

Elementary School Teachers' Perceptions of Public Inclusive Elementary School Readiness Formation

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Abstract

The purpose of this study was to explore teachers' perceptions of the level of readiness and the factors that constrain the state elementary schools to become inclusive elementary schools. This study used a quantitative approach with the type of survey research involving 115 respondents, public elementary school teachers in the area of Bogor City and Bogor Regency, West Java, Indonesia. Selection of respondents used random multistage cluster technique. Data collection was conducted using an open questionnaire. Data were analyzed using descriptive analysis with percentages. The results of the study found that the level of readiness of public elementary schools to become inclusive elementary schools consisted of three categories: ready (20%), not ready (49.60%), unprepared (30.40%). Factors that become constraints in the formation of public elementary schools to be inclusive elementary school consist of six factors, namely: availability of supporting facilities and infrastructure (24.35%), teacher skills (23.48%), availability of special assistant teachers (20%), parents' mind set and the community (14.78%), availability of funds (9.57%), government involvement (7.82%). The establishment of a public elementary school into an inclusive elementary school is not ready to be carried out because it still encounters obstacles that must continue to be considered by the government, schools and the community.

Keywords: elementary school teacher, inclusive education, inclusive school

Introduction

Inclusive education is a form of educational service that provides equal rights, and justice for all children in order to get education in accordance with all the advantages and disadvantages. Through inclusive education, all children who have differences and characteristics can fully follow learning so that the value of education improves (Hardy & Woodcock, 2015; Robo, 2014). Inclusive education is an approach that provides fundamental changes to the educational framework and learning situations that can accommodate the diversity of all students (UNESCO, 2005). The realization of inclusive education is implemented in the establishment of inclusive schools. Inclusive schools aim to provide every child educational services, embrace all diversity, celebrate differences with all the characteristics, advantages and disadvantages (Graham & Harwood, 2011; Clear & Mohd Ali, 2014). In the Salamanca Statement (1994), it is stated that inclusive schools are very effective and efficient schools in achieving education for all and expected to succeed in opposing feelings of unfairness, building a society that is friendly in diversity. Inclusive schools emphasize the provision of just education services to all children, both in terms of the curriculum, learning process, assessment and intervention with several behaviours that are adapted to the characteristics and obstacles for children. In addition, each child will be trained in a sense of empathy and sympathy when faced with differences and obstacles, so that mutual respect for the shortcomings of others can be in line with mutual respect for each peer. Students are trained to be able to help each other, work together in understanding the difficulties and disabilities of other students, which is expected to be maintained in the future.

For this reason, the implementation or establishment of inclusive schools is a necessity that cannot be postponed in order to accommodate the needs of all children because of the increasing number of children with special needs who need attention in education services. Consequently, a number of changes such as curriculum preparation, teacher skills improvement, school facilities and infrastructure and effective learning strategies must be designed in order to meet the needs of the inclusive school (Winter & O'Raw, 2010). However, these changes also have obstacles that must be faced, including the provision of large funds for each school, so that the implementation and establishment of inclusive schools is still small.

According to UNICEF data, more than 80% of children with special needs live in developing countries that have very little or no access to education services that suit their needs. The government's task is very limited and difficult in the implementation of inclusive schools, due to limited funds, facilities and infrastructure, inadequate human resources that have competencies that are appropriate to their fields, as well as low community involvement in understanding inclusive education (UNESCO, 2017). Inclusive education according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 Article 1 is:

“an education system that provides opportunities for all students who have abnormalities and have the potential for intelligence and / or special talents to attend education or learning in an educational environment together with students in general”.

