

IMPLEMENTATION OF INCLUSIVE EDUCATION IN ENCOURAGING EQUITABLE SOCIAL CHANGE FOR STUDENTS AT SD NEGERI 5 ARCAWINANGUN

Dian Aditya Suryani¹, Halimatu Sa'diyah², Siswadi³

Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

244120300054@mhs.uinsaizu.ac.id¹, 244120300055@mhs.uinsaizu.ac.id²,

siswadi@uinsaizu.ac.id³

Abstract

Inclusive education is an educational approach that emphasizes providing equal educational services to all students without discrimination, including students with special needs. Inclusive education is seen as having a strategic role in instilling the values of social justice from an early age, especially at the elementary school level. This study aims to describe the implementation of inclusive education at SD Negeri 5 Arcawinangun and its role in encouraging equitable social change. This study uses a qualitative approach with a descriptive research type. Data collection techniques were carried out through observation, in-depth interviews, and documentation, with research subjects including the principal, teachers, students, and parents. Data analysis was carried out using the Miles and Huberman interactive analysis model which includes data reduction, data presentation, and drawing conclusions, as well as testing the validity of the data through triangulation. The research results show that SD Negeri 5 Arcawinangun has implemented inclusive education by admitting diverse students into regular classes and implementing relatively flexible learning. This implementation of inclusive education has had a positive impact on students' social interactions, marked by the growth of empathy, tolerance, and mutual respect. However, its implementation still faces obstacles in the form of limited teacher competency and supporting facilities. Overall, the implementation of inclusive education at SD Negeri 5 Arcawinangun contributes to encouraging equitable social change in the elementary school environment.

Keywords: Inclusive Education, Elementary School, Social Change, Social Justice



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Education is a human right that every human being plays a fundamental role in shaping the quality of human resources and consumption remains limited. Education is not only a transfer of knowledge, but also a vehicle to internalize the values of justice, equality and respect for diversity.¹ In the Indonesian context, the fulfillment of the right to education for all citizens is explained in Law Number 20 of 2003 concerning the National Education System, stating that education must be held in a democratic, fair and non-discriminatory manner.²

Education is one of the main keys in developing human resources in a more advanced direction, especially in this country of Indonesia. With good education, a better future generation will be created and can provide benefits for many people. Education is not only a matter of learning, but with education, a good character can be formed in the form of social, cultural, ideological, psychological characters, and others. The formation of good character is one of the great hopes with the education process, which can later make the young generation of Indonesia in a more advanced direction and prioritize morality, one of which is to realize a golden Indonesia in 2045.³ Education is not only carried out by students, however. as an educator must also have a good education strategy, so that later they can form a good character for students.

In practice, education in the field shows that the principles of justice and equality have not been fully realized. Various studies reveal that there is still discrimination and exclusion of children with special needs and students from vulnerable social groups in primary schools.⁴ Based on the results presented by Unicer Indonesia, educational opportunities for children with special needs experience several obstacles and one of them is the unevenness of the education system that is friendly to children with special needs. This unevenness is not only in terms of facilities and infrastructure, but also includes health facilities that are also provided by educational institutions. This condition causes limited access and quality of educational services received by these groups, so that it has the potential to widen social gaps in society.

Inclusive education is a way of teaching that focuses on giving all children the right to learn, without exception. This approach ensures that every child, despite their differences, can learn together in the same environment. Inclusive education is based on the belief that every child

¹ James A. Banks, *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (New York: Routledge, 2015).

² Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (2003), <https://peraturan.go.id/id/uu-no-20-tahun-2003>.

³ Misbakhul AlMubarak and Budiman Mustofa, "Pendidikan Karakter Kunci Menuju Sumber Daya Manusia Berdaya Saing Di Indonesia Emas 2045: Pendidikan Karakter, Sumber Daya Manusia, Indonesia Emas 2045," *Journal of Excellence Humanities and Religiosity* 2, no. 1 (January 2025), <https://doi.org/10.34304/joehr.v2i1.302>.

