

## Identify Policies and Future Agenda for Inclusive Education in Indonesia

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**Abstract:** *This research aims to identify the meaning, policies and future agenda of inclusive education in Indonesia. This research uses qualitative methods with a descriptive approach and a literature study. Data was obtained randomly from reference literature on the Google Scholar platform. The results of this research show that the implementation of inclusive education in Indonesia refers to the Constitution of 1945 Article 28H paragraph (2), which states that everyone has the right to receive facilities and special treatment to obtain the same opportunities and benefits to achieve equality and justice. The Government and Regional Governments must support the successful implementation of inclusive education, contributing to equal opportunities and benefits to achieve equality and justice. Teachers in inclusive schools also need support to obtain education at a higher level and improve the quality of inclusive education in Indonesia.*

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## Introduction

One of the main challenges in implementing inclusive education is the need for more human resources of teachers and competent teaching staff (Juntak et al., 2023). Inclusive education is essential in Indonesia (Juntak et al., 2023; Net et al., 2024; Novrizal & Manaf, 2024). Inclusive education is a mandate of the 1945 Constitution. Article 28H paragraph (2) states that everyone has the right to receive facilities and special treatment to obtain equal opportunities and benefits for equality and justice. This is the basis for implementing inclusive education in Indonesia (Saputra, 2018). Implementing inclusive education also contributes to overcoming the limitations of children with special needs in obtaining educational rights (Pradisty, 2024). Therefore, inclusive education needs to be the concern of various parties (Jannah et al., 2024).

Inclusive education is related to education that requires children with special needs to study in nearby schools in regular classes with their friends (Caballero, 2024; Jannah et al., 2024; Solihah et al., 2024). The implementation of inclusive education has various obstacles (Cabataya et al., 2024; Jardinez & Natividad, 2024; Lopatina et al., 2024; Novrizal & Manaf, 2024). One of the main obstacles to implementing inclusive education is limited facilities and infrastructure and a need for special assistant teachers in several areas (Aminulloh et al., 2024; Nurussakinah et al., 2024).

Several researchers, e.g., identified several goals for inclusive education. First, provide the broadest possible opportunity for all children, including children with special needs, to receive appropriate education according to their needs. Second, it helps speed up the compulsory primary education program. Third, it helps improve the quality of primary and secondary education by reducing the rate of missing classes and dropping out of school. Furthermore, (Solihah et al., 2024) also identified three goals of inclusive education: providing the broadest possible opportunities to all students who have physical, emotional, mental and social disabilities or have unique talents and intelligence potential in academic and non-academic fields. To obtain quality education according to their abilities and needs; 2) realizing the implementation of education in which diversity is respected and does not create discrimination for all students (Siti & Sholawati, 2019). Inclusive education aims to create an inclusive learning environment where all individuals can learn together, support each other, and reach their maximum potential (Juntak et al., 2023; Setiawan et al., 2020)

Unfortunately, Indonesia's initial overview of inclusive education has not yet been depicted

optimally. This condition is caused by the need for more comprehensive research on inclusive education in Indonesia. Finally, the picture of inclusive education could be more optimal. An overview of inclusive education is needed to suggest increasing the quantity and quality of its implementation in Indonesia. One of the efforts that needs to be made is to identify the meaning, policies and future agenda of inclusive education in Indonesia.

Various analyses discuss inclusive education in Indonesia. Wulandari et al. (2024) discuss the benefits of inclusive education programs for early childhood. Furthermore, research by Pradisty (2024) discusses the characteristics and inclusive education of children with special needs. The research results by Firnadi et al. (2022) have evaluated the implementation of inclusive education in Bengkulu City Elementary Schools. Meanwhile, discussions about inclusive education's meaning, policies and future agenda still need to be completed. In line with this information, research on the future policies and agenda of inclusive education needs to be carried out because it can provide comprehensive information about the meaning, policies and future agenda of inclusive education. Apart from that, the findings obtained can be used as a basis for research into the development of inclusive education in Indonesia. The results can also be utilized by the Government and related stakeholders who want to advance inclusive education in Indonesia. Therefore, this research aims to identify the meaning, policies and future agenda of inclusive education in Indonesia.

## Method

This research uses qualitative methods with a literature and descriptive study approach (Sjaiful, 2023). Qualitative methods are the first step in explaining the theme of inclusive education (Murdiyanto, 2020). Data was obtained by reviewing reference literature documents (Sadjab et al., 2024). The research data source related to the research theme comes from a reference database. Data analysis was carried out qualitatively with a descriptive approach to explain the definition of inclusive education, policy, and future agenda (Khoyyinuddin et al., 2024; Khumaini et al., 2022).

## Result and Discussion

### History and Definition

Inclusive education in Indonesia has been going on since the 1960s, with the successful acceptance of several graduates of the Special School for the Blind in Bandung into public schools (Mulyah & Khoiri, 2023). Furthermore, according to several researchers e.g., Mulyah & Khoiri (2023), Paramansyah & Parojai (2024), and Saputra, 2018), at the end of the 1970s, the government began to pay attention to integrated education by inviting Helen Keller International Inc. to develop integrated schools. Next, the definition of inclusive education is explained in Table 1.