The implementation of inclusive education in Indonesia began in 1998 - 2001 through various trials in several areas in Yogyakarta. However, its implementation up till now, especially the establishment of inclusive schools still cannot meet the needs of students with special needs. Although the latest data from Ministry of Education and Culture is not yet available on the number of inclusive schools in

Indonesia, according to the Ministry of Education and Culture of the Republic of Indonesia (2011), the number of inclusive schools in 2008 was 814 units to serve 15,181 the number of students with special needs. In 2012, the number of children with special needs was 9.9 million children and in 2017, the number of inclusive schools was 23,195 units (<http://www.kemendikbud.go.id>). This condition is still very far from the prevalence of the number of students with special needs who should receive inclusive education services.

The small number of inclusive schools in Indonesia is due to the fulfillment of the requirements related to the mechanism for the establishment of inclusive schools that have been established by the government, as well as being obstacles that have been faced by public schools - public and private elementary schools - which are expected to be converted into inclusive primary schools. The requirements and mechanisms that have been set by the government related to the implementation of inclusive schools are: (1) school readiness to organize inclusive education programs (principals, school committees, teachers, students and parents) (2) there are special needs students (SNS) in the school environment (3) availability of special assistant teachers (SAT) (4) completion commitment of compulsory education (5) establish cooperation with other relevant institutions (6) available supporting facilities that can be accessed by all students (7) schools have received socialization about inclusive education (8) fulfill all administrative procedures that have been determined by each region (Kemendikbud, 2011). Some obstacles that have been faced by schools in the implementation of inclusive schools are the people's understanding of inclusive education that is still lacking, the teacher's understanding of the characteristics of students with special needs, supporting facilities, curriculum and learning systems that must be designed by teachers in inclusive classes (Rudiyati, 2011).

The purpose of this study was to explore the perceptions of state elementary school teachers on the level of readiness for the formation of inclusive schools, as well as the factors that constrained public elementary schools in the formation of inclusive elementary schools.

Method

This study used a quantitative approach with survey methods with the type of research included in descriptive research. The aim was to explore the perceptions of elementary school teachers to obtain exploratory data on the readiness of state elementary schools and the factors that constrain public elementary schools to become inclusive elementary schools. This study involved 115 public elementary school teachers in the area of Bogor City and Bogor Regency, West Java Indonesia as respondents. The selection of research respondents was done by random multistage cluster technique that can be used with a very large population. The criteria for public elementary school teachers selected and involved in this study were teachers who have served in one public elementary school for five years or more, and from public elementary schools that have not become inclusive elementary schools. Timing for five years or more was chosen by the researchers because they are considered as teachers can provide an assessment of public elementary school readiness to become an inclusive elementary school and the obstacles that occur in the formation of inclusive schools. Table 1 shows the demographic distribution of the participants.

Table 1. Demographic data of the participants

No	School	L	P	Time of Work (Years)					Total respondents in 1 school (people)
				5	6-10	11-15	16-20	21-30	
	School 1	3	10	2	6	3	2	0	13
	School 2	5	8	1	4	7	1	0	13
	School 3	2	5	2	2	0	1	2	7
	School 4	3	8	2	5	1	2	1	11
11.	School 5	4	6	1	4	4	1	0	10
	School 6	2	8	2	5	2	0	1	10
	School 7	1	11	4	2	3	2	1	12
	School 8	2	9	2	5	3	1	0	11
	School 9	2	6	3	1	2	2	0	8
	School 10	2	10	2	3	5	1	1	12
	School 11	1	7	1	4	2	0	1	8
	27	88	22	41	32	13	7	115	

Total of respondents

1.
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For data colle

ction a questionnaire method was used that has been validated by experts in the field of inclusive education.

The questionnaire provided consisted of 7 items, with a form of questions related to school readiness and factors related to constraints faced by public elementary schools to become inclusive elementary schools. Respondents are expected to be able to answer each research question and provide reasons according to respondents' perceptions of the facts about readiness and the factors faced in changing the public elementary school into an inclusive elementary school. After the data is collected, the respondent's answer will be re-validated by the expert, so that the validity of the data can truly be accounted for. Furthermore, to facilitate data analysis, questionnaire data was made coding by identifying and classifying them according to certain categories. Data analysis was carried out with descriptive quantitative analysis in the form of percentages in each category.

