Index For Inclusion by Policy Perspective in Inclusive Education for Preschool in East Java, Indonesia

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Abstract

Inclusive education is regarded as essential for preschool-age children with hearing impairments. Inclusive education is forecasted to provide equal opportunities for preschool to have regular interaction and communication with their peers. Using the policy viewpoint, this study aims to identify the influencing factors for the realization of inclusive education for children with hearing issues at the preschool level in East Java, Indonesia. This study used a mixed-method sequential explanatory design. Our informant consisted of 24 school principals (from the 24 population), 180 regular teachers (from the 305 population), 26 counseling teachers (from the 26 population), and 47 school administrators (from the 47 population). The quantitative data were analyzed using Statistical Program for Social Science (SPSS). Policy factors certainly influence inclusive education practices for preschool. The influencing factors consisted of two constructs, namely developing a school for all and manage support for diversity. The most significant predictor for inclusive education at the preschool level for students is developing a school for all (ß=0.224, t=2.578, and p=0.000), contributing by 7.84%. The second predictor is manage support for diversity (ß=0.164, t=1.882 and p=0.000), which present a 5.49% contribution. The analysis results suggested two policy factors affecting the realization of inclusive education for preschool, namely developing a school for all and manage support for diversity. These two factors present correlation, influence, and contribution toward the enforcement of index for inclusion in inclusive education for preschool.

Keywords: index for inclusion, inclusive education, preschool, policy.

Introduction

Children with special needs face numerous complications in physical, psychological, emotional, social, and communication domains that detain their growth and development, so they require special assistance in their education (Novianti et al., 2022). Children with Special Needs are defined as children who differ from most other children in terms of: mental characteristics, sensory, physical, and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of two or more of the above; as long as they require modifications to school assignments, learning methods, or other related services in order to maximize their potential or capacity (Fajar Pradipta & Arif Dewantoro, 2019; Mangunsong, 2009; May et al., 2021).

Inclusive education is one of the education system which has been implemented in various countries, including Indonesia. Recently, 29,317 schools in Indonesia have implemented inclusive education, subsisting of elementary, junior high, senior high, and vocational high schools (Choiriyah, 2022). Additionally, the data from the Ministry of Education and Culture in 2019 showed that Indonesia has 1.6 million children with disabilities, while only 18% of them receive a comprehensive education. In detail, 115,000 and 229,000 children with special needs attend special schools and inclusive schools, respectively (Kemendikbud, 2019).

In the beginning, the community undoubtedly opposed the fight for special needs children's right to an education. Schools initially did not want to accept special needs children to study with typical students, and neither did the community. Scandinavian nations pioneered inclusive education, which was eventually adopted by the US and the UK (Graham, 2020; Hanssen et al., 2021). Following the 1991 World Conference on Education in Bangkok (Krisnawati & Nugroho, 2019; Wardhani & Andika, 2021), which resulted in the proclamation "Education for All," and the 1989 World Convention on the Rights of the Child. The demand for inclusive implementation grows stronger as more nations

adopt the inclusive education paradigm (Fauzan et al., 2021). The Salamanca Statement, which was developed at an education convention held in Salamanca, Spain, in 1994, states that inclusive education employs specific educational ideas and practices with the goal of achieving education for all (Ainscow et al., 2019; Hernández-Torrano et al., 2022). As a result, Indonesia has pledged to uphold, defend, and realize the rights of those with disabilities in order to ensure their wellbeing. The Bandung Declaration, which expresses Indonesia's commitment to inclusive education, was then produced as a consequence of a national convention that was convened by Indonesia in 2004 (Ediyanto, Maulida, et al., 2020). The Bukittingi Recommendations on the creation of inclusive education programs were produced at the 2005 International Symposium in Bukittingi, one of the conventions that took place in Indonesia (Ediyanto, Suhendri, et al., 2020)

