



# Analysis of Inclusive Services in Early Childhood Education at PESAT Foundation Throughout Central Jawa

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## ABSTRACT

This study aims to analyze the implementation of inclusive education services in Early Childhood Education units under the auspices of the PESAT Foundation throughout Central Jawa. The approach used is quantitative, with data collection techniques through distributing questionnaires to 22 respondents consisting of teachers and principals. Sample selection was carried out using the technique *simple random sampling*. The collected data were analyzed using the SWOT method, which includes the calculation of the IFAS matrix (*Internal Factors Analysis Summary*) and EFAS (*External Factors Analysis Summary*) to identify strengths, weaknesses, opportunities, and threats in the implementation of inclusive education. The results of the analysis show that most Early Childhood Education institutions have greater strengths than weaknesses, and more opportunities than threats. Based on these results, all institutions are in Quadrant I in the SWOT matrix, which reflects a strong and prospective strategic position. This position indicates that these institutions are in an ideal condition to implement a growth strategy or progressive strategy to develop inclusive education services more optimally.

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## 1. Introduction

Inclusive education is an approach that ensures equal access to education for all children, including those with special needs (Jannah et al., 2021). In Indonesia, this right is guaranteed in Article 31 of the 1945 Constitution and is reinforced by Law Number 8 of 2016 which emphasizes that people with disabilities have the right to receive education without discrimination. At the early childhood education level, the concept of inclusive education plays a very important role, considering that this period is a critical stage in the cognitive, social, and emotional development of children (Bahri et al., 2023; Hidayat et al., 2024). With this, providing equal opportunities through inclusive education is expected to encourage the creation of a supportive, friendly, and conducive learning environment for all children. Not only in Indonesia, most European countries including Greece have recognized inclusive education as a means to ensure equal education rights for all (Kyriazopoulou et al., 2023). The main goal of inclusive education is to encourage the participation of children with special needs in society so that there is no discrimination in the provision of education services to the entire community (Gheysens et al., 2021). Inclusive education has been recognized globally, including in European countries such as Greece, as a strategic approach to ensure equal education rights for all individuals.

Although inclusive education in Early Childhood Education is considered very important, there are still gaps in its implementation. Several studies in Indonesia such as those conducted by Yurniarni et al. (2023), Rohmah & Santi Widayanti (2023), and Margiyanto (2022) show that inclusive education in several Early Childhood Education has been running well. However, overall, the quality of the implementation of inclusive education is still relatively low. This is due to the lack of school readiness, especially in terms of the qualifications of educators who still have minimal understanding of inclusive education (Arriani, 2017; Sulistyorini, 2019; Taufik et al., 2021). In addition, the absence of clear guidelines on the integration of children with special needs into Early Childhood Education is also an obstacle (Sakti, 2020). The facilities and programs for inclusive education in Early Childhood Education are also not fully adequate (Taufik et al., 2021). In addition, there is still a lack of understanding from the community and teachers regarding the implementation of inclusive education in accordance with the provisions (Tiyas Pratiwi et al., 2022). Similar conditions are also experienced in countries such as Kazakhstan, Slovakia, and Turkey, which face challenges related to public awareness and teacher abilities in implementing inclusive education (Barnová et al., 2022;

KIRMIZIGÜL, 2022; Polat et al., 2023). This shows that educational opportunities and equality have not reached all children fairly and equally. Thus, it can be concluded that inclusive education still faces significant obstacles from the social environment and the education system itself.

In the implementation of inclusive education, each student is encouraged to obtain optimal educational services according to their individual needs. Inclusive educational institutions are required to adjust their systems, environments, and learning activities to accommodate the diversity of student needs (Margiyanto, 2022). These adjustments include the curriculum, assessment system, educator competency, and educational facilities and infrastructure. The essence of inclusive education lies in the ability of educational units to adjust their systems to the needs of students, not vice versa. The Directorate of Early Childhood Education Development has formulated a number of principles in *Guidelines for the Implementation of Inclusive Early Childhood Education* which is a reference in the implementation of inclusive education at the PAUD level. These principles cover various important aspects, including a curriculum that is in accordance with inclusive needs, learning methods, availability of facilities and infrastructure, quality of human resources, learning evaluation systems, school management, procedures for accepting children with special needs, parental involvement, and an overall evaluation of the implementation of inclusive education. The application of these principles is expected to help Early Childhood Education institutions improve the quality of inclusive education services, in line with the standards set by the ACCE Development Directorate (Direktorat Pembinaan PAUD, 2018).