Results

After going through the results of coding and interpretation of the data that has been collected, the following results are obtained:

Public elementary school readiness to turn into public inclusive elementary school

The results of the study found in 115 respondents on the readiness of each school – public elementary school - to turn into inclusive elementary school consist of 3 categories, namely: ready, not ready and unprepared. Table 2 is the results of readiness and the percentage of each respondent's perception of public elementary school readiness to be inclusive elementary school.

Table 2. Preparedness of Public Elementary Schools to Become Public Inclusive Elementary Schools

No	Level of readiness	Number of respondents	Percentage
1.	Ready	23	20%
2.	Not ready	57	49.60 %
3.	Unprepared	35	30.40%

In Table 2, it can be stated that as many as 57 respondents or 49.60% are not ready to make their schools become inclusive elementary schools.

Factors That Become Constraints in the Formation of Public Elementary Schools Become Public Inclusive Elementary Schools

The results found in the factors that constrain the formation of public elementary schools into inclusive elementary schools are shown in Table 3:

Table 3. Factors That Become Constraints in Amount of Respondents

No	Factors That Become Constraints in Amount of Respondents	Amount of respondents	Percentage
1.	Availability of facilities and infrastructure	28	24.35%
2.	Teacher skills	27	23.48%
3.	Willingness of SAT	23	20.00%
4.	Mind the set of parents and society about inclusive education	17	14.78%
5.	Fund availability	11	9.57%
6.	Government involvement	9	7.82%

In Table 3, there are six factors that are constraints in the formation of public elementary schools to be elementary inclusive, with the biggest factors being constraints are the availability of facilities and infrastructure, namely 28 respondents or 24.35%. Another factor that is almost the same as the biggest obstacle is the factor of increasing teacher skills, namely as many as 27 respondents or 23.48% of the total respondents.

Discussion

The readiness level of public elementary schools to become public inclusive elementary school

The level of school readiness is an important aspect in the implementation of inclusive education. Without adequate school readiness, efforts to succeed in implementing education and educational goals are difficult to achieve. The results of this study show three levels of public elementary school readiness to be formed into inclusive elementary schools. Perceptions generated by teachers at this level of readiness are shown at the most dominant level that public elementary schools are not ready to implement inclusive education.

Understanding that is not ready, which is perceived by elementary school teachers, is related to the obstacles faced, including the facilities and infrastructure owned by the school in carrying out inclusive education. Some teachers who stated that they were not ready to be included in the school actually had infrastructure such as the availability of friendly toilets with children with special needs, counseling rooms, having students with special needs but who did not have special tutors who helped class teachers, limited financial / funding skills, has received socialization in the form of a seminar from the government on inclusive education - once to twice - but it still has to be fostered especially the strengthening of the curriculum and inclusive classroom learning, some teachers do not have the ability to identify or assess students with special needs. Some of the teacher's statements about the unpreparedness of public elementary schools to become inclusive elementary schools are illustrated in one of the following elementary school teacher statements:

"... if seen as a whole, our school is not ready to run inclusive schools, because there are many shortcomings that still need to be met, such as facilities for children with special needs, even though our school has accommodated students with special needs such as students with learning difficulties. It is very difficult to handle them if the teacher does not know his knowledge. We also need assistant teachers who can help, but our school does not have it yet"(School teacher 2).

At the level of readiness not prepared according to the teacher's perception is the readiness of schools that do not have the ability to organize inclusive education. Schools do not have adequate facilities and infrastructure, such as not having a counseling room, limited number of child-friendly toilets, schools have never received socialization or teachers have never received seminars on inclusive education, do not have special mentoring teachers, have special needs students but teachers have not been able to handle it, do not have sufficient funding to organize inclusive education. Some teacher statements that show that schools are not ready for the formation of inclusive schools as below:

"... our school is not ready if it now has to be an inclusive school, many of which must be met first. Especially the infrastructure facilities, funds, skills of teachers are still many who do not understand about inclusive education. We have never received training on inclusive education, only from friends. Even though there are some children with special needs in our school, just because we don't know how to handle it, so just leave it like other students ..."(School teacher 4).