In accordance with previous conventions and conferences, Indonesia continues to enact legislation to protect the rights of children with special needs, particularly their schooling. Article 31 paragraph 1 of the Republic of Indonesia's 1945 Constitution states that every citizen has the right to an education. Then there was Law No. 4 of 1997 concerning people with impairments. People with disabilities have the right to proper education services at all levels of education, according to Article 6 paragraph 1 of the law. Regulation No. 70 of 2009 of the Minister of National Education on Inclusive Education for Learners with Disabilities and the Potential for Special Intelligence and/or Talent. In addition, on January 20, 2003, the Director General of Didasmen of the Ministry of National Education issued Circular Letter Number 380/C.C6/MN/2003 on Inclusive Education.

In inclusive schools, children with special needs are expected to get equal opportunities to interact and communicate with their peers (Junaidi et al., 2022; Mamadjanovna et al., 2022; Rofiah, 2022), particularly during their preschool age. Inclusive education is crucial as it offers an equal chance of communication and interaction with peers (Demchenko et al., 2021). Inclusive education is education that incorporates all members of society, including people with special needs who have long-term or short-term educational demands (Fauzan et al., 2021). However, inclusive education requires thorough preparation (Wulan & Sanjaya W., 2022). Meanwhile, a number of challenges have been reported in the implementation of inclusive education in public schools, including internal and external challenges (Efendi et al., 2022). Inclusive education implementation in Indonesian preschools still encounters various issues (Juniar et al., 2020; Prayogo et al., 2023; Siagian & Kurniawati, 2019). Previous studies have reported three major constraints of inclusive education implementation (Reefani, 2013; Windarsih et al., 2017).

Such as the teachers and parents who cannot completely embrace the students' situation. A previous study conducted by (Sakti, 2020) discovered that most parents and teachers perceived children with special needs should only attend a special school. Teachers are unable to be proactive and nice to all children throughout implementation, resulting in complaints from parents and making children with special needs a laughingstock (Romadhon et al., 2021). There is still a community mindset that believes children with special needs are difficult to manage, which leads to complaints from some parents who object to their children being in the same class as children with special needs. Another impediment is the teacher's lack of expertise about dealing with children with special needs because she is not trained in special education (Allam & Martin, 2021; Zabeli & Gjelaj, 2020). Consequently, the Indonesian education system is having difficulty recognizing educator requirements in inclusive schools.

Of course, the implementation gap is also the result of a regulatory structure that has not maximized its protection. Policies are established not only by the government, but also by schools in order to benefit from the implementation of inclusive education. Schools must have and develop policies that safeguard all of the rights of the school community, including those with special needs. Schools must have and develop policies that safeguard all of the rights of the school community, including those with special needs (Kozleski, 2020). The school's dream of inclusive education achievement will become a reality with a competent regulatory structure. Of course, this requires assistance from a variety of sources, including the principal, teachers, staff, students, and members of the surrounding community(Engelbrecht & Muthukrishna, 2019). A collaborative mindset from all sides will be critical to the successful implementation of inclusive education. However, school policies continue to have flaws, as evidenced by the study by Tanjung et al (2022), which found that in the schools studied, there were still inappropriate policies in terms of understanding inclusion, school policies, learning processes, and support systems, for example, class teachers do not have responsibility for the learning progress of children with special needs, and parents of children with special needs have an obligation to provide services. Parents, special schools, experts, colleges, and the government continue to play minor roles. Meanwhile, school facilities remain scarce (Tanjung et al., 2022).

According to research findings Tarnoto (2016), the issues that arise during the implementation of inclusive education programs are related to teachers, students, parents, schools, communities, governments, and a lack of infrastructure that supports the implementation of inclusive school programs. This is also due to a lack of cooperation on the side of numerous

stakeholders (Tarnoto, 2016). Then, according to Gusti's (2021) research, the challenges to the implementation of inclusive education include policy blunders and institutional policies that do not recognize disability (Gusti, 2021). The study by Wijaya et al (2023) then notes that the agency analyzed has a policy in place to assist the implementation of inclusive education in primary schools through regional and municipal rules. However, the education unit level has not fully utilized these policies in constructing the curriculum and inclusive educational services (Wijaya et al., 2023).