The inclusive approach in the implementation of Early Childhood Education under the auspices of the PESAT Foundation needs serious attention so that its implementation is not wrong, both in terms of understanding the concept and the practice of its implementation in the field. To support the improvement of the quality and effectiveness of inclusive education services, one method that can be used is SWOT analysis. By identifying strengths, weaknesses, opportunities, and threats, institutions can formulate more appropriate and targeted strategies in developing an inclusive, responsive, and sustainable education system. SWOT analysis is a method used to assess the internal strengths and weaknesses of an organization, as well as opportunities and threats from the external environment. This technique is widely applied in strategic planning to select and implement the best strategy to achieve organizational goals (Wowor et al., 2022). SWOT functions as an initial step in decision making and strategy formulation, by helping to identify supporting and inhibiting factors, solving problems in a focused manner, and formulating appropriate strategic plans (Wang & Wang, 2020).

Based on the description above, this study will explore and describe the implementation of inclusive education services in Early Childhood Education PESAT Foundation throughout Central Java. This study is important to conduct in order to obtain a clear picture of the challenges faced in implementing inclusive education at the early childhood education level. Thus, appropriate recommendations can be formulated to improve the quality of inclusive education services for all students, including children with special needs. This study also aims to answer various problems faced by schools, especially in terms of the readiness of educators, curriculum adjustments, implementation of adaptive learning strategies, and management of learning environments that support the diversity of student needs. In addition, the results of this study are expected to be a basis for PESAT Foundation and stakeholders at the regional level to formulate policies and programs that better support the implementation of inclusive education. The goal is to ensure that every child, without exception, has equal access to quality education in a friendly, inclusive, and equitable environment.

## 2. Method

This research uses an approach **quantitative** with the aim of analyzing the internal and external conditions of PAUD institutions in relation to inclusive education services, through the application of analysis SWOT (Strengths, Weaknesses, Opportunities, Threats). Data was analyzed using the method *Internal Factors Analysis Summary* (IFAS) and *External Factors Analysis Summary* (EFAS), which is then mapped into a matrix IE (Internal-External) to determine the strategic position of the institution. The research was conducted in five Kindergartens under the auspices of PESAT Foundation throughout Central Java, that is: TK Kristen Pniel Terpadu, TK Kristen Imanuel Terpadu, TK Kristen Benih Kasih Terpadu, TK Kristen Petra Terpadu, and TK Sion Tridamarsari. The sampling technique used is total sampling, namely the entire population is used as a research sample (Sugiyono, 2014). The total sample is 22 respondents, consists of principal and kindergarten teacher from the five institutions. In processing IFAS and EFAS data, researchers used *Microsoft Excel* as an aid, as explained by Riyanto (2018) that processing of IFAS and EFAS factors can be done using software such as *MS Excel*, *SD+*, *atau Expert Choice*. The data analysis technique used in this study is through the IFAS and EFAS approaches.

According to Rangkuti (2014), the process of compiling the IFAS and EFAS matrices is carried out through several main stages. The first stage is to identify the strengths, weaknesses, opportunities, and threats faced by Early Childhood Education institutions. Second, each factor is then given a weight according to its level of importance, with a value range between 0.0 and 1.0. Third, each factor is scored based on its level of influence using a scale of 1 to 4. Fourth, the final score is obtained by multiplying the weights and scores that have been given, then the results are entered into the SWOT matrix to visually describe internal and external strategic conditions. The analysis was carried out quantitatively, using a Likert scale to evaluate the responses from the questionnaire. The scale consists of

five levels of assessment: 5 for strongly agree, 4 agree, 3 somewhat agree, 2 disagree, and 1 strongly disagree (Salim et al., 2019).

