



Inclusive preschool education for all children

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Abstract

Background: Inclusive preschool education is very important for children in Indonesia, including children with special needs. However, there are still many challenges faced, such as limited access, variations in education quality, and lack of policy support.

Aim: This research aims to map the condition of inclusive preschool education in Indonesia, identify supporting and inhibiting factors, and provide policy recommendations that can improve the quality and accessibility of inclusive preschool education.

Method: This research uses a Systematic Literature Review (SLR) with an analysis of 24 relevant articles with a time limit of 2020 to 2024.

Results: The novelty of this research lies in its comprehensive analysis based on the latest data on inclusive preschool education in Indonesia, which previous research has not specifically explored at the preschool level. From the analysis it is revealed that there are still gaps in the implementation of inclusive preschool education. To improve inclusive preschool education, adequate budget allocation, teacher training, curriculum development based on individual children's needs, cross-sector collaboration, infrastructure adaptation, and development of an inclusive culture are needed. Government support, strong commitment, and the active role of parents, schools, teachers, and the community are also considered important in creating an inclusive educational environment. Policy recommendations include cross-sector collaboration, infrastructure adaptation, inclusion awareness campaigns, regulatory development, and increasing the accessibility of inclusive preschool education.

Conclusion: The conclusion of this research shows that with the right strategy and adequate support, inclusive preschool education in Indonesia can be improved significantly so that every child has the same right to quality education.

INTRODUCTION

Every child, including those with special needs, has the same right to a proper education from an early age. When they reach preschool age, their world begins to take shape rapidly in all aspects, from physical to emotional (Berasategi Sancho et al., 2022; Bai & Suprojo, 2019; Siahaan, 2022). Inclusive preschool education does not just teach letters and numbers, but also provides a supportive environment for every child, without exception. In an inclusive preschool education environment, every child has a place. They are invited to grow and develop according to their potential, without being limited by labels or stereotypes. In an atmosphere full of stimulation and attention, children with special needs can explore their world freely, with their friends. The appeal of inclusive preschool education is not only creating a physical space that is welcoming for all children but also creating a culture of inclusion that flows through every

interaction, (Zahara et al., 2024; Ackah-Jnr & Danso, 2019; Braslauskienė & Turauskienė, 2023). Teachers and education personnel play an important role in creating an atmosphere of acceptance of differences, where every child feels valued and accepted; Ferreira, 2022; Karlsudd, 2021; Efremov et al., 2022) In this context, inclusive preschool education becomes more than just a teaching and learning process. However, it is a means to build a strong community, where each individual has their own role ; Zabeli & Gjelaj, 2020; Palla & Vallberg Roth, 2022). In this way, children learn from teachers and each other in an environment that promotes cooperation and mutual understanding. Based on these principles, inclusive preschool education is not only beneficial for children with special needs but also for all children. They learn to appreciate diversity, develop empathy, and experience the happiness that arises when each individual is accepted for who they are. Therefore, we must continue to support and fight for inclusive preschool education because this is where the foundations of our future are laid. By giving every child equal opportunities to grow and develop, we not only create a smarter generation, but also more humane (Moss, 2015; Braslauskienė & Turauskienė, 2023).

However, in reality, there are still many gaps in the implementation of inclusive preschool education in Indonesia. This can be seen from several quite striking indicators. First, the lack of access for ABK to preschool education (Diale & Sewagegn, 2021; Ringgi Rahmat Fitra et al., 2023; Senza et al., 2020). According to official data from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), only around 10% of preschool-age crew members receive inclusive education. This figure reflects that there are still major obstacles in providing access to adequate education for children with special needs (Hornby & Blackwell, 2018; Mngo & Mngo, 2018; Madani, 2019). Second, it is related to the varying quality of inclusive preschool education. Many preschool educational institutions are not yet fully ready to accept and serve ABK. Starting from inadequate infrastructure (Angreni & Sari, 2020), Curriculum that has not been adapted properly (Gusti, 2021) limited human resources who understand and are able to manage children's special needs. This diversity creates uncertainty for parents and can hinder accessibility for children with special needs (DeMatthews et al., 2021; Ryan & Quinlan, 2018; Shepherd et al., 2016). Third, comprehensive policy support is lacking to ensure the quality of inclusive preschool education. Even though some regulations and laws require inclusion, their implementation often lacks structure and coordination. The absence of clear guidelines and effective monitoring mechanisms leads to inconsistent implementation of inclusive policies. Inadequate policies can create uncertainty in the implementation of inclusive preschool education in the field. This gap has a serious impact on the development of children with special needs and violates their right to adequate education. Initiatives to improve this situation must involve all parties, from the government to society as a whole (Yunita et al., 2019; Trisno et al., 2021; Widhiati et al., 2022).