So far, inclusive education has been practiced and adopted at the primary education level, using the available references. Meanwhile, at the preschool level, there is no specific reference for the inclusive education implementation, so inclusive education is practiced based on each school's authority. Students who are not used to interacting in a pluralistic atmosphere at school will struggle to fit in with the community environment. Students at inclusive schools work together to close gaps so that they become accustomed to living in variety, so that they know each other and recognize and understand the presence of each individual. Children with exceptional needs can learn in connection to regular students, and normal students can learn how to establish attitudes that allow children with special needs to be present. Overcoming the implementation gap necessitates approaches and activities that focus on the quality of policies in accordance with field practices and the needs of the target population (Munajah et al., 2021). As a result, an assessment and review are required in the policy to address current issues; this assessment employs the inclusion index. Thus, this study aims to investigate the implementation of inclusive education for preschool, using the policy viewpoint, in East Java, Indonesia by index for inclusion. Further, this study also purposely to identify the policy factors influencing inclusive education implementation, as well as the necessary strategies.

RESEARCH METHOD
Research Design
This study used the mixed-method sequential explanatory study design. The data collection and analysis in the sequential explanatory design contains qualitative and quantitative, alternately (Creswell, 2013). In the first stage, the data were gathered and analyzed quantitatively, followed by qualitative data collection and analysis. The qualitative data were garnered following the results of quantitative data analysis, which required further interpretation and improvement (Creswell, 2013). This study focuses on the implementation of inclusive education from a policy perspective for inclusive preschool.

Sample and Data Collection
We used cluster sampling in the selection of research respondents. This sampling technique was chosen as it is the most suited method for our research purpose. The respondents in this study consisted of the school principal, regular teachers, guidance and counseling teachers, as well as the educational staff from the preschool educational institutions implementing inclusive education. The respondents were 24 school principals (from the 24 population), 180 regular teachers (from the 305 population), 26 counseling teachers (from the 26 population), and 47 school administrators (from the 47 population).

This study was carried out in preschool education institutions that implement inclusive education in East Java, Indonesia. The schools were selected following some criteria, such as they should have implemented inclusive education for at least five years and provide excellent facilities and infrastructure supporting inclusive education. Meanwhile, the teachers participating as our respondents should have experience in teaching preschool in the last five years.

Analysis of Data
This study gathered both qualitative and quantitative data. The quantitative data were analyzed using descriptive and multiple regression analysis through SPSS 26.0. Meanwhile, the qualitative data were analyzed through data reduction, categorization, and presentation, as well as conclusion drawing. The qualitative data were used to toughen the results of qualitative data analysis.

The quantitative data were collected through a questionnaire. The questionnaire was constructed by referring to the participation index (inclusion index), consisting of policy dimension. The questionnaire items focused on measuring the influencing factors of the inclusive education practice for preschool. Besides, the questionnaire was also developed following the National Standard for Preschool Education which subsisted standards of development accomplishment level, content, assessment, educator and educational staff, as well as the standards of facilities, infrastructure, management, and funding.

In addition, in the qualitative data collection process, we positioned ourselves as the instrument, as (Denzin & Linclon, 2005) explained that researchers served as the primary data collection and analysis instrument in the qualitative research context. Besides, a flexible instrument in accordance with the research context is required. Consequently, researchers are allowed to construct their own instruments for their research. The qualitative data were gathered through interviews using semi-structured interview guidelines. where investigators conduct in-depth interviews using a guideline for the

interview. In addition, the practice is more open-ended with the aim that questions can develop in line with the data required so that researchers can explore information related to their research that has not been listed in the guideline for the interview. We developed this instrument independently by referring to the inclusion index, which consisted of policy dimension. Besides, the instrument was also adjusted to the Indonesian policies.

