.3390/educsci8040193>
- Rizzo, A. J. (2018). *USF Scholarship : a digital repository @ Gleeson Library | Geschke Inclusive Service Delivery in Jesuit Secondary Education : A case study of the Rodriguez Learning Services Program at Manresa Prep.*
- Rokhim, A., Suryadi, S., & Supadi, S. (2021). Evaluation of The Implementation of The Inclusion Program. *International Journal of Elementary Education*, 5(4), 675. <https://doi.org/10.23887/ijee.v5i4.37217>
- Rosati, N. (2021). Montessori Method and Universal Design for Learning: two methodologies in conjunction for inclusive early childhood education. *Ricerche Di Pedagogia e Didattica*, 16(2 Special Issue), 105–116.

<https://doi.org/10.6092/issn.1970-2221/12194>

- Sari, R., & Saleh, M. N. I. (2020). Readiness to Implement Inclusive Education in Muhammadiyah Elementary Schools of Yogyakarta. *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies*, 20(2), 263–287. <https://doi.org/10.18196/aiijis.2020.0124.263-287>
- Shanks, P. (2014). Building the inclusive montessori school. *The NAMTA Journal*, 39(3), 5–36. <https://eric.ed.gov/?id=EJ1183184>
- Simon, M., Wilke, T., & Woest, V. (2022). Mixed-age chemistry classes : conception and realization of inter-grade experimentation sets in the context of the reform pedagogy according to Maria Montessori. *International Conference New Perspectives in Science Education 11th Edition*. https://conference.pixel-online.net/library_scheda.php?id_abs=5476
- Smith, S. J., Cheatham, G. A., & Amilvia, J. M. (2020). Defining Inclusionary Practices in Catholic Schools. *Journal of Catholic Education*, 23(2), 58–80. <https://doi.org/10.15365/joce.2302062020>
- Society of Jesus, S. for E. (2021). *Jesuit Schools at the Service of Our Universal Mission An Integrated (Holistic) Perspective*. https://www.jesuits.global/sj_files/2021/06/An_Integrated_Perspective_EN_SHORT.pdf
- Talbert, S. (2020). *Inclusion of Special Needs Students in a Montessori Elementary Classroom* [St. Catherine University]. <https://sophia.stkate.edu/maed/>
- Wechsler, M. P. (2013). *To Teach as Jesus Would: Inclusive Education in one Catholic Elementary School* (Issue April) [Loyola Marymount University]. https://www.proquest.com/dissertations-theses/teach-as-jesus-would-inclusive-education-one/docview/1355765649/se-2%0Ahttps://www.redibw.de/links/unitu?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations&sid=ProQ:Publicly
- Wijayanti, I. K., & Retnawati, H. (2020). Analisis Kesulitan Siswa Dalam Memecahkan Soal Literasi Keuangan. *Jurnal Ekonomi Dan Pendidikan*, 17(1), 16–27. <https://doi.org/10.21831/jep.v17i1.29220>