### 3. Result And Discussion

The implementation of inclusive education services in Early Childhood Education of PESAT Foundation throughout Central Java was analyzed through a Likert scale questionnaire that included 25 internal factor items and 14 external factor items. Internal factors include aspects of curriculum, learning, facilities and infrastructure, human resources, evaluation, and procedures for accepting children with special needs. While external factors include regulations, government support, parents, society (including technology), and foundation support. This evaluation refers to *Guidelines for the Implementation of Inclusive Early Childhood Education* from the Directorate of Early Childhood Education Development (Ditjen PAUD, 2018). The following is an IFAS data table containing strengths and weaknesses. Inclusive Education Services in Early Childhood Education at the PESAT Foundation throughout Central Java are presented in the following table:

**Table 1.** IFAS Data on Inclusive Education Services for ECE at the PESAT Foundation throughout Central Java

Name of Institution	Power Score	Weakness Score	Shoes Total
TK Kristen Pniel Terpadu	3.65	0.40	3.25
TK Kristen Imanuel Terpadu	3.32	0,59	2.73
TK Kristen Benih Kasih Terpadu	2.58	0,89	1.69
TK Kristen Petra Terpadu	2.30	1.11	1.19
TK Kristen Sion Tridamarsari	3.21	0.53	2.68

Source: 2025 data processing

The following is an explanation of IFAS data for each kindergarten institution at the PESAT Early Childhood Education Foundation throughout Central Java, explained as follows: Pniel Integrated Christian Kindergarten has 17 strength items with a score of 3.65, while the number of weaknesses is 8 items with a score of 0.40. Imanuel Integrated Christian Kindergarten has 14 strength items with a score of 3.32, while the number of weaknesses is 11 items with a score of 0.59. Benih Kasih Integrated Christian Kindergarten has 11 strength items with a score of 2.58, while the number of weaknesses is 14 items with a score of 0.89. Petra Integrated Christian Kindergarten has 9 strength items with a score of 2.30, while the number of weaknesses is 16 items with a score of 1.11. Sion Tridamarsari Christian Kindergarten has 15 strength items with a score of 3.21, while the number of weaknesses is 10 items with a score of 0.53.

Internal factors are said to be strong if the total score is at least 2.5. Conversely, if the total score is below 2.5, then the external factors are categorized as weak. (Rangkuti, 2021). Based on table 1 presented, there are three kindergartens that are included in the strong category, namely Pniel Integrated Christian Kindergarten, Imanuel Integrated Christian Kindergarten, and Sion Tridamarsari Christian Kindergarten. Meanwhile, the other two kindergartens, namely Benih Kasih Integrated Christian Kindergarten and Petra Integrated Christian Kindergarten, are included in the weak category. The following is an EFAS data table containing opportunities and threats. Inclusive Education Services in Early Childhood Education at the PESAT Foundation throughout Central Java are presented in the following table:

**Table 2.** EFAS Data on Inclusive Education Services in ECE PESAT Foundation throughout Central Java

Name of Institution	Power Score	Weakness Score	Shoes Total
TK Kristen Pniel Terpadu	4.12	0.20	3.92
TK Kristen Imanuel Terpadu	3.34	0.67	2.67
TK Kristen Benih Kasih Terpadu	1,95	1.27	0.68
TK Kristen Petra Terpadu	2.91	0.61	2.3
TK Kristen Sion Tridamarsari	2.87	0,79	2.08

Source: 2025 data processing

The following is an explanation of EFAS data for each Kindergarten institution at the PESAT Early Childhood Education Foundation throughout Central Java, explained as follows: In Pniel Terpadu Christian Kindergarten, the opportunities are 10 items with a score of 4.12 while the threats are 4 items with a total score of 0.20. In Imanuel Terpadu Christian Kindergarten, the opportunities are 7 items with a score of 3.34 while the threats

are 7 items with a total score of 0.67. Benih Kasih Terpadu Christian Kindergarten has 4 items with a total score of 1.95 while the threats are 10 items with a score of 1.27. Petra Terpadu Christian Kindergarten has 6 opportunities with a total score of 2.91 while the threats are 8 items with a total score of 0.61. Sion Tridamarsari Christian Kindergarten has 6 items with a total score of 2.91, while the threats are 8 items with a score of 0.61.

