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Prospects and Challenges of Inclusive Education in Indonesia: Examining the Educational Environment of Students with Disability

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Abstrak

Penyelenggaraan pendidikan inklusi di Indonesia menunjukkan upaya serius negara dalam memberikan akses pendidikan yang setara, termasuk bagi siswa berkebutuhan khusus. Ini sesuai amanat Undang-Undang Dasar 1945, diperkuat dengan Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Namun, upaya tersebut masih menghadapi beberapa tantangan. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kerangka kerja, hambatan, dan prospek pendidikan inklusi di Indonesia. Penelitian ini menggunakan metode deskriptif-analitis. Penelitian ini mengandalkan dokumen hukum dan kebijakan yang dikombinasikan dengan data empiris dalam menilai implementasi kebijakan pendidikan inklusif baru-baru ini. Penelitian ini menemukan adanya kemajuan yang signifikan dalam implementasi pendidikan inklusif, terutama dalam hal integrasi anak berkebutuhan khusus ke dalam kelas reguler. Namun demikian, beberapa tantangan juga ditemukan, seperti kesiapan guru , aksesibilitas yang terbatas, dan stigma sosial yang masih muncul. Penelitian ini lebih lanjut menyarankan perlunya koordinasi kelembagaan lintas sektor untuk memperkuat pendidikan inklusi dengan perhatian khusus pada hak-hak siswa dengan disabilitas.

Keywords: Pendidikan Inklusi, Kebijakan Pendidikan, Lingkungan Pendidikan, Disabilitas

Abstract

The implementation of inclusive education in Indonesia exhibited the state's effort to provide equal access to education, including students with special needs. As stipulated by the 1945 Constitution, coupled with the Law No. 20 of 2003 on the National Education System. However, it remained face a several challenges. In this sense, this paper seeks to analyses the framework, obstacles, and prospects of inclusive education in Indonesia. The research uses a descriptive-analytical methods. It relies on the legal and policy documents combined with empirical data in assessing the recent implementation of such inclusive education policies. It found significant advancement of the implementation of inclusive education, especially the integration of children with special needs into regular classes. Nevertheless, some challenges also found, such as the teacher preparation, limited accessibility, and social stigma that remain arise. The research further suggests the need for cross-sectors institutional-coordination to strengthen the inclusive education with special attention to the rights of students with disabilities.

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Kata kunci : *inclusive education, education policy, educational environment, disabilities*

I. INTRODUCTION

As stipulated in Article 31, Paragraph 1 of the 1945's Indonesian Constitution, state obligated to guarantee the equal access to education, it includes student with disabilities. Nonetheless, despite this principal mandate, Indonesia's education system remained face some challenges. For instances, it there is several separations of educational institutions based on religion, ethnicity, and physical and mental abilities. This division prevents students from learning to value and respect the inherent diversity in society (Alboneh, 2014; Latifah, 2020).

Currently, children with special abilities separated and accommodated in a special educational institution, widely known as Sekolah Luar Biasa (SLB) or Extraordinary Schools. This system, indeed, has a good intention, yet at the same time created a barrier of exclusivity. It excludes children with special needs from their peers like in a common educational institution. Such exclusiveness might restrict student with special need to get contact with non-disabled students. It perpetuates a social gap that might cultivates unfamiliarity and misunderstanding between the two groups (Dermawan, 2018; N. Rante et al., 2020).

In this sense, such education system has facilitated the marginalization of those students with disabilities in wider societal engagements. Furthermore, students of non-disabilities may lack awareness of the experiences and difficulties faced by their disabilities peers, while those with special needs individuals may experience exclusion and disconnection from their surrounding communities (Suryadinata, 2024; Yessi Gusmiati et al., 2024). Such condition can foster the stereotypes and constrained to create an inclusive educational community.