This research is motivated by the awareness of the lack of adequate literature to analyze this problem systematically, especially in the Indonesian context. Although there have been several previous studies on inclusive education, most of them are still focused on higher levels of education, and there has been no in-depth analysis specifically examining inclusive preschool education in Indonesia. Thus, the results of this study are expected to be a strong foundation for policymakers, education practitioners, and the public to act more effectively in improving the situation of inclusive preschool education in Indonesia.

This study aims to map the condition of inclusive preschool education in Indonesia, including the gaps and challenges faced. In addition, this study also aims to identify factors that support and hinder the quality assurance of inclusive preschool education. Thus, from the results of this study, it is hoped that policy recommendations and strategies can be formulated to improve the quality of inclusive preschool education for all children so that every individual's

right to education can be fulfilled and a more inclusive and equitable society can be realized. This study seeks to fill the gaps in the current literature by providing a comprehensive and data-driven analysis of inclusive preschool education in Indonesia, in contrast to previous studies that may not specifically explore challenges and opportunities at the preschool level.

METHODS

This study adopts the Systematic Literature Review (SLR) method based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, to systematically review the literature on inclusive preschool education in Indonesia. The literature search process was carried out on April 26, 2024, using Google Scholar through the Publish or Perish (PoP) application, with keywords that have been set by Table 1 in this article. The period of the articles under consideration is limited from 2020 to 2024, which resulted in an initial total of 520 articles. After going through a rigorous selection process, the 24 most relevant articles that meet the inclusion criteria are selected for further analysis. Data from the selected articles were extracted and analyzed using a qualitative approach to describe the condition of inclusive preschool education in Indonesia. The analysis aims to identify key challenges, supporting factors, and relevant policy recommendations. This research was conducted with the aim of providing a comprehensive overview of the implementation of inclusive preschool education in Indonesia, as well as ensuring that the methodology used is structured and by recognized academic research standards. Further can be seen in Figure 1 which presents the research methodology process visually.

Table 1. Research Strategy

Scopus (n= 520)
Keyword: Preschool inclusive education, ABK (<i>Children with Special Needs</i>) preschool, Distribution of inclusive institutions for Indonesian preschools, Preschool-inclusive education gaps; Indonesia's preschool inclusive education policy, Implementation of preschool inclusive education, Preschool inclusive education evaluation, Research on inclusive education in Indonesian preschools; The role of inclusive education government, Inclusive preschool human resources, Parental involvement in inclusive education, Inclusive preschool curriculum, Pedagogy of inclusive education for preschoolers, Infrastructure of inclusive education institutions, The success of inclusive preschool education, Factors supporting inclusive education, Barriers to inclusive preschool education; Inclusive preschool education, Inclusive education policy, Preschool education budget, Coordination of inclusive education stakeholders, Community understanding of educational inclusion, Inclusive education teacher training, Accessibility of education for ABK, Inclusive culture in schools, Education and community inclusion.

Table 2. Eligibility Criteria

Included	Exception
Published between 2020 and 2024 Articles in the form of journals, and proceedings.	The content is not related to the topic and research question, namely: <ol style="list-style-type: none"> 1. What are the conditions for the implementation of inclusive preschool education in Indonesia? 2. What are the factors that support and hinder the quality assurance of inclusive preschool education in Indonesia? 3. What are the policy recommendations and strategies to improve the quality of inclusive preschool education in Indonesia?

The selected articles are then analyzed by following the steps, namely (1) Sorting data using Microsoft Excel to facilitate selection and focus on important points relevant to the research topic, (2) Displaying data in the form of tables, narratives, and diagrams that have been formulated before, (3) Draw conclusions that aim to answer previously formulated research questions.