Based on the table 2 presented, there are two kindergartens that are included in the strong category, namely Pniel Integrated Christian Kindergarten and Imanuel Integrated Christian Kindergarten. While the other three kindergartens, namely Benih Kasih Integrated Christian Kindergarten, Petra Integrated Christian Kindergarten, and Sion Tridamarsari Christian Kindergarten. are in the weak category.

Furthermore, in this study, the determination of the quadrant position was carried out based on the IFAS and EFAS analysis with internal factors as the X axis and external factors as the Y axis (Salim et al., 2019). The coordinates of each kindergarten are as follows: Pniel Integrated Christian Kindergarten (3.25; 3.92), Imanuel Integrated Christian Kindergarten (2.73; 2.67), Benih Kasih Integrated Christian Kindergarten (1.69; 0.68), Petra Integrated Christian Kindergarten (1.19; 2.30) and Sion Tridamarsari Christian Kindergarten. (2.08; 2.68). The following are the results of the SWOT analysis matrix of inclusive education services at the PESAT Foundation ECE throughout Central Java, which are described as follows.

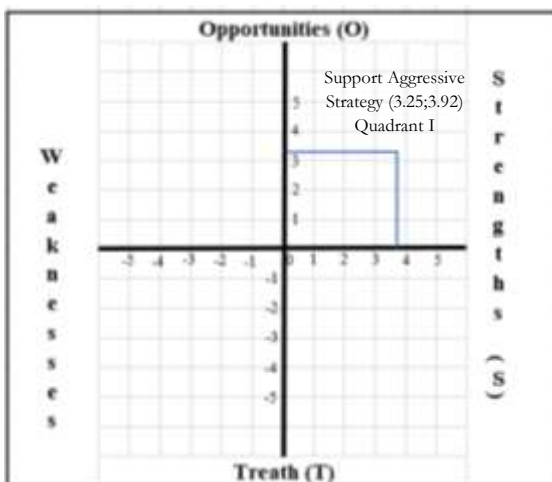


Figure 1. Matrix SWOT TK K. Pniel Terpadu

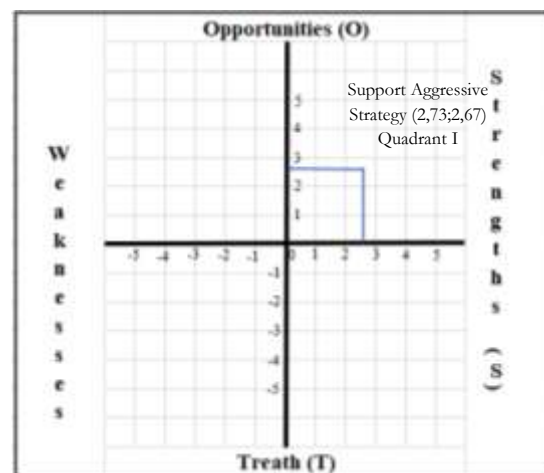


Figure 2. Matrix SWOT TK K. Imanuel Terpadu

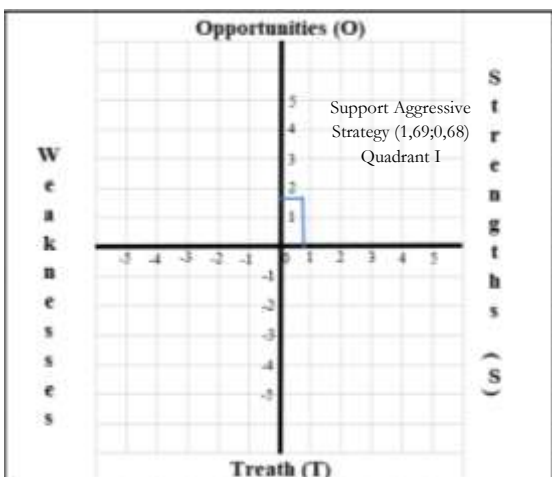


Figure 3. Matrix SWOT TK K. Benih Kasih T

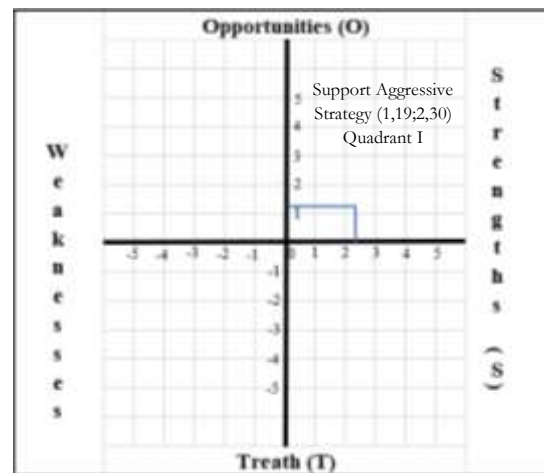


Figure 4. Matrix SWOT TK K. Petra Terpadu

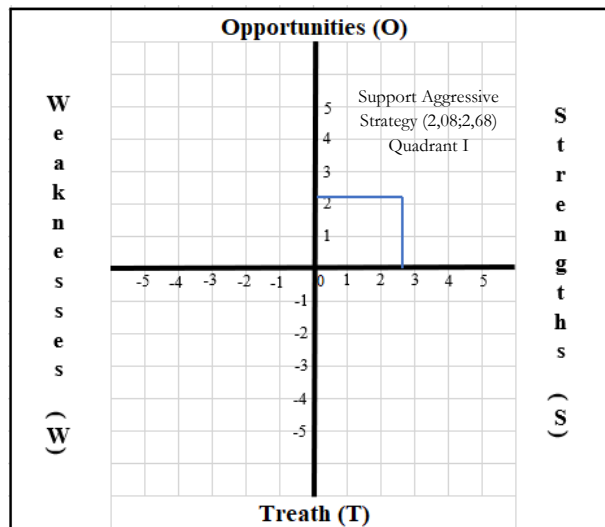


Figure 1. Matrix SWOT TK Kristen Sion Tridamarsari

Table 3. Strategic Plan for Inclusive Education Services at PESAT Foundation ACE throughout Central Java

External Factors	Peluang/ Opportunities		
	External Factors	Parental support supports inclusive ECCE education through active communication, participation at school, and learning assistance at home.	Community support including technology support in the implementation of inclusive PAUD education: a) The community supports the existence of inclusive ECCE in the surrounding environment. b) The school has an internet network (wifi). c) The school has a computer/laptop. d) The school has a printer.
	A	B	C
<i>Strength</i>			
Curriculum in inclusive education settings: a. The curriculum integrates a child-centered approach. b. The school makes modifications in terms of objectives, materials, processes and evaluation of learning that are not appropriate to the child's needs.	a) Improve the curriculum that integrates a child-centered approach and is modified as needed, including learning objectives, materials, processes, and evaluation.		