RESULT

The inclusive education practice is affected by several factors, both internal and external factors. One of the external factors is the policy factors, such as the school policies in implementing inclusive education and how the school implements it.

The data analysis was carried out to identify the policy dimension influencing factors of the inclusive education accomplishment for preschool. The influencing factors consisted of two constructs, namely developing a school for all

and manage support for diversity. We adopted the descriptive analysis method by calculating the mean and standard deviation. The average scores and standard deviations of the items for each policy construct's effects on the inclusive education practice for preschool are presented in Table 1.

Policy Influencing Factors of Inclusive Education Implementation for Preschool

As shown in Table 1, the average score on every polivy factor of the inclusive education implementation for preschool is classified as high (average=3.844, standard deviation=0.465). The average scores of the two-construct range between 3.764 and 3.925, while the standard deviation ranges between 0.510 and 0.421. Developing schools for all construct is categorized as high level with a mean of 3.764 and standard deviation of 0.510, and the manage support for diversity is also at a high level with an average score of 3.925 and standard deviation of 0.421. The analysis results of questionnaire items for developing schools for all construct are presented in Table 2.

Table 1: Average Scores and Standard Deviation on Cultural Factors Item

Components	Total Item	Average Score	Standard Deviation	Interpretation
Policy Dimensions of Creating an Inclusive Foundation: 1: Developing schools for all	11	3.764	0.510	High
Policy Dimensions of Creating an Inclusive Foundation: 2: Manage support for diversity	9	3.925	0.421	High
Average	20	3.844	0.465	High

Table 2: Average scores and standard deviation for developing schools for all construct

No. Item	Item	Average Score	Standard Deviation	Interpretation
1.1	This school has a participatory development process.	3.289	0.763	Moderate
1.2	The school has an inclusive approach to leadership.	4.250	0.551	High
1.3	Fair agreements and promotions.	3.329	0.673	Moderate
1.4	Staff skills are recognized and used according to their role	4.250	0.612	High
1.5	All new staff will be helped to settle in at school.	4.280	0.620	High
1.6	The school strives to accept all students from the surrounding area.	3.401	0.703	Moderate
1.7	All new students will be helped to settle in at school	4.430	0.524	High
1.8	Teaching and learning bundles are equitably organized to support learning for all students.	3.285	1.004	Moderate
1.9	Students are willing to move on to higher stages	4.460	0.541	High
1.10	Schools provide physical access to their buildings for everyone.	3.260	0.705	Moderate
1.11	School buildings and grounds are developed to encourage inclusion of all.	3.173	0.774	Moderate
Total		3.764	0.679	High

As presented in table 2, the developing school for all construct is at a high level (mean=3.764, sp=0.679). five of the eleven items of the developing school for all construct are at a high level, namely the school has an inclusive leadership approach (min=4.250 sp 0. 551), Staff skills are recognized and used according to their role (min=4.250, sp=0.612), All new staff will be helped to adapt to the school (min=4.280 sp 0.620), All new students will be helped to adapt to the school (min=4.430, sp=0.524), Students are ready to continue to higher level (min=4.460, sp=0.541).

Our data analysis results indicated that the schools have implemented the policy in accordance with its objectives. According to PSR22, GAR39, GPR19, KTR14 explained that the school has provided equal opportunities to all teachers and school staff in the promotion process. Teachers and staff have different development processes depending on their commitment, activeness and innovativeness in educating children with special needs. Then, the school has not been able to accommodate all children with special needs due to limitations and conditions of facilities and infrastructure as well as less supportive human resources, as described below:

"Sebetulnya kami memberikan kesempatan yang sama pada seluruh guru dan kakitangan untuk berkembang. Tapi perjalanan masing-masing individu adalah berbeda-beda. Jadi mana yang aktif dan inovatif itu yang kami promosikan untuk dapat memegang jabatan tertentu. Kami disini memang belum bisa menerima semua murid-murid kerana keterbatasan dari berbagai hal seperti SDM dan sarana prasarana, tapi kami akan berusaha lebih baik lagi baik dari segi pembelajaran atau hal lainya. Kami juga terus mengupayakan akses fisikal dan bangunan yang lebih aksesibel ".