The level of preparedness is the perception of teachers who are schools that have the ability to organize inclusive schools. Schools have adequate facilities and infrastructure, such as toilets that are friendly to students with disabilities, have special tutor teachers even though the numbers are limited, have funds to run inclusive schools including funds from parents to buy special tutors, teachers have received several times socialization or training on inclusive education, has worked with special schools in dealing with students with special needs, in collaboration with psychologists to conduct identification and assessment, the teacher has been able to handle students with special needs. This readiness is shown by one of the teachers in the statement below:

"... our school is ready to carry out inclusive education, because all this time our school has been appointed several times for training in inclusive education by the Bogor City education office. I have handled a number of students with special needs with the help of an special

school teacher, so I understand how to handle these students. I also hope that the government can continue to build schools, so that if later it becomes an inclusion model school we can help other schools in organizing inclusive schools ... "(School teacher 9).

School readiness is very necessary in forming or organizing inclusive schools. It is not easy to prepare a school especially a public school to become an inclusive school. All stakeholders such as principals, school committees, parents, teachers, students and the community must be together

Factors that become obstacles in the formation of public elementary schools are elementary inclusive

Factors that become constraints in the formation of public elementary schools to become inclusive elementary schools are factors that are related to the problems faced by schools in organizing inclusive education. Teacher's perception of these factors consists of six parts sorted from the biggest to the smallest constraints.

Availability of facilities and infrastructure

Availability of facilities and infrastructure in inclusive schools related to the use of facilities, equipment - moving and immovable - as well as supporting media - which are used in the learning process and can be accessed by all students, especially students with special needs who need help so that learning objectives can be achieved effective and efficient. Some obstacles faced by schools such as limited funds to buy equipment needed by students with special needs for the blind, or autistic students who need special media such as special computers (Tsolakidis & Tsattalios, 2014), or special seat equipment for double-tuna students who do not have a school . Not infrequently schools seek additional funds or borrow equipment from special schools, so learning can take place and can meet the needs of students with special needs. Some perceptions or reasons given by the teacher regarding the provision of facilities and infrastructure are shown in the statement below:

"I once taught a child whose limbs are incomplete (his legs are not perfect). Our school does not want to accept, but we are sorry because the child is actually smart. So we accepted the child and borrowed a wheelchair in the special school because his parents did not have enough money to buy a wheelchair "(School teacher 5)

The availability of facilities and infrastructure is an absolute requirement needed in the implementation of inclusive education. The purpose of providing facilities and infrastructure is to help achieve student achievement (Uline & Tschannen-Moran, 2008) so that the fulfillment of student learning needs and help students mobility become easier.

Teacher skills

The success of the implementation of inclusive education is largely determined by the competence of teachers in designing learning which consists of various characteristics, diversity, weaknesses and strengths of all students, including students with special needs. The ease of the teacher in designing learning is not only because of the interaction of learning with students, but also can embrace and cooperate with parents, community, school committees in planning, implementing and evaluating learning in schools. Some perceptions and reasons raised by teachers related to teacher competencies in inclusive classes are as follows:

"I only attended seminars on inclusive education once, so I still don't understand how to make lesson plans, especially for SNSs. I also do not understand how to know what a student has a disability, except as blind or deaf can be known. But if you are an autistic or other child, you still need to learn from experts "(School teacher 6)

The constraints faced by primary school teachers in inclusive classes are the difficulty of designing learning that can meet the needs of all students. This difficulty is related to the teacher's lack of understanding of the characteristics of all students, including SNS, so that it is difficult to handle SNSs if they are experiencing problems in the learning process. Another difficulty is that teachers do not understand how to design individual learning programs for SNS, which is a guide for teachers to be able to improve the academic and social achievements of SNS.