⁴ Ileena Ramadhanti and Nenden Ineu Herawati, "Implementasi Pendidikan Inklusif Di Sekolah Dasar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024), <https://doi.org/10.23969/jp.v9i2.14873>.

has the ability to develop, provided they are provided with the right help and services.⁵ Thus, inclusive education is not only intended for children with special needs, but also for all students with diverse social, cultural, and ability backgrounds. This education is able to ensure that all children who are undergoing education get good and appropriate services.

Empirically, various studies show that inclusive education at the elementary school level has a good impact on the social development of students. Based on research conducted by Retnoasih and his team in 2019, it was found that cooperation between regular students and students with special needs in an inclusive education environment is able to foster a sense of empathy, tolerance, and mutual respect.⁶ With this education, it can have a very significant impact on the development of students. This shows that inclusive education directly helps to shape social values that are the basis for the realization of an inclusive and just society.

Inclusive education is considered an important tool to drive social change. Marin said that inclusive education has an important role in promoting social justice because it is able to reduce discriminatory practices and increase the participation of disadvantaged groups in the education system.⁷ By teaching students to live and learn in diversity from an early age, elementary school becomes the starting place for the formation of equality values that will influence their lives in society gradually and as a basic provision for them in facing social challenges and conditions in society.

In Indonesia, the implementation of inclusive education at the elementary school level is regulated through several policies, including the Regulation of the Minister of National Education Number 70 of 2009. However, the results of the study show that the implementation of this policy still faces various problems, such as the lack of teachers' ability, insufficient support facilities, and low support from parents and the community.⁸ Children with special needs are often underestimated by the community because of their shortcomings. This is often a negative stigma that continues to circulate among the community. This shows that inclusive education is not only about teaching methods, but also related to social and cultural aspects that continue to develop among the community.

⁵ Alfredo J. Artiles et al., "Learning in Inclusive Education Research: Re-Mediating Theory and Methods With a Transformative Agenda," *Review of Research in Education* 30, no. 1 (2006), <https://doi.org/10.3102/0091732X030001065>.

⁶ Putri Retnoasih, Maman Rachman, and Tri Joko Raharjo, "Social Interaction Patterns in Inclusive Education of Elementary School," *Journal of Primary Education* 8, no. 5 (2019), <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/32689>.

⁷ Marin Jose, "The Role of Inclusive Education in Promoting Social Equity: A Critical Analysis of Policy, Practice, and Outcomes," *International Journal of Teacher Education Research Studies* 2, no. 3 (2025), <https://doi.org/10.63090/IJTERS/3049.1614.0021>.

⁸ Revi Muslimah and Mela Darmayanti, "A Implementation of Inclusive Education in Primary Schools: A Literature Review and Bibliometric Analysis," *JPI (Jurnal Pendidikan Inklusi)* 8, no. 2 (November 2024), <https://doi.org/10.26740/inklusi.v8n2.p130-142>.

Elementary schools have an important role in implementing inclusive education because they are in the early stages of character formation of students. At this level, social values such as justice, empathy, and tolerance begin to develop well and begin to be taught well for future provisions. Therefore, if inclusive education runs well in elementary schools, it is hoped that it can have a big impact in creating a more just society in the future.⁹ So that students will grow in an environment that is already based on high social values.

Based on this description, the implementation of inclusive education in elementary schools is an important issue to be studied in depth, especially in the context of encouraging just social change. SD Negeri 5 Arcawinangun as one of the elementary schools that provides inclusive education has diverse characteristics of students, both in terms of abilities, social backgrounds, and learning needs. This is a good step and an innovation as an effort to create a fair and tolerant environment in the school environment. However, in practice, there are still various challenges, such as the readiness of teachers in managing inclusive learning, limited supporting facilities and infrastructure, and the lack of optimal internalization of social justice values in daily learning interactions. This education system has only started from the external aspect, and there is no internal policy that is indeed comprehensive and provides good services, especially for students with special needs. This condition shows that the implementation of inclusive education at SD Negeri 5 Arcawinangun has not fully run in accordance with the principles of inclusivity and social justice. However, this should provide an example that can be applied to other schools with similar conditions. Therefore, this research is important to examine in depth how the implementation of inclusive education at SD Negeri 5 Arcawinangun and the extent to which its implementation contributes to encouraging the realization of social change that is just in the elementary school environment. So that later what is the result of the research will be able to provide a broad and in-depth overview, and be able to contribute to the school environment, especially elementary schools and the community. So that it is able to implement and see how this system should and should be implemented and have a good impact on the community.