Learning in inclusive ECCE education settings: RPPH is designed flexibly and responsively to the conditions and daily development of each child, including children with special needs.	b) Improve the learning process based on RPPH which is designed flexibly and responsively to the conditions and daily development of each child, including children with special needs.		
Facilities and infrastructure : a. The available classrooms support children's learning activities comfortably and safely. b. Multipurpose rooms are well utilized for additional activities such as playing or art. c. The principal and teachers' rooms are adequate to support managerial and coordination activities. d. Children's toilets are clean, safe and easily accessible to all students, including children with special needs.	c) Optimizing the availability of supporting facilities and infrastructure is reflected in safe and comfortable classrooms, optimizing the use of multipurpose rooms for various additional activities, the availability of adequate workspaces for the principal and teachers, as well as children's toilet facilities that are clean, safe, and easily accessible to all students, including children with special needs.		
Human Resources (HR) in inclusive ECCE education settings: a. The school has class teachers who work together to support the inclusive learning process. b. Establishing good collaboration between teachers, special assistant teachers, and professional staff in providing therapy and support services for children with special needs.	d) Improving human resources in inclusive ECE education includes the existence of class teachers who work together to support inclusive learning, as well as establishing good collaboration between teachers, special assistant teachers (GPK), and professional staff in providing therapy and support services for children with special needs.		
Learning Evaluation in Early Childhood Education Provider Settings Inclusive: a. There are assessment instruments used in class that are adjusted to the needs and abilities of each student. b. You make modifications in the learning outcome assessment process according to the needs of the students. c. There are daily reports containing reports about the learning process	e) Improving learning evaluation is done through assessment instruments that are adjusted to the needs and abilities of students. Teachers also make modifications in the assessment of learning outcomes according to the characteristics of individual children, and compile daily reports that document the learning process.		
	f) Improving the procedure for accepting students with special needs in the implementation of inclusive ECE is carried out by considering the needs and conditions of individual children. Before being accepted, early		