The task of teachers in inclusive classes is expected to collaborate on a team to meet the needs of all students (Ricci, Zetlin, & Osipova, 2017) including students with special needs, such as collaborating with the accompanying teacher to understand responsibilities, tasks, procedures, school policies, building communication good, evaluating learning and implications of students with special needs (Basak Baglama, Yikmis, & Demirok, 2017). Another important thing is that teachers must understand and be able to adjust learning objectives, design flexible learning for all students using learning strategies that can accommodate all students (Halliwell, 2012).

Availability of SAT

Based on the guidelines for the implementation of inclusive education of the Ministry of Education and Culture of the Republic of Indonesia (2011), it is stated that SAT are teachers who have the competence of at least undergraduated level of special education faculty or who have competence in special education, with mutual duties collaborate with teachers and other education personnel, as well as the community in carrying out learning. Another task is to work together with classroom teachers and subject teachers to develop academic and non-academic assessment instruments, SNS' individual learning programs, additional services for SNS, as well as providing assistance, special services, and special learning to SNS. The SAT facilitate the learning process with SNS (Uzair-ul-Hassan, Hussain, Parveen, & De Souza, 2015), and are expected to be able to apply their skills and knowledge to ABK students (Roberts & Guerra, 2017).

Some of the constraints faced by schools in the provision of special tutors are that it is difficult to find SATs who have competencies that are appropriate to the needs of students, because most SATs have more duties and teaches in special education school. So it is not uncommon, although public schools that are not inclusive schools, and have SNS do not have SAT and are only served by classroom teachers or subject teachers with modest services (Keefe & Moore, 2004). This perspective is explained by the teacher in the opinion below:

"It is very difficult to be able to teach in a class that has children with SNS (2 children learning difficulties) and with the number of students I have almost 40 people. I can't focus and pay attention to SNS because they have to teach other students too. Because our school does not have SAT who can help me, so I equate the learning with other students "(School teacher 10).

Another obstacle is that schools do not have special funds to pay the honorarium or salaries of SATs,

even though in the government regulation No. 70 of 2009 Article 10 paragraph states that the government and the provincial government assist and provide special counselors for education units in the implementation of inclusive education. In fact, the provision of SAT must still be provided by the school as well as the funding. To charge SATs fees or salaries to parents, most parents who have SNSs come from underprivileged categories, so that indirectly, class teachers or subject teachers must handle SNS the same as other non-SNS students. Another opinion is explained by the teacher below:

"Schools do not have SAT because schools do not have enough funds to finance them. If you charge it to parents, most parents whose children include children with SNS come from underprivileged parents. So sometimes we ask parents to help their children in class when studying "(School teacher 7)

Even though class teachers or subject teachers do not have specific skills and competencies regarding the handling of SNSs. This condition has caused public elementary schools that will become elementary schools not to have SATs who indirectly have to accept and handle SNSs (Mapunda, Omollo, & Bali, 2017).

Parents' and Society's Mind-Set or the thinking towards inclusive education

One of the obstacles that has become less successful in the implementation of inclusive education both schools that have carried out inclusive education and are just going to implement inclusive education is the mindset of parents and the community towards inclusive education. Some of the thoughts of parents and society that lead to the pros and cons of inclusive education are some parents who think that teachers have difficulty dividing their time and attention if in an inclusive class there are SNSs, so the time and attention for other non- SNSs will be confiscated only for SNSs. Parents are also worried about the occurrence of bullying committed to SNSs (Rose et al., 2015). Parents also think that it is better for SNSs to go to school in special education school, so that students get a sense of security and comfort to learn together with other SNSs. But some parents and the community also think that if SNSs study together with other non-SNSs in inclusive schools, then this is the right school so that SNSs can socialize, and not close themselves with their peers or be more constructive (Francis, Hill, Blue-Banning, Turnbull, & Haines, 2016). Teacher's perception of parents' and community's thinking about inclusive education is stated below:

"Many parents do not understand about inclusive education. They are worried that if there are children with SNS who go to school, the teachers cannot get their focus and attention divided because they have to deal with SNS. Parents also recommend that SNS children should go to school in the special education school alone, so that they are not bullied by other children. But in my opinion, it is very important that children with SNS go to inclusive schools so that they can socialize well with their friends who do not have special needs "(School teacher 11)

The pro and contra conditions that occur to parents and the community about inclusive education because of the lack of socialization carried out by the government and schools. Socialization is very important to be done in order to support the implementation of the implementation of inclusive education (Zvoleyko, Kalashnikova, & Klimenko, 2016). Forms of socialization can be in the form of seminars, training and joint commitments in the form of inclusive work groups that involve the community. The government together with the school must be able to embrace all parties, both

parents, communities, other organizational institutions and convince them that the goal of inclusive education is one form of service so that all children without exception have the right to education so that it is useful for every child in their time will come.

Fund availability

One of the obstacles in the implementation of inclusive education is the availability of funds that support the implementation of inclusive education. Public elementary schools that will carry out inclusive education will automatically not get operational funds from the government, so they have to think about the availability of funds themselves. During this time, although they do not have special funds to carry out inclusive education, but with the obligation of every public elementary school to be able to receive all students including students with special needs, this condition causes school services to be provided only in accordance with the availability of funds owned by the school.

Funds that must be owned by schools that will conduct inclusive education consist of funds to purchase facilities and infrastructure consisting of physical facilities (child-friendly toilets, counseling rooms) and in learning, such as learning media needed by SNSs in accordance with the obstacles of SNSs. Another very important requirement is the use of SATs payments, although some parents who have SNSs pay the SATs fees. But almost the majority of parents were unable to provide funds to pay for SATs fees. In addition, for the purpose of achieving inclusive education to be achieved, schools must identify and assess and cooperate with psychologists and neurologists in identifying categories of SNSs as well as interventions that must be carried out by teachers to SNS in accordance with the categories of SNSs. For this reason, schools also have to spend funds and fees that are usually done at the beginning of school entry to psychologists and neurologists. For public elementary schools, if the availability of funds is not sufficiently owned, then the implementation of inclusive education is very difficult to do (Kim, 2014). Teacher's perception of the availability of funds for public elementary schools is explained in the opinion of a teacher below:

"So far we have never received special funds to support inclusive schools. in fact we need these supporting funds, to buy equipment and equipment for SNS. Even though we are not an inclusive school, but because there are children with SNS and our obligation to accept SNS, we have to have special funds. As far as I know, the funds will go down if the school is appointed by the agency as an inclusive school "(School teacher 11)

Meanwhile, the role of the government is actually to provide funds to schools that have indeed carried out inclusive education, both those appointed by the government and approved by the government when proposing themselves to become inclusive elementary schools. But schools that do not have special funds despite having SNSs in their schools will find it difficult to carry out inclusive education, because of limited funds. The purpose of the availability of funds in the implementation of inclusive education is that the program can take place well and smoothly, so that all students can feel the purpose of inclusive education (Mosia, 2014).

Government involvement

One of the obstacles faced by public elementary schools to become inclusive elementary schools is the lack of government involvement in meeting the requirements for the implementation of inclusive education. Some of the obstacles faced are related to other internal problems: lack of socialization or training about the inclusive education system to schools both principals, teachers and other education

personnel, so that understanding of inclusive education is holistic is lacking. In fact, although not yet as an inclusive elementary school, there are students with special needs who must be able to be served and handled according to their needs.