RESEARCH METHODS

This study uses a qualitative approach with a qualitative descriptive research type. This approach was chosen because the research aims to deeply understand how the implementation of inclusive education in SD Negeri 5 Arcawinangun and its role in encouraging equitable social change in the elementary school environment. Through this qualitative approach, researchers can explore the meaning, process, and social dynamics that occur in inclusive education practices

⁹ Banks, *Cultural Diversity and Education*.

naturally and contextually.¹⁰ So that what will later be a discussion will be described and written clearly and in depth. Thus, the results obtained are optimal and in-depth and valid research results.

This research was carried out at SD Negeri 5 Arcawinangun, which was selected purposively with the consideration that the school provides inclusive education and has students with diverse backgrounds of learning abilities and needs. The subjects of the study include principals, classroom teachers, accompanying teachers, students and parents of students. The determination of informants was carried out using the purposive sampling technique, which is to select informants who are considered to understand the most and are directly involved in the implementation of inclusive education at SD Negeri 5 Arcawinangun.¹¹

Data collection techniques in this study include observation, in-depth interviews, and documentation. Observations are carried out to directly observe the implementation of inclusive learning, social interaction between students, and the application of social justice values in daily school life. Interviews are conducted to obtain information about the views, experiences, and strategies of schools and teachers in implementing inclusive education. Documentation is used as supporting data in the form of school policy documents, inclusive education programs, curriculum, and records of activities relevant to the research.¹²

Data analysis was carried out qualitatively using an interactive analysis model proposed by Miles and Huberman, which included the stages of data reduction, data presentation, and conclusion drawn. Data obtained from observations, interviews, and documentation were selected, categorized, and presented in the form of descriptive narratives to make it easier for researchers to understand the pattern of implementation of inclusive education and its contribution to just social change in SD Negeri 5 Arcawinangun.¹³

The validity of the data of this study uses triangulation techniques, both source triangulation and triangulation techniques. Triangulation is carried out by comparing data obtained from various informants and various data collection techniques so that the research results have a high level of credibility, validity, and trust. Thus, the research findings are expected to be able to provide a comprehensive and accurate picture of the implementation of inclusive education at SD Negeri 5 Arcawinangun in encouraging just social change.¹⁴

¹⁰ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Edisi Revisi (Bandung: PT Remaja Rosdakarya, 2017).

¹¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018).

¹² Wina Sanjaya, *Penelitian Pendidikan: Jenis, Metode Dan Prosedur*, Cetakan ke-3 (Jakarta: Kencana Prenada Media Group, 2015).

¹³ Matthew B. Miles and A. Michael Huberman, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru*, ed. Tjetjep Rohendi Rohidi (Jakarta: UI-Press, 2014).

¹⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*.

RESULTS AND DISCUSSION

RESULTS

Based on the results of research obtained through observations, interviews, and documentation at SD Negeri 5 Arcawinangun which was carried out for a period of 5 months, it shows that this school has organized inclusive education by accepting students who have diverse backgrounds of learning abilities and needs, including students with special needs. This is as stated by the principal that since the last few years the school has accepted students with very diverse background conditions, both in terms of religion, ethnicity and intellectual ability, and especially students with special needs.

In the process, this school does not implement a class separation system, both the condition of children with special needs and other normal children. Rather, it combines all students in regular classes. This policy is implemented as a form of the school's commitment to providing equal educational services for all students. However, the services provided will be the same and adjusted to the conditions of the children in the class.

The results of the observation show that the learning process at SD Negeri 5 Arcawinangun is carried out with a fairly flexible approach. Teachers try to adapt learning methods to the conditions of students, such as the use of group work, individual mentoring, and providing additional time for certain students in completing assignments. In its implementation, teachers pay special attention to students who have learning difficulties, although not all teachers have special training related to inclusive education. Thus, what should be obtained by students will be the same and adjusted to existing abilities, thus the learning process and the material delivered will be easily accepted with learning methods that are tailored to the needs and conditions of children.