"Actually, we give all teachers and staff the same opportunity to grow. But each individual's journey is different. So those who are active and innovative are the ones we promote to be able to hold certain positions. We here have not been able to accept all students due to limitations in various things such as human resources and infrastructure, but we will try to be better in terms of learning or other things. We also continue to strive for physical access and more accessible buildings." (Translate) (PSR22)

"Untuk hal tersebut kesempatannya sama tapi kembali pada masing-masing individu. Dalam hal penerimaan murid juga aksesibilitas belum bisa terlaksana dengan baik karena keterbatasan yang ada. "

"For this, the opportunity is the same but it returns to each individual. In terms of student enrollment, accessibility has not been well implemented due to existing limitations." (Translate) (GAR39)

"Dikembalikan masing-masing, ada yang berminat dan diberi dukungan ada yang biasa saja. Jadi untu kenaikan pangkat ya tergantung keaktifan masing-masing staf. Untuk penerimaan murid masih bisa dibilang belum sepenuhnya karena hanya murid murid yang dapat kami layani yang kami terima. Begitupun dengan akses fisik seperti gedung dan lainya"

"It is returned to each of them, some are interested and given support, some are ordinary. So for promotion, it depends on the activeness of each staff. For student enrollment, it can still be said that it is not complete because only students who we can serve are accepted. Likewise with physical access such as buildings and others". (Translate) (GPR19)

Table 3: Average score and standard deviation for manage support for diversity construct

No. Item	Item	Average Score	Standard Deviation	Interpretation
2.1	All forms of support have been considered in advance.	4.280	0.502	High
2.2	Professional development activities assist staff in addressing diversity	3.321	0.643	Moderate
2.3	English as an additional support language is partly a communication tool for all school members.	2.314	0.557	Low
2.4	The school supports students' education in sustainable public care.	4.220	0.561	High
2.5	The school ensures that the policy on "special educational needs" supports their inclusion	4.270	0.546	High
2.6	Behavioral regulation is also included in learning and curriculum development.	4.300	0.544	High
2.7	Pressure for exceptions to punishment is reduced	4.180	0.675	High
2.8	Things that inhibit attendance are reduced.	4.160	0.638	High
2.9	Reducing symptoms of bullying	4.290	0.635	High
Total		3.926	0.593	High

"Sebetulnya kesempatannya sama, bergantung dari komitmen masing-masing individu. Berkenaan dengan akses fisik seperti gedung masih dalam tahap peningkatan dari sebelumnya dan selalu kami upayakan yang terbaik. Untuk itu juga kami memang masih etrbatas dalam emnerima berbagai jenis hambatan"

"Actually, the opportunity is the same, depending on the commitment of each individual. With regard to physical access such as buildings, we are still improving from before and we always strive for the best. For this reason, we are still limited in accepting various types of obstacles". (Translate) (KTR14)

Referring to table 3, the manage support for diversity construct is interpreted at a high level (min=3.926, sp=0.593). Seven of the nine construct items organized support at a high level, i.e. All forms of support have been considered in advance (min=4.280, sp=0.502), The school supports students' education in ongoing public service (min=4.220, sp=0.561), The school ensures that policies on "special educational needs" support their inclusion (min=4. 270, sp=0.546), Behavioral rules are also included in learning and curriculum development (min=4.300, sp 0.544), Pressure for punitive exceptions is reduced (min=4.180, sp 0.675), Matters that hinder attendance are reduced (min=4.160, sp=0.638), Reduced symptoms of bullying (min=4.290, sp=0.635).