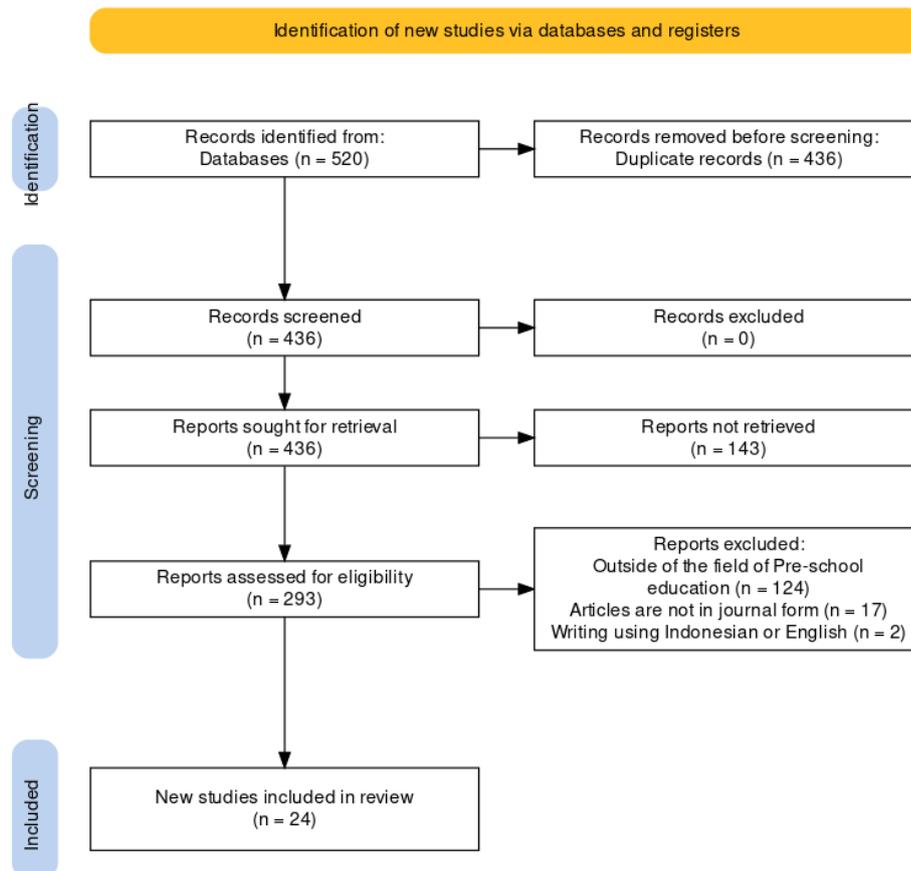


Figure 1. *Prism Systematic Literature Review*

RESULTS AND DISCUSSION

A. Result

From the data collection process, 24 articles were identified that reviewed in detail three important aspects related to inclusive preschool education in Indonesia. First, the articles describe the conditions required for the implementation of inclusive preschool education in Indonesia. Second, factors that support and hinder the quality assurance of inclusive preschool education in Indonesia are also highlighted in these articles. Third, the articles offer policy recommendations and strategies to improve the quality of inclusive preschool education in Indonesia.

Of the 24 studies included, the distribution of publication years is as follows: two studies were published in 2020, six studies were published in 2021, five studies were published in 2022, seven studies were published in 2023, and four studies were published in 2024. Based on the

location of the study, it was found that the majority of studies were conducted in Indonesia (n = 12), followed by the UK (n = 3), and each (n=1) from Japan, Bulgaria, Uzbekistan, Kenya, India, Albania, Europe, Thailand, and Switzerland.