The results of interviews with principals and teachers show that schools already have internal policies that support the implementation of inclusive education, such as accepting students without selection based on academic abilities and providing equal opportunities in participating in school activities. As well as being committed to providing good learning by providing professional teachers in their fields. However, schools still face obstacles in the form of limited facilities to support inclusive learning where facilities are still very limited. Both in the learning process or outside of learning, such as the lack of toilets or facilities and facilities that are friendly to students with special needs, and the lack of the availability of special assistant teachers who are optimally able to accompany students in the learning process.

However, there are some limitations in it, based on the results of the research, it shows that there are changes in social interaction between students. Regular students and students with special needs can interact naturally in learning activities and non-academic activities. Students

seem to get along very well and tolerate even though they come from different backgrounds. In addition, students with special needs also have the same tolerance value. They are able to interact well without discrimination in it. Communication goes well and adjusts to the existing conditions of students. This is shown by the attitude of helping each other, cooperating, and respecting differences starting to be seen in daily activities in the school environment. Students do not show discriminatory behavior that stands out against friends who have certain limitations.

The results of the documentation also show that the values of inclusivity are reflected in school programs and activities, such as the involvement of all students in classroom activities, flag ceremonies, and extracurricular activities. The school strives to create a safe and comfortable learning environment for all students regardless of social background or academic ability. Thus, these findings show that the implementation of inclusive education at SD Negeri 5 Arcawinangun has gone well, although it still needs to be strengthened in terms of resources and learning support as well as further evaluation.

Discussion

Implementation of Inclusive Education at SD Negeri 5 Arcawinangun

The results of the study show that the implementation of inclusive education at SD Negeri 5 Arcawinangun has led to the application of the basic principles of inclusive education, namely equal rights and non-discrimination in obtaining educational services. The placement of students with special needs in regular classes reflects the concept of inclusive education as stated by Nadhiroh and Anas, who stated that inclusive education is an educational system that provides learning opportunities to all students without separating based on differences in ability, physical condition, and social background.¹⁵ Thus, the school's policy in uniting regular and special needs students shows that there is a real effort in realizing a fair and inclusive education. As shown by SD N 5 Arcawinangun, all students have the same rights at school without discriminating against each other.

However, based on the results of the study, it still shows that there are obstacles in the implementation of inclusive education, especially related to the limited competence of teachers and the lack of optimal support for special companions. In schools and there are no special regulations provided by the bureaucracy regarding such matters. This condition is in line with Kusawan's opinion that the success of inclusive education is highly determined by the readiness of teachers, the availability of human resources, and the support of facilities and infrastructure.¹⁶ Without this support, the implementation of inclusive education tends to be administrative and

¹⁵ Umi Nadhiroh and Anas Ahmadi, "Pendidikan Inklusif: Membangun Lingkungan Pembelajaran Yang Mendukung Kesenjangan Dan Kearifan Budaya," *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, Dan Budaya* 8, no. 1 (January 2024), <https://doi.org/10.30872/jbssb.v8i1.14072>.

¹⁶ Dedy Kustawan, *Manajemen Pendidikan Inklusif: Kiat Sukses Mengelola Pendidikan Inklusif Di Sekolah Umum Dan Kejuruan*, Cetakan II (Jakarta Timur: PT Luxima Metro Media, 2016).

does not fully touch the pedagogical aspects that are in accordance with the needs of students with special needs.

Teachers are an important sector in the learning process, especially in schools with an inclusive system, where in a regular class students are not monotheistic but multicultural, and especially students with special needs, in an effort to handle students with special needs this cannot be done without professional support from teachers. Where the conduciveness of the classroom and how the material delivered can be accepted and understood by the student is the task of a teacher. In addition to teachers or educators, the support of facilities or facilities and infrastructure is also an element that is no less important than the process. With the availability of good facilities and infrastructure, the learning process will run well. This is not only the internal responsibility of the school, but this is part of the external responsibility, both related educational institutions, and the bureaucracy.