**Table 1.** Definition of Inclusive Education

No	Definition	Source
1	As Sapon-Shevin points out, inclusive education is about more than just studying in nearby schools. It's about integrating students with special needs into regular classes, a commitment that we all must uphold.	Herawati (2021) and Solihah et al. (2024)
2	Inclusive education is an educational system implemented to equalize and provide learning opportunities for all students with disabilities and who have different levels of intelligence from other people.	Wulandari & Harsiwi (2024)
3	Inclusive education is the process of integrating individuals with disabilities into regular classrooms. It helps reflect the world's commitment to equality of educational opportunity as outlined in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).	Jardinez & Natividad (2024)

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|---|---|-------------------------|
| 4 | Inclusive education is an education delivery system that provides services and opportunities for all children without exception, for people with disabilities and children with potential intelligence and unique talents to participate in education and learning in the same environment as other students. | Novrizal & Manaf (2024) |
|---|---|-------------------------|

Source: processed from various sources.

Table 1 explains that inclusive education must include children with special needs in schools with their friends. The inclusive education model is a form of implementation of the world commitments agreed upon in the UNCRPD. Thus, the government and stakeholders need to support facilities and infrastructure that support the implementation of inclusive education. Implementing inclusive education without exception also includes children with disabilities, potential intelligence, and unique talents.

### Inclusive Education Policy

One form of Indonesia's support for implementing inclusive education is the existence of regulations at the macro, meso, and micro levels. According to several researchers, e.g. Bahri et al. (2020), Septiawan & Bahri (2019), and Tahir (2011), the Macro policy relates to fundamental public policies, which consist of five regulations: (a) the 1945 Constitution, (b) laws/regulations instead of law, (c) government regulations (PP), (d) presidential regulations (prepress) and (e) regional regulations (perdu). Furthermore, meso policy includes public policy at the middle level, which explains implementation. Bahri et al. (2020) explain that meso policies can take the form of ministerial regulations and ministerial circulars (at the ministry level), governor regulations (provincial level), regent regulations/mayor regulations (district/city level). Meso policy can also be a joint decree (SKB) of ministers, governors, regents/mayors. Ultimately, micro policies regulate the implementation of a policy. Bahri et al. (2020) explain that micro policies are in the form of regulations issued by public officials under ministers, regents and mayors.

This research has carried out initial identification regarding policy support for inclusive education in Indonesia. This can be seen in Table 2 in detail.

**Table 2.** Initial identification of inclusive education policies in Indonesia

No	Policy	Source
1	Article 28H paragraph (2) of the 1945 Constitution states that everyone has the right to receive facilities and special treatment to obtain equal opportunities and benefits to achieve equality and justice.	Constitution of 1945
2	Law no. 20 of 2003 concerning the National Education System states that every citizen, including those with special needs, has the right to receive adequate and quality education.	Juntak et al. (2023)
3	Pagar Alam Mayor Regulation No 43 of 2023	Pagar Alam Mayor Regulation No. 43 of 2023, 2023
4	Sleman Regency Regional Regulation (PERDA) Number 5 of 2022 concerning the Implementation of Inclusive Education	Sleman Regency Regional Regulation No. 5 of 2022

Source: processed from various sources.

Based on Table 2, at a macro level, inclusive education is supported by the 1945 Constitution Article 28H paragraph (2) and Law no. 20 of 2003 concerning the National Education System. Thus, these two regulations become the basis for implementing inclusive education and issuing policies that support its implementation. Likewise, on a micro level, there are Mayor and Regent Regulations regarding implementing inclusive education.

## Future Agenda

The implementation of inclusive education in Indonesia must be balanced with various challenges and obstacles that need to be overcome, and the main problem is the need for more adequate resources. Research results by Juntak et al. (2023) have identified the need for adequate classroom space, supporting facilities such as learning aids, and trained human resources to support students with special needs. Juntak et al. (2023) explained that social stigma towards students with special needs is a severe obstacle to inclusive education. Sometimes, society still does not understand the conditions and potential of students with special needs, resulting in rejection and discrimination that hinders their access to inclusive education (Juntak et al., 2023).

Furthermore, as a comparison, the results of a study conducted by Jardinez & Natividad (2024) from the Philippines have identified many obstacles that hinder its implementation, such as a lack of professional development for teachers, inadequate learning facilities, difficulties in establishing relationships between classmates, a lack of parental participation, and the absence of legislation and policies that are in line with their practice. Thus, various future agendas need to be of concern to various parties so that the implementation of inclusive education in Indonesia can run well.

Despite various obstacles, inclusive education is a mandate of the Constitution of 1945. Article 28H paragraph (2) states that everyone has the right to receive facilities and special treatment to obtain equal opportunities and benefits for equality and justice. This is the basis for implementing inclusive education in Indonesia. The government, regional government, and related stakeholders must identify, analyze, and allocate resources to implement inclusive education in Indonesia. Thus, inclusive education means equal opportunities and benefits to achieve equality and justice.

## Conclusion

This research has identified the meaning, policies and future agenda of inclusive education in Indonesia. This research used qualitative methods, a descriptive approach, and a literature study. The results of this research show that the implementation of inclusive education in Indonesia refers to the Constitution of 1945 Article 28H paragraph (2), which states that everyone has the right to receive special facilities and treatment to equal opportunities and benefits to achieve equality and justice. The government, regional government and related stakeholders need to support the successful implementation of inclusive education, contributing to equal opportunities and benefits to achieve equality and justice. Teachers in inclusive schools also need support to obtain education at a higher level and improve the quality of inclusive education in Indonesia.

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This study is a preliminary identification based on the literature. Furthermore, support is needed to perform further studies regarding the implementation and policy of inclusion education in several level macro, meso, and micro.

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