To address these challenges, inclusive education has emerged as a potential solution. Inclusive education attempts to overcome the barriers of segregation based on their disability status, instead should integrates students with special needs into mainstream educational environments. It wished to create an inclusive educational environment where the students can learn, develop, and interact collectively. This strategy, not only

benefited the students with disabilities, but also a can foster their mutual respect each other's based on their mutual understanding (Yessi Gusmiati et al., 2024)

II. METHOD

This qualitative research relies on the phenomenological approach. It seeks to examine lived experiences and viewpoints of stakeholders who engaged in inclusive education in Indonesia. Phenomenology emphasizes comprehending how individuals perceive and interpret their experiences (Tumangkeng & Maramis, 2022). This strategy focuses on the experiences of the participants, that expected to reveal something different from the quantitative findings. Such findings will analyze trough descriptive-analytical explanations.

This study attempts to questions three primary research issues concerning inclusive education in Indonesia. Firstly, it tries to examine the implementation of inclusive education in Indonesia trough legal and institutional frameworks; secondly, regarding challenges of inclusive education policy, investigating the structural and cultural constrains; thirdly, the potential advancement of inclusive education in Indonesia.

III. RESULTS AND FINDING

Conceptual Framework

The term "inclusion" originates from the English word "inclusion," which means "a person or thing that is included," signifying the acceptance and integration of children with barriers into the broader framework of education. It is address the institutional, such as curriculum and institution, as well as cultural factors, such as social interactions among students to students and students teachers within the school (Forlin & Chambers, 2020). It to strengthen inclusiveness that represents a mindset and practice that ensures every individual feels valued and accepted. Nevertheless, the understanding of "all children" in inclusive education remains face challenge due the nuance and sometimes contesting perceptions (Sudarto, 2017).

While, despite its divergent understanding of academic scholars on the issue of precise definition of inclusive education, they are shared common understanding on the principal purposes of that: to ensure equal opportunities and access for all children

regardless of differences. Stainback, for instance, emphasizes that inclusive schools are those that accommodate all students in the same classroom setting (Stainback et al., 1996). Similarly, Staub and Peck highlight inclusive education as the placement of children, despite their different degrees of disabilities—light, moderate, and severe—entirely within mainstream the same classrooms. It underscores the relevance of regular educational settings for all learners irrespective of their challenges (Peck et al., 2004).

Sirinam Khalsa provide a sense of structural understanding, argue that inclusive education aims to eliminate segregated models. Thereby, it is crucial to integrate children who learn differently into a unified system (Khalsa, 2005). Sapon-Shevin gave a broader definition, argue that inclusive education demands all children, despite their differences, to be served in their local schools alongside peers of the same age (Lawrence-Brown & Sapon-Shevin, 2014). Those view's in line with the Ministry of Education's definition, which frames that inclusive education is a system where children with special needs and their peers learn together in the nearest regular schools, in order to fosters social cohesion and foregrounding accessibility.

In a sense of policy's orientation, trough the Regulation of the Minister of National Education of the Republic of Indonesia (No. 70 of 2009). It defines that inclusive education is an educational system that provides opportunities for all students, including those with disabilities and exceptional potential, to learn within the same educational environment as their peers. This regulatory framework emphasizes the importance for schools to make significant adjustments in curriculum design, infrastructure, and learning systems to accommodate the diverse needs of students more effectively.

Inclusive education is actually attempts to extends beyond addressing disabilities. Instead, it embraces all children regardless of physical, intellectual, social, emotional, or linguistic conditions. This further includes marginalized groups such as street children, ethnic minorities, children from the remote and disadvantaged areas, and those experiencing socio-economic constrains. Therefore, in promoting inclusivity, schools take on the responsibility of ensuring that education becomes a tool for equity and empowerment, dismantling barriers that have historically excluded vulnerable groups. Such inclusive education primarily based on the universal human right to education, as

articulated in the 1994 Declaration of Human Rights. It important to highlight the right to non-discrimination, a principle that mandates equal access to education without prejudice based on disability, ethnicity, religion, language, gender, or any other characteristic.

In conclusion, inclusive education proposes an educational model, in which children with special needs learn alongside their non-disabled peers in public schools close to their homes. This approach not only reflects a commitment to equity but also serves as a pathway to fostering empathy, mutual understanding, and social integration. However, its effective implementation requires substantial shifts in mindset, policy, and practice to accommodate and celebrate the diversity inherent in every classroom (Lawrence-Brown & Sapon-Shevin, 2014; Stainback et al., 1996; Yessi Gusmiati et al., 2024).