The Role of Teachers in the Implementation of Inclusive Education

Teachers have a central role in determining the success of inclusive education at SD Negeri 5 Arcawinangun. The results of the study show that teachers strive to create a conducive learning atmosphere by applying a flexible and difference-friendly learning approach. This effort is in line with God's opinion which emphasizes that teachers in inclusive education are required to have an open attitude, empathy, and adaptability in managing learning.¹⁷ This is because the learning process in an inclusive classroom does not only involve one student but is diverse.

However, the results of the study also show that teachers still face limitations in developing learning tools that are truly adaptive for students with special needs. This shows the need to strengthen teacher competence through continuous training so that teachers are able to design learning that is not only fair, but also effective for all students. The lack of availability of facilities and improving teacher competence are also things that need to be considered, especially for teachers who hold inclusive classes.

Inclusive Education and Social Attitude Formation

The implementation of inclusive education at SD Negeri 5 Arcawinangun is able to have a positive impact on the formation of students' social attitudes. Interaction between students with diverse backgrounds encourages the growth of empathy, tolerance, and mutual respect. This finding is in line with Tilaar's view that education functions as a means of forming social and humanitarian values in society.¹⁸ Through inclusive learning, students learn to accept differences as part of social life. This is as shown by students and teachers at the school. This process shows

¹⁷ Mohammad Takdir Ilahi, *Pendidikan Inklusif: Konsep Dan Aplikasi*, Cetakan ke-3 (Yogyakarta: Ar-Ruzz Media, 2016).

¹⁸ H. A. R. Tilaar, *Perubahan Sosial Dan Pendidikan: Pengantar Pedagogik Transformatif Untuk Indonesia*, Cetakan ke-1 (Jakarta: Rineka Cipta, 2012).

that schools not only play a role as academic institutions, but also as social spaces that shape students' character and social awareness from an early age. As one of the efforts to build a generation that is just and tolerant.

Inclusive Education in Driving Equitable Social Change

The implementation of inclusive education at SD Negeri 5 Arcawinangun also plays a role in encouraging just social change, especially through the formation of social attitudes of students. The interaction that occurs between regular students and students with special needs is able to foster the values of empathy, tolerance, and mutual respect. This finding is in line with Tilaar's view that education has a strategic function as a means of social transformation in building the values of justice and humanity in society. Interaction does not only occur in one party, but the interaction goes quite well between regular students and students with special needs.

Inclusive learning practices provide equal opportunities for all students to participate in classroom activities both indoors and outdoors, and schools reflect the application of the principles of social justice and tolerance in the educational process. According to Ilahi, inclusive education is not only oriented towards fulfilling the right to education, but also aims to build social awareness so that students are able to coexist fairly in a pluralistic society. Thus, inclusive education at SD Negeri 5 Arcawinangun not only has an impact on improving access to education, but also contributes to forming an inclusive and equitable school culture.

The findings of this study strengthen the view that elementary schools have an important role as agents of social change. Schools not only play a role in the formation of religious character but are able to develop a social character that is just. Through inclusive education, the values of social justice can be instilled from an early age so that students have the awareness to respect differences and reject discrimination in social life. This shows that the implementation of inclusive education at SD Negeri 5 Arcawinangun is a strategic step in supporting the realization of just social change through the educational pathway. Thus, education is one of the alternatives that is able to build and shape the character of students who are able to provide change and justice.

CONCLUSION

Based on the results of the research, it can be concluded that the implementation of inclusive education at SD Negeri 5 Arcawinangun has been carried out by providing equal and fair educational services to all students regardless of the background and ability of the students. The school has tried to implement the principles of inclusive education through learning in regular classes, adjusting learning methods, and providing equal opportunities to all students to participate in school activities.

The implementation of inclusive education contributes positively to encouraging just social change, especially in forming an attitude of empathy, tolerance, and mutual respect between students. The social interaction that occurs in the school environment shows that students are starting to get used to accepting differences as part of a common life without discrimination. However, the implementation of inclusive education at SD Negeri 5 Arcawinangun still faces obstacles, such as limited teacher competence and supporting facilities or infrastructure, so efforts are needed to strengthen and sustain support so that inclusive education can run more optimally and sustainably.