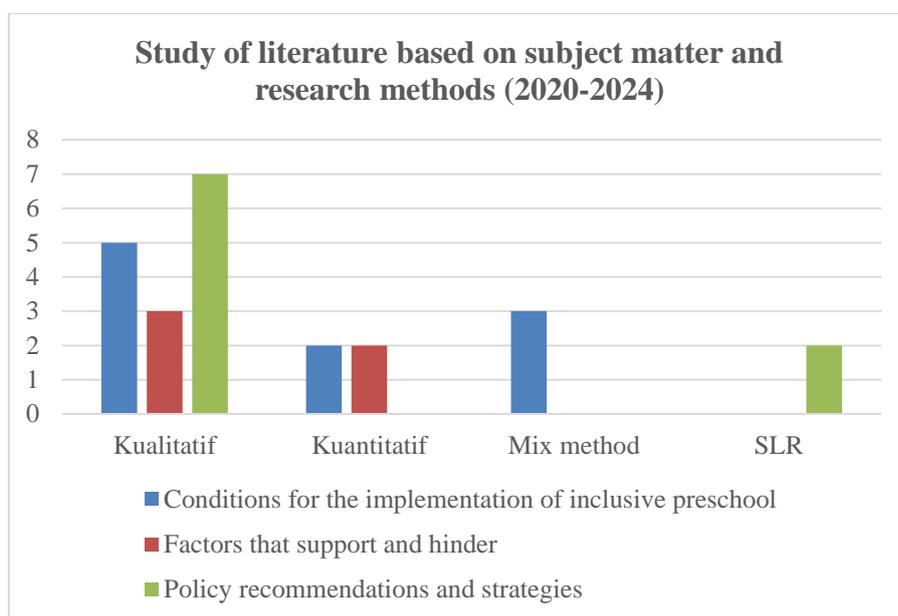


Figure 1. Study of literature based on subject matter and research methods

Research on the implementation of inclusive preschool education in Indonesia provides a comprehensive picture of the challenges and efforts made in realizing equitable and quality inclusive education across the country. Based on research conducted by (Yasin et al., 2023; Jusni et al., 2023; Madubala et al., 2023; Agus et al., 2023; Raharjo, 2022), It can be seen that despite the commitment and efforts made by the government and related institutions, there are still significant challenges that need to be overcome. One of the main challenges faced is the lack of accessibility for children with special needs, the uneven distribution of educational institutions, and gaps in infrastructure, facilities, and the availability of qualified accompanying teachers. Nevertheless, there is a strong commitment from the government, educational institutions, and communities to improve access and quality of inclusive education in Indonesia.

Meanwhile, research conducted by (Astuti et al., 2024) Highlights the importance of early detection and treatment of speech delays in children, as well as the need for an individualized approach to learning for children with special needs. This shows that efforts to improve the quality of inclusive education must also pay attention to the individual needs of each child. In addition, research conducted by (Kurniawati, 2021; Tasuah et al., 2023) shows that there are still gaps between inclusive policies and practices, as well as a lack of knowledge and skills of teachers in implementing inclusive strategies in the classroom. Therefore, the training needed to support teacher information literacy in managing classroom learning is very important. The article also underscores the importance of holistic and integrated inclusive education management, which involves the active involvement of parents, teachers, and the development of inclusive curriculum and learning models. This approach is expected to strengthen educational institutions and ensure holistic and integrated education for all children, according to their needs (Maemunah, 2021).

Inclusive preschool education in Indonesia faces various challenges and opportunities reflected by diverse research. Some supportive factors have been identified, including

government promotion and support for the implementation of inclusive education at all levels, including preschool education. However, significant obstacles must also be overcome. Research shows that teachers' lack of knowledge and skills, such as designing appropriate curricula to address the needs of children with special needs, is one of the main barriers. This is in line with findings in some countries, where lack of training and professional development is considered a major obstacle to achieving inclusive education under national legislation (Rose et al., 2021). In addition, there are problems related to lack of administrative support, lack of time to design educational programs for students with disabilities, and lack of therapist capacity (Klibthong & Agbenyega, 2022). These factors may be an obstacle to meeting the needs of all children in different regions of Indonesia.

However, some studies also offer adaptable solutions and models. For example, the Inclusive Preschool Education (IECE) ecosystem model can serve as a mapping tool for researchers, stakeholders in preschool settings, and policymakers to improve the quality of all children's educational experience (Bartolo et al., 2021). Similarly, effective early education programs for children with disabilities in Albania provide valuable insights into factors that support inclusion (Hyseni Duraku et al., 2021).

In the Indonesian context, measures such as research related to change practices, teacher training, and development of central services in rural areas can be effective strategies for improving access to support services between urban and rural areas (Rose et al., 2021). In addition, the government and relevant institutions need to increase investment in teacher training and professional development and provide adequate administrative support to ensure inclusive preschool education can be properly implemented throughout Indonesia.

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In the face of challenges to improve the quality of inclusive preschool education in Indonesia, many studies have provided valuable insights. According to Li & Ruppap (2021), it is important to organize special training for preschool teachers to teach blind children inclusively, as well as develop a curriculum that takes into account their learning needs. Meanwhile (Siregar & Daulay 2023) highlights the importance of identifying learning difficulties faced by children with special needs and emphasizes the role of parents, schools, teachers, and communities in supporting them. The provision of adequate facilities and support is also a major focus. (Scanlon et al., 2022) underlines the importance of specific training programs on inclusive education for preschool teachers, while also emphasizing the need to increase their motivation and confidence.