Essentially, schools are able to manage the support for diversity in school environment. This finding is linear with one of our respondents, PSR3, GAR100, GPR29 and KTR1 said that they support all children by supporting their learning. The form of support is more about the implementation of education. In developing teachers' professionalism, the teachers are waiting for training from the school, they said that professional development can overcome the problems that exist in inclusive schools. In addition to the school's own efforts, the school also awaits training programs from the East Java Provincial Office (PSR23, GAR24, GPR8, KTR14). In learning, the school also uses English as an additional language in school education but not for daily communication (PSR12, GAR39, GPR21, KTR11).

"Kami memberikan dukungan untuk semua anak. Tentunya kami mempertimbangkan segala hal berdasarkan kebutuhan masing-masing peserta didik. Setiap anak memiliki karakteristik masing-masing"

"We support for all children. Of course, we consider everything based on the needs of each learner. Each child has their own characteristics". (Translate) (PSR3)

"Untuk mengembangkan profesional kami dari pihak sekolah selain mengupayakan sendiri juga menunggu

dari Dinas Provinsi Jawa Timur. Biasanya Dinas Provinsi mengundang perwakilan dari kami untuk dapat terlibat dalam kegiatan-kegiatan pelatihan. Sebenarnya kegiatan tersebut sangat penting bagi kami"

"In order to develop our professionals, the school not only makes its own efforts but also waits for the East Java Provincial Office. Usually the Provincial Office invites representatives from us to be involved in training activities. Actually, these activities are very important for us". (Translate) (PSR23)

"Menurut saya pengembangan profesional ini sangat penting dan sangat membantu dalam menyelesaikan berbagai permasalahan. Namun terkait hal tersebut menunggu dasar dari pihak sekolah"

"I think professional development is very important and very helpful in solving various problems. However, regarding this matter, waiting for the basis of the school". (Translate) (GAR24)

"Untuk bahasa Inggeris kami belum menjadikan sebagai bahasa utama yang digunakan dalam berkomunikasi. Sejauh ini hanya sebagai tambahan sahaja"

"For English we have not made it the main language used in communication. So far only as an addition". (Translate) (PSR12)

Policy factors' contr4ibution toward the implementation of inclusive education for inclusive preschool

Policy factors certainly influence inclusive education practices for preschool. Therefore, using double regression analysis, we examined the contribution of these factors on the inclusive education practice, particularly for preschool. In this analysis, the zero hypotheses (H0) represent the absence of influence from policy factors on the inclusive education implementation for preschool.

Tables 4 and 5 presented the results of a double regression analysis (gradual) involving two variables, with the policy factor as the independent variable and the inclusive education

Table 4: Varian analysis of policy factors

Source	Sum of Squares	Margin	Min Squared	F	Significance (p)
Regression	7.117	2	3.558	21.094	.000[b]
Remaining	46.219	274	0.169		
Total	53.336	276			

a. Dependent variable: inclusive education implementation
b. Predictors: (Constant), RD1, RD2

Table 5: Double regression analysis (gradual) of the policy factor (non-dependent variable) on the implementation of inclusive education for preschool

Variable (X)	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlation coefficient	R^2	Contribution (%)
	B	Standard Error	Beta (β)					
(Constant)	2.771	0.232		11.933	0	1.000	0	
1	0.194	0.075	0.224	2.578	0.01	0.350	0.078	7.84%
2	0.171	0.091	0.164	1.882	0.006	0.335	0.055	5.49%

R double 0.181
R square, R2 0.182
R square modification 0.175

practice for preschool as the dependent variable. As shown in Table 4, we obtained p=0,000 (p<0,05) at 0.05 significance, signifying that the constructs of developing a school for all and manage support for diversity contribute significantly to the implementation of inclusive education for preschool.