<p>Procedures for Accepting Students with Special Needs in Inclusive ECE Education providers:</p> <ol style="list-style-type: none"> <li>The registration procedure for students with special needs at inclusive ECE is carried out by considering the needs and conditions of each child.</li> <li>Early detection of child growth and development is carried out before accepting students with special needs at inclusive ECE.</li> <li>The results of the assessment of students with special needs are communicated to parents and stated in an MoU or agreement for learning.</li> </ol>	<p>detection of growth and development is carried out, and the results of the assessment are communicated to parents and stated in a memorandum of understanding (MoU) as a basis for implementing learning.</p>
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#### 4. Discussion

This study examines in depth the conditions and strategies for implementing inclusive education services in Early Childhood Education at the PESAT Foundation throughout Central Java, highlighting the influence of internal and external factors on its success. The main focus is directed at how the strengths, weaknesses, opportunities, and threats faced by the institution shape the strategy for implementing effective and sustainable inclusive education. As important as inclusive education in Early Childhood Education institutions, this service is organized as an effort to provide equal opportunities for children with special needs to receive learning together with normal children (Azizah et al., 2020). The main goal is that every child can develop their potential from an early age without discrimination or obstacles in the learning process.

Based on the research results, the five Kindergartens under the auspices of the Early Childhood Education of the PESAT Foundation throughout Central Java showed the same position in the SWOT analysis results, namely in Quadrant I (Strengths-Opportunities), although each had a different total score. This position illustrates that in general, these institutions have strong internal support, and are in an external environment that supports the successful implementation of inclusive education (Munafiah, 2020). More specifically, Pniel Terpadu Christian Kindergarten, Imanuel Terpadu Christian Kindergarten, and Sion Tridamarsari Christian Kindergarten showed more prominent internal strengths, especially in the implementation of inclusive education services. These strengths are reflected in the use of a child-centered curriculum, as well as supporting facilities and infrastructure, including safe and comfortable classrooms, as well as competent human resources and effective school management. This curriculum is a key element in supporting the successful implementation of inclusive education (Hidayat et al., 2024), because it is designed to adapt to the needs, conditions, and abilities of each child, including children with special needs. Likewise with the supporting facilities and infrastructure. A safe, comfortable and child-friendly learning environment become another important strength factor in the implementation of inclusive education (Munafiah, 2020). This kind of environment creates a sense of security for ABK to interact and learn optimally. In contrast, Benih Kasih Integrated Christian Kindergarten and Petra Integrated Christian Kindergarten are categorized as weak, highlighting significant external threats such as the limited number of educators who have the competence to handle children with special needs, as well as the lack of access to relevant professional training or mentoring (Fatmawiyati & Permata, 2023).