The importance of developing a curriculum based on children's individual needs is also emphasized. (Zahara et al., 2024) shows that the preparation of a needs-based curriculum is very important, while highlighting the need for inclusive curriculum development and assessment. Highlight the importance of improving communication and collaboration between inclusive preschool principals and parents of children with special needs, as well as raising parents' awareness of inclusive education. As well as suggesting the development of policies that support inclusion in preschools. This is in line with (Materechera, 2020) which emphasizes the importance of ensuring the rights of children with special needs and listening to their voices in the learning process. (Kartono et al. 2024) highlight the importance of school readiness and government support, while (April & Djafri 2024) suggest utilizing local wisdom in curriculum

development and learning. Thus, through the implementation of these recommendations and strategies, it is hoped that the quality of inclusive preschool education in Indonesia can continue to improve to provide better services for children with special needs.

B. Discussion

Research on the implementation of inclusive preschool education in Indonesia provides a comprehensive overview of the challenges and efforts made to realize equitable and quality inclusive education for all children, especially children with special needs. Based on the latest research mentioned in the research results, the issue of accessibility remains a major concern. Despite commitments from the government and related institutions, the majority of children with special needs still face difficulties in accessing inclusive education. Few manage to gain access, while many remain marginalized (Yasin et al., 2023; Jusni et al., 2023; Madubala et al., 2023; Agus et al., 2023; Raharjo, 2022). Based on the available data, the percentage of children with special needs involved in inclusive education is still low, reflecting the challenges in achieving and meeting their needs. The distribution of inclusive preschool education institutions is also uneven, with a greater focus in urban areas than in rural areas. This creates inequality in access to education for children in remote or marginalized areas (Astuti et al., 2024). Further efforts are needed to improve the accessibility of inclusive education for all children. Measures such as building more inclusive educational institutions in rural areas, as well as training for teachers and school staff on inclusive approaches, can help address these challenges (Kurniawati, 2021; Tasuah et al., 2023). In addition, cooperation between the government, educational institutions, and the community is also important to create a supportive environment so that children with special needs can get a proper education (Maemunah, 2021).

A number of studies have identified supporting factors and obstacles that need to be overcome to ensure the quality of this education. Government support and commitment are key in strengthening the implementation of inclusive education at all levels, including preschool. However, significant obstacles such as the lack of knowledge and skills of teachers (Bietenbeck et al., 2018), lack of administrative support (Teixeira, 2023), and the time constraints to design programs tailored to students with special needs (Schmidt & Ćagran, 2014), need to be addressed immediately. The role of the government is very important in supporting inclusive preschool education. Strong investment and commitment from the government are urgently needed to improve the quality of human resources involved in inclusive preschool education. This includes training and professional development for teachers and the provision of adequate administrative support (Ag-Ahmad et al., 2022). In addition, the role and involvement of parents, schools, teachers, and the community is also very important (Hill, 2022). They need to be actively involved in supporting children with special needs to ensure the success of inclusive education. The quality of the curriculum and pedagogy applied is also a key factor in inclusive preschool education. It is important to develop a curriculum that takes into account the learning needs of children with special needs and to carry out specialized training for preschool teachers so that they can teach in an inclusive manner (Hermanto & Pamungkas, 2023). The infrastructure of inclusive preschool education institutions should also be considered to ensure equal access for all children, both in urban and rural areas (Maysela Azzahra et al., 2022). According to research by, The success of inclusive preschool education depends heavily on the support and commitment of the government in improving the quality of human resources involved in the education process. Similarly, studies by (Jesslin & Kurniawati, 2020) highlight the importance of the active role of parents, schools, teachers, and communities in supporting children with special needs in the context of inclusive

education. These references provide a solid foundation for concrete steps to improve the inclusive preschool education system in Indonesia.

To improve the quality of inclusive preschool education in Indonesia, the government and relevant stakeholders need to pay attention to the findings and recommendations of the research that has been conducted. Various studies have highlighted various solutions and strategies that can be applied, such as the importance of early detection and management of speech delays in children, as well as the need for an individualized approach to learning for children with special needs (Zahara et al., 2024), Teacher Training (Bietenbeck et al., 2018), development of central services in rural areas (Maysela Azzahra et al., 2022), and an effective early education model for children with disabilities (Karaolis, 2022). One of the key steps is the development of regulations and policies that support inclusive preschool education (Keskinova, 2020). Clear regulations on the standards of these facilities are essential to ensure that all children can access preschool education without physical barriers. Specific training for teachers is another important step in ensuring inclusive preschool education. Teachers need to be equipped with the necessary knowledge and skills to manage diverse children's classrooms, including different learning strategies according to their individual needs and the development of an inclusive curriculum is also a key focus in strengthening inclusive preschool education. The curriculum should be designed in such a way that it covers all children, including those with special needs, and allows them to learn effectively (Hermanto & Pamungkas, 2023). This can involve using different learning methods, adapting learning materials, and integrating the concept of inclusion in all aspects of the curriculum.