In addition, our analysis results also showed that two non-dependent variables have a significant correlation, indicated by F= 21.094 (DK 2) and significance of p=0.000 (p<0,05), as presented in Table 5. Meanwhile, the R square of (R2 =0,133) indicated an 13.3% total contribution of the two variables on the inclusive education implementation for preschool, with the developing a school for all and manage support for diversity constructs contributing by 7.84% and 5.49%, respectively.

The most significant predictor for inclusive education at the preschool level for students is developing a school for all (ß=0.224, t=2.578, and p=0.000), contributing by 7.84%. This finding suggests that one unit of score difference in social development will increase the implementation of inclusive education by 1 unit. Therefore, establishing community is the central factor, contributing 7.84% to the inclusive education application for preschool.

The second predictor is managing support for diversity (ß=0.164, t=1.882 and p=0.000), which present a 5.49% contribution. This finding shows that one unit difference in manage support for diversity will enhance the inclusive education implementation for preschool. In the end, the expansion of inclusive values carries a 5.49% contribution to the inclusive education practice for preschool.

Discussion

Policy factors influencing implementation of inclusive education for preschool

Children with special needs are expected to have equal opportunities to interact and communicate with their peers in inclusive schools, particularly during their preschool years. Inclusive education strives to provide equal access to all students, without exception (Junaidi et al., 2022; Rasmitadila et al., 2022). Indonesia, as one of the countries that has made a commitment to respect, protect, and fulfill people's rights with minimal effort, is ultimately expected to fulfill virtues such as inclusive education (Mangku & Yuliartini, 2019). Some policies that are contain rights made for children with special needs are Law No. 20/2003 on National Education System article 5 paragraph (2) states that "Citizens who have physical, emotional, mental, intellectual, and/or social abnormalities are entitled to special treatment education". In this regard, it is clear that every learner has the right to education services. Ideally, schools should provide services not only to regular students, but also to children with special needs. Services can be provided in special schools or inclusive schools to help students develop their abilities and potential.

In inclusive schools, children with special needs are expected to get equal opportunities to interact and communicate with their peers (Junaidi et al., 2022; Rofiah, 2022), particularly during their preschool age. Inclusive education is crucial as it offers an equal chance of communication and interaction with peers (Demchenko et al., 2021). Inclusive education is education that incorporates all members of society, including people with special needs who have long-term or short-term educational demands (Fauzan et al., 2021; Roberts & Webster, 2022). However, inclusive education requires thorough preparation (Wulan & Sanjaya W., 2022). Meanwhile, a number of challenges have been reported in the implementation of inclusive education in public schools, including internal and external challenges (Efendi et al., 2022). Inclusive education implementation in Indonesian preschools still encounters various issues (Juniar et al., 2020; Prayogo et al., 2023; Siagian & Kurniawati, 2019). Previous studies have reported three major constraints of inclusive education implementation (Reefani, 2013; Windarsih

et al., 2017). Such as the teachers and parents who cannot completely embrace the students' situation. A previous study conducted by (Sakti, 2020) discovered that most parents and teachers perceived children with special needs should only attend a special school. Teachers are unable to be proactive and nice to all children throughout implementation, resulting in complaints from parents and making children with special needs a laughingstock (Romadhon et al., 2021). There is still a community mindset that believes children with special needs are difficult to manage, which leads to complaints from some parents who object to their children being in the same class as children with special needs. Another impediment is the teacher's lack of expertise about dealing with children with special needs because she is not trained in special education (Allam & Martin, 2021; Zabeli & Gjelaj, 2020). Consequently, the Indonesian education system is having difficulty recognizing educator requirements in inclusive schools.

Students who are not used to interacting in a pluralistic atmosphere at school will struggle to fit in with the community environment. Students at inclusive schools work together to close gaps so that they become accustomed to living in variety, so that they know each other and recognize and understand the presence of each individual. Children with exceptional needs can learn in connection to regular students, and normal students can learn how to establish attitudes that allow children with special needs to be present. Overcoming the implementation gap necessitates approaches and activities that focus on the quality of policies in accordance with field practices and the needs of the target population (Munajah et al., 2021). As a result, an assessment and review are required in the policy to address current issues; this assessment employs the inclusion index.