In addition to socialization, teacher skills are rarely improved regularly. Especially in the learning system that involves the curriculum, the learning process starts from the planning, implementation and evaluation stages that teachers really need as indicators of the success of inclusive schools. During this time, the teacher only understands the learning system by self-taught, lacking the direction from the relevant agencies so that the handling of SNSs becomes less optimal. Perceptions of government involvement in the implementation of inclusive education are found in the following teacher's opinion:

"The government, especially the education office, is very lacking in involving teachers for continuous training. Within a year, only once did I take part in the training, and even then it wasn't too deep. The education office should conduct training through work clusters in detail and routinely, so that we understand thoroughly about inclusive education, even though our school has not yet become an inclusive school "(School teacher 10)

The government, in this case the education office does not provide and assist the availability of SAT who can help class teachers or subject teachers in handling SATs. So far the school has been looking for the availability of SATs, with less competence in accordance with the requirements set by the government. The lack of school funds to pay for honorariums or funding for SATs has made it difficult for schools to provide SATs. Although some schools work with parents in providing SATs, not all of these conditions apply to all schools, because most parents are in the middle to lower condition.

The provision of supporting facilities and infrastructure for the implementation of learning and physical facilities that are child friendly, is also still lacking by the government. For example, learning media needed by SNSs with special disabilities such as down syndrome, or other physical disabilities are still not available in most schools. Fulfillment of learning media needed by students, in some schools borrowing from the nearest special education school so that they can serve and help SNSs in their learning. It is not uncommon for teachers to spend their own funds to make learning media for SNSs to keep learning going.

The role or involvement of government is an obligation that should be carried out continuously in order to succeed in the implementation of inclusive education (Osiname, 2017). The involvement of this government can be done starting from the process of forming an inclusive elementary school from public elementary schools that do require comprehensive government attention and involvement. Without government involvement, it is difficult for public elementary schools to turn into inclusive elementary schools which are not only focused on building learning systems, but are related to education funds that have been fully subsidized by the government. The success of the implementation of inclusive education can only be achieved by the involvement of all education stakeholders, so that all education can be felt by all students is no exception by SNSs (Priyadarshini & Thangarajathi, 2016).

Conclusion

The success of organizing inclusive education is largely determined by the readiness of the formation or establishment of inclusive schools as the initial stage to become an inclusive school. The establishment of public elementary schools to be inclusive elementary schools has experienced various obstacles that must be faced by the school, which has not received special attention from all stakeholders involved. Various teacher perceptions related to the formation of public elementary schools to become inclusive elementary schools indicate that as many as 49.60% of public elementary schools are not ready to become inclusive elementary schools, as many as 30.40% are not ready to become inclusive elementary schools and as much as 20% are ready to become inclusive elementary schools. Some of the factors that are constraints in the formation of public elementary schools to become inclusive elementary schools include (1) the availability of supporting infrastructure that is still not widely owned by public elementary schools (2) teachers' skills in designing effective learning systems and handling SNSs still do not show adequate quality as one of the important conditions in the implementation of inclusive education (3) the unavailability of SATs in every public elementary school because it is related to the provision of funds to pay for SATs, and at least SATs who do have the competence as SATs set by the government (4) mind set or the thinking of parents and communities who do not understand the meaning and benefits of inclusive education, so it tends to be difficult to accept the inclusive education system as a system that serves all the characteristics, weaknesses, strengths and obstacles of all children (5) public elementary schools do not have enough funds to change become an inclusive elementary school, before getting the government's appearance as a public elementary inclusive model, although in its implementation that most of the students received SATs to study together with other non-SATs, which inevitably requires the same attention and service as public inclusive elementary school (6) there is still a lack of involvement of government or related agencies in supporting Public elementary schools become inclusive elementary schools, in terms of socialization to parents and the community, improvement of teacher competencies, provision of school facilities and infrastructure and learning, provision of SATs, and provision of funds in the establishment of inclusive elementary schools.

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