Adequate budget allocation has an important role in improving the quality of education delivery (Sulasmı et al., 2023). especially in the inclusive preschool sector. In this context, the government needs to give the right priority by allocating a sufficient public budget to support various aspects of inclusive preschool education. The main focus of this budget allocation includes increasing funding for teacher training, building inclusive facilities, and developing a curriculum that can accommodate the individual needs of each child. Increasing the budget for teacher training is one of the important aspects in strengthening inclusive preschool education. Teachers are one of the key elements in providing a supportive learning environment for children with special needs. By increasing budgets for teacher training, governments can ensure that educators have the skills and knowledge to manage diversity in the classroom and provide individualized attention tailored to the needs of each child. In addition, the construction of inclusive facilities also requires adequate budget allocation (Kabwos & Bitok, 2022). Inclusion-friendly facilities can include better accessibility for children with special needs, such as transportation facilities, access to buildings, and ergonomically designed learning environments (Maysela Azzahra et al., 2022). Through increasing the budget for the construction of inclusive facilities, the government can create a supportive physical environment for children to undergo the learning process. The development of a curriculum that suits the individual needs of children is also a major concern in the budget allocation for inclusive preschool education. An inclusive curriculum will take into account a wide range of children's needs and developmental levels, so that every child can access relevant and meaningful learning. By allocating sufficient budget for curriculum development, the government can ensure that inclusive preschool education truly provides a fair opportunity for all children to develop optimally.

Cooperation with educational institutions, professional organizations, and inclusive education experts is important for capacity building for teachers and other education personnel (Allen & Barnett, 2020). Holistic and ongoing training will help improve their skills in supporting children with special needs. In the context of inclusive education, where the

challenges and needs of children with special needs vary widely, continuous training is essential. This training should cover a wide range of aspects, from an in-depth understanding of the child's individual needs, to inclusive teaching strategies, to responsive and supportive classroom management. Collaboration with educational institutions allows for the development of curricula that fit current needs and integrates an inclusive approach into every aspect of learning. Meanwhile, the involvement of professional organizations provides a platform for the exchange of experiences and best practices between teachers, as well as raising awareness of the importance of an inclusive approach in education. The role of inclusive education experts cannot be ignored either. They bring in-depth knowledge of effective learning strategies for children with special needs and can provide direct guidance and support to teachers and other education staff.

Adaptation of preschool education institution infrastructure to improve accessibility for children with special needs is also needed. Children with special needs have the same right to quality education as other children. Therefore, concrete steps need to be taken to ensure that they can access preschool education easily and conveniently. One of the steps that can be taken is to increase physical accessibility. It involves the construction or modification of buildings and facilities to ensure that children with special needs can move freely and safely around the educational environment (Maysela Azzahra et al., 2022). For example, the installation of inclusive stairs and sidewalks, increased access to toilets that suit needs, and flexible classroom settings to accommodate different types of children's physical needs. In addition, facility adaptation is also important. This involves the use of learning equipment and materials specifically designed to meet the needs of children with special needs. For example, the use of special software or equipment for blind or deaf children, as well as the use of assistive equipment such as wheelchairs or special seats for children with limited mobility. In addition to improving physical accessibility and adaptation facilities, the provision of inclusive friendly transportation is also very important. This ensures that children with special needs can reach preschool educational institutions safely and comfortably. This can involve the use of specialized transportation equipped with facilities to meet the needs of children, as well as training for drivers and chaperones to provide a friendly and sensitive service to the needs of children.