In Indonesia, the implementation of inclusive education is still fraught with difficulties, such as Implementing schools do not function properly because various components of the necessary support system are missing. If anything, the level of assistance provided is subpar. In fact, education providers must meet all of the needs of students, regardless of their needs or circumstances. The main issue is the practice of inclusive education, which is seen as exclusive. Furthermore, teaching staff (Novianti et al., 2022), facilities and infrastructure support, and inclusive education curriculum in preschool education institutions are all unqualified (Huda & Iman, 2017). According to (Purnama et al., 2017) inclusive education in Indonesia must involve parents, teachers, and the environment (Ishartiwi et al., 2022). Only parents have a positive perception of inclusive education, despite the fact that all three actors should have the same perception. The study (Reefani, 2013; Windarsih et al., 2017) also discovered three major barriers to the implementation of this inclusion model, including the availability of professional teachers in the field of inclusion; the attitude of parents and teachers who cannot accept the presence of children with special needs in their midst; and inclusive education that is not fully inclusive.

The recent inclusive education in Indonesia still lacks in many aspects. However, the government has constantly attempted to improve the inclusive education practice. Our analysis results showed the influencing factors of inclusive education implementation for preschool in East Java, Indonesia, from the policy perspective. We identified two primary influencing factors for inclusive education realization, namely developing a school for all and manage support for diversity.

The policy dimension presents high effects on the realization of an inclusive culture, as indicated by our quantitative analysis results. Meanwhile, our qualitative analysis suggested that the schools have successfully developing a school for all and manage support for diversity following the inclusive education philosophy. Each element involved in the educational processes, including the school principals, teachers, and educational staff, has excellent cooperation. Besides, every school member has presented mutual appreciation, collaboration, and reliance. (Kadir, 2015) reported that inclusive education cultivates students' mutual understanding, tolerance, sympathy, and respect.

Good institutional support, foundations, and learning facilities are required for inclusive education practice. Internal support is the primary support system. The school principal is the first source of internal support. The principal's leadership is the most important support from the principal. The principal's personality and leadership style will determine the school's success. Teachers provide additional internal support. In an inclusive classroom, competent and professional teachers can manage learning (Anthony & Yasin, 2019; Kartini & Aprilia, 2022). Finally, school climate is an intangible factor that has an impact on the organization (Wulan & Sanjaya W., 2022). Acceptance of students with special needs by the school community is one of the school climate values found in inclusive schools (Shafira et al., 2022).

According to the results of our data analysis, the schools implemented the policy in accordance with its objectives. According to this study, the school provided equal opportunities for promotion to all teachers and school staff. Teachers and staff go through different development processes depending on their commitment, activity, and innovativeness in educating special needs children. The school was then unable to accommodate all children with special needs due to facility and infrastructure limitations and conditions, as well as less supportive human resources.

In essence, schools can manage the support for diversity in the school environment. This finding is consistent with the findings of this study; respondents stated that they support all children by supporting their learning. The type of assistance is focused on education implementation. Teachers are awaiting training from the school in order to develop their professionalism; they believe that professional development can overcome the problems that exist in inclusive schools. In addition to its own efforts, the school is looking forward to training programs from the East Java Provincial Office. English is also used as an additional language in school education, but not for daily communication.

CONCLUSION

The analysis results suggested two policy factors that influence the inclusive education practice for preschool, namely developing a school for all and manage support for diversity. In its implementation, the school continuously presents excessive efforts in inclusive education implementation, following the inclusive education philosophy. Though they still encounter various problems, the inclusive education practice in preschool education institutions in East Java, Indonesia, can be categorized as good. The two policy constructs are also identified to have correlation, influence, and contribution to the inclusive education implementation for preschool.

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