Overall, the implementation of inclusive education at SD Negeri 5 Arcawinangun has a positive contribution in encouraging the realization of social change that is just in the elementary school environment. Through the application of the values of equality, togetherness, and respect for diversity, the school plays a role as an agent of social change that instills the principles of social justice in students from an early age. Thus, SD N 5 Arcawinangun can be used as an inclusive education figure who is able to provide just social change that is able to have a positive impact on both students and society.

BIBLIOGRAPHY

- AlMubarak, Misbakhul and Budiman Mustofa. "Pendidikan Karakter Kunci Menuju Sumber Daya Manusia Berdaya Saing Di Indonesia Emas 2045: Pendidikan Karakter, Sumber Daya Manusia, Indonesia Emas 2045." *Journal of Excellence Humanities and Religiosity* 2, no. 1 (January 2025). <https://doi.org/10.34304/joehr.v2i1.302>.
- Artiles, Alfredo J., Elizabeth B. Kozleski, Sherman Dorn, and Carol Christensen. "Learning in Inclusive Education Research: Re-Mediating Theory and Methods With a Transformative Agenda." *Review of Research in Education* 30, no. 1 (2006). <https://doi.org/10.3102/0091732X030001065>.
- Banks, James A. *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*. New York: Routledge, 2015.
- Ilahi, Mohammad Takdir. *Pendidikan Inklusif: Konsep Dan Aplikasi*. Cetakan ke-3. Yogyakarta: Ar-Ruzz Media, 2016.
- Jose, Marin. "The Role of Inclusive Education in Promoting Social Equity: A Critical Analysis of Policy, Practice, and Outcomes." *International Journal of Teacher Education Research Studies* 2, no. 3 (2025). <https://doi.org/10.63090/IJTERS/3049.1614.0021>.
- Kustawan, Dedy. *Manajemen Pendidikan Inklusif: Kiat Sukses Mengelola Pendidikan Inklusif Di Sekolah Umum Dan Kejuruan*. Cetakan II. Jakarta Timur: PT Luxima Metro Media, 2016.
- Miles, Matthew B., and A. Michael Huberman. *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru*. Edited by Tjetjep Rohendi Rohidi. Jakarta: UI-Press, 2014.
- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung: PT Remaja Rosdakarya, 2017.

- Muslimah, Revi, and Mela Darmayanti. "A Implementation of Inclusive Education in Primary Schools: A Literature Review and Bibliometric Analysis." *JPI (Jurnal Pendidikan Inklusi)* 8, no. 2 (November 2024). <https://doi.org/10.26740/inklusi.v8n2.p130-142>.
- Nadhiroh, Umi, and Anas Ahmadi. "Pendidikan Inklusif: Membangun Lingkungan Pembelajaran Yang Mendukung Kesetaraan Dan Kearifan Budaya." *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, Dan Budaya* 8, no. 1 (January 2024). <https://doi.org/10.30872/jbssb.v8i1.14072>.
- Ramadhanti, Ileana, and Nenden Ineu Herawati. "Implementasi Pendidikan Inklusif Di Sekolah Dasar." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024). <https://doi.org/10.23969/jp.v9i2.14873>.
- Retnoasih, Putri, Maman Rachman, and Tri Joko Raharjo. "Social Interaction Patterns in Inclusive Education of Elementary School." *Journal of Primary Education* 8, no. 5 (2019). <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/32689>.
- Sanjaya, Wina. *Penelitian Pendidikan: Jenis, Metode Dan Prosedur*. Cetakan ke-3. Jakarta: Kencana Prenada Media Group, 2015.
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2018.
- Tilaar, H. A. R. *Perubahan Sosial Dan Pendidikan: Pengantar Pedagogik Transformatif Untuk Indonesia*. Cetakan ke-1. Jakarta: Rineka Cipta, 2012.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (2003). <https://peraturan.go.id/id/uu-no-20-tahun-2003>.