Building an inclusive culture in schools and communities is a process that requires collaboration between various parties involved (Gigerl et al., 2022). This collaboration includes active participation from schools, governments, civil society organizations, and society as a whole. One of the important steps in building an inclusive culture is to form an inclusion committee in each school. This committee is in charge of designing and implementing inclusion programs that are tailored to the needs of children with special needs. In addition, social activities involving children with special needs also need to be held regularly (Barlian et al., 2023). This activity not only provides an opportunity for children to interact with their peers, but also increases public awareness and understanding of their needs. Thus, it is hoped that stigma and discrimination against children with special needs can be significantly reduced. Not only in the school environment, awareness campaigns about the importance of inclusion also need to be carried out at various levels of society. This campaign can be carried out through various media, such as television, radio, newspapers, and social media. Messages about the importance of inclusion, the rights of children with special needs, and the benefits of inclusive education need to be disseminated to reach a wider audience (Sulistiyaningsih & Handayani, 2018).

Therefore, inclusive preschool education also provides services for children with special needs who are involved in schooling, therapy, and training. Teachers who have a vocation to

guide, care (nurture), and accompany children with special needs. Inclusive early childhood education schools not only focus on educating students with special needs to have skills, but also train children's independence optimally according to their respective abilities. In addition, maximizing every potential of students with special needs through special therapy so that they can live independently, self-actualize and integrate in society. Schools as part of society also work to equip every level of society to understand, accept and serve students with special needs comprehensively.

As for the contribution of this research, the findings produced can be the basis for the development of policies, intervention programs, and best practices in inclusive preschool education in Indonesia. The information gathered from this study provides valuable insights for policymakers, education practitioners, and researchers to identify areas that require further attention and evaluate the effectiveness of the measures taken. The implementation of the recommendations and strategies obtained from the above findings is expected to improve the quality of inclusive preschool education in Indonesia. By providing better services for children with special needs, it is hoped that they can grow and develop optimally. In addition, the positive impact of inclusive education is also expected to be felt by the community as a whole, both in the short and long term (Materechera, 2020).

While this research has provided valuable insights, there are some limitations that need to be acknowledged. One of them is the focus of research that is more on policy analysis and implementation challenges, rather than on direct evaluation of the effectiveness of the proposed policy recommendations. Further research can be focused on conducting an in-depth evaluation of the implementation of the policy recommendations. This can include periodic monitoring and evaluation of the development of inclusive preschool education in various regions in Indonesia (Kartono et al., 2024; April & Djafri, 2024). In addition, this research is also limited to secondary analysis of available data. To gain a deeper understanding, it is recommended to conduct primary research that involves collecting data directly from the field, such as in-depth interviews with various stakeholders including parents, teachers, and other education officials. This approach will provide a more comprehensive picture of their experiences and perceptions of inclusive preschool education in Indonesia. For future research, it is also recommended to involve more inclusive preschool education institutions of various levels of ability, both in terms of infrastructure and classroom management. This can help in obtaining more representative data on the challenges and successes faced in implementing inclusive education in various local contexts in Indonesia.

CONCLUSIONS

This study successfully mapped the condition of inclusive preschool education in Indonesia, identified supporting and inhibiting factors, and formulated policy recommendations needed to improve the quality and accessibility of inclusive preschool education. It was found that gaps in the implementation of inclusive preschool education are caused by limited access, varied quality of education, and lack of comprehensive policy support. To overcome this problem, adequate budget allocation, teacher training, curriculum development based on the individual needs of children, collaboration with various parties, infrastructure adaptation, and inclusive cultural development are needed. Support from the government, as well as the commitment and active role of parents, schools, teachers, and the community, are crucial in creating an inclusive educational environment. The resulting policy recommendations include cross-sector collaboration, infrastructure adaptation, awareness campaigns on inclusion, the development of inclusive school regulations and policies, and increasing the accessibility of inclusive preschool education. With the implementation of the right strategies and adequate

support, inclusive preschool education in Indonesia can be significantly improved, so that every child can enjoy the right to quality education. For future research, it is recommended to conduct further studies on the effectiveness of the implementation of the policy recommendations that have been submitted. This research can involve periodic monitoring and evaluation of the development of inclusive preschool education in various regions in Indonesia.

AUTHOR CONTRIBUTION STATEMENT

MN conceived the research idea and designed the methodology. MM contributed to the literature review and data collection. NVZ performed the data analysis and interpretation. S.4 supervised the project, providing critical revisions and guidance throughout. All authors contributed to the writing and editing of the manuscript. MN drafted the initial manuscript, while MM and NVZ revised it critically for important intellectual content. S provided final approval of the version to be published. Each author has read and approved the final manuscript, ensuring the accuracy and integrity of the work.

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