External factors that support inclusive education services in the PESAT Foundation Early Childhood Education show variations between institutions. There are two Kindergartens that are in the strong category, namely the Pniel Integrated Christian Kindergarten and the Imanuel Integrated Christian Kindergarten. Both institutions are considered to have a fairly supportive external environment, such as high parental involvement, support from the surrounding community, and full support from the foundation regarding inclusive education services. Parental involvement in this context is very important, especially in helping to promote the abilities or strengths of their children, including children with special needs (Baroroh & Rukiyati, 2022; Santosa & Aprianto, 2020). Support from the surrounding community also contribute significantly to creating a child-friendly and inclusive educational environment, especially through social acceptance and involvement in school activities (Cabatay et al., 2024). Full support from the foundation is the key to strengthening policies and implementing inclusive programs in Early Childhood Education institutions, in accordance with UNESCO's recommendations (2017) on the importance of institutional commitment in implementing education for all. Meanwhile, three other kindergartens, namely Benih Kasih Integrated Christian Kindergarten, Petra Integrated Christian Kindergarten, and Sion Tridamarsari Christian Kindergarten, are categorized as weak in external aspects. This indicates that the three institutions are still facing various external obstacles, such as low public awareness of the importance of inclusive education, limited support from external parties, and minimal collaboration with related agencies.

These findings in line with the results of previous research, This finding is in line with the research results of Afifah & Formen (2023) on three playgroups in Gladagsari District, Boyolali, which also showed the implementation of *growth strategy*. Similar support emerged from the research of Wulandari & Formen (2024) which found that all institutions had greater strengths and opportunities compared to weaknesses and threats, thus placing them in quadrant I with significant growth potential. In addition, Jaenudin et al. (2023) also found that the implementation of three education centers as a model of religious character education in elementary schools was in quadrant I which reflects the most supportive conditions for implementing an aggressive strategy. Likewise, the research of Miranti et

al. (2021) which shows that IT Nur Hidayah Early Childhood Education is in quadrant I and implements *growth strategy*. All these findings consistently support the implementation of growth strategies.

In addition, a number of studies have shown mixed findings, reflecting differences in conditions in each institution. For example, a study at a school in Tangerang City showed a position on the WT strategy (*Weakness-Threat*) is a survival strategy. In this case, schools need to improve internal weaknesses to avoid and reduce external threats (Aji, 2018). Meanwhile, the results of the SWOT analysis of Kolong Dusun Bara School place it in Quadrant III, so the right strategy is *turn around* namely making changes to overcome weaknesses and take advantage of existing opportunities (Narayani, 2024). The differences in these findings emphasize the importance of implementing strategies that are tailored to the conditions of each institution, so that they can answer contextual challenges specifically and maximize their potential. The variation in results from various sectors indicates the need for a more in-depth approach in implementing SWOT analysis, because each institution has different internal and external factor characteristics that need to be considered (Babatunde et al., 2021).

The explanation of these findings shows that the development of inclusive education services requires active involvement from various stakeholders, not only from schools. Inclusive education is a shared responsibility that involves cross-sector collaboration, both from the community, government, and non-governmental institutions. Awareness of the importance of inclusive education needs to be increased, especially in developing an education system that is able to adapt to the unique needs of each child. This is based on the fact that every child has different characteristics and needs, but all have the same right to obtain quality education and according to their potential (Maemunah et al., 2022). In line with that, Khotimah et al. (2023) emphasized that education policies for Children with Special Needs are not only the responsibility of the Ministry of Education, but also require synergy between ministries and other sectors. Several ministries have even formulated policies that support education services for Children with Special Needs at the Early Childhood Education level, so that children can obtain proper and dignified education.

This study provides valuable insights into inclusive education services in the Early Childhood Education environment of PESAT Foundation. The findings obtained describe the real conditions in the field, including the strengths that the institution has, the challenges faced, and the opportunities that can be maximized. The results of this study emphasize the importance of inclusive school management and active support from educators, parents, communities, and policy makers. The implication is that inclusive education practices and policies must be designed by considering the specific needs of each institution and involving cross-sector commitments to create a fair and friendly learning environment for all children.

## 5. Conclusion

This study examines the strategy of implementing inclusive education in Early Childhood Education institutions under the auspices of the PESAT Foundation throughout Central Java using SWOT analysis. The results of the study indicate that all Kindergartens studied are in Quadrant I (Strengths-Opportunities), which indicates a strategic position to implement growth strategies. These findings show that in general, institutions have significant internal strengths such as a child-centered curriculum, an inclusive and child-friendly learning environment, and support from the foundation and the community. However, differences between institutions remain apparent, especially in terms of external strengths and internal weaknesses that need to be addressed specifically.

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