Legal framework

Aforementioned that Inclusive education is established trough the nation's legal structure. It exhibited a firm commitment to the notion that all citizens possess an equal right to education (Handayani & Rahadian, 2013; Sari et al., 2022). The amendment of 1945's Constitution works as the fundamental legal framework that guarantee the accessibility and universality of education. In article 31 indicates that state designates education as a fundamental right for all citizens, mandating the government to pay and deliver basic education. This constitutional's obligations show the state's commitment to provide an egalitarian educational system.

Besides that, Law No. 23 of 2002 on Child Protection, founded on this constitutional framework, further indicates the state's attempts in ensuring children's educational rights. It mandates the government to ensure a minimum of nine years of basic education for all children. Furthermore, the law recognizes the shared obligation of families, communities, and the government to guarantee that children access the broadest range of educational possibilities. This cooperative method underscores the collective community's responsibility to advance education as a means of empowerment and social equality.

Another definition of inclusive education also indicated in Law No. 20 of 2003 concerning the National Education System. It shows establishes an importance

framework that allow to accommodate student beyond their differences needs and potentials. It mandates that all citizens, irrespective of physical, emotional, mental, intellectual, or social situations, have their own equal rights in education. Specific assessment might be conducted for individuals in marginalized situations, including those with disabilities, remote Indigenous populations, and economically challenged communities (Wibowo & Muin, 2018).

Article 32 of Law No. 20 is particularly significant as it delineates special education as an educational approach designed for students encountering obstacles in conventional learning settings owing to physical, emotional, mental, or social issues. This encompasses stipulations for gifted individuals and those with exceptional talents, guaranteeing they obtain suitable educational chances as well (Wibowo & Muin, 2018). The law requires the incorporation of special education units into mainstream educational institutions, facilitating the admission of students with varied requirements in standard educational environments. Besides that, Government Regulation No. 19 of 2005 about National Standards of Education additionally directs the execution of these legislative frameworks. This legislation indicates extensive criteria related to content, methods, infrastructure, and educational evaluations.

The Circular Letter from the Director General of the Ministry of Education (No. 380/C.C6/MNB/2003) represents a pivotal advancement in the institutionalization of inclusive education. It mandates local governments to construct and cultivate inclusive educational institutions across all levels—elementary, junior high, high school, and vocational education—within each district or city. This decree emphasizes the government's dedication to decentralizing inclusive education, guaranteeing its accessibility to communities throughout Indonesia.

These legal documents demonstrate that Indonesia dedicate to strengthen inclusive education, which part of the commitment for enforcing human rights agenda. Therefore, integrating inclusive education into legislative and regulatory frameworks, the state aims to reinforce the principal of "education for all." Nonetheless, the successful implementation of these legal foundation needs more support from the socio-cultural and educational environments.

Empirical Justifications

Indonesia's dedication to inclusive education is pursue based on many international and regional frameworks that advocate for the universal right to education. The Universal Declaration of Human Rights (1948), for instance, is international framework to enforce the human rights at the global level. It emphasized the rights for people for to access education, fostering mutual understanding and tolerance among all nations and communities.

Another international framework including the Convention on the Rights of the Child (1989), further solidified this right, which underscores that education must be accessible to all children without discrimination. It obliges educational systems to accommodate the children's need, including promotes frameworks that support learners irrespective of their talents, gender, ethnicity, or socioeconomic position. This was an international initiate to reform educational paradigms towards more inclusive institutions, which subsequently influenced Indonesia's policies. In 1990, the World Conference on Education for All was held in Jomtien, Thailand. It was marked another substantial attempt to strengthen inclusive education. It particularly emphasized the equal rights for children to access educational institution regardless their disenfranchised and exclude from formal school.

Besides that, there was the Salamanca Statement in 1994, which represented a significant declaration, with more than 90 nations, including Indonesia, endorsing inclusive education as the optimal approach to promote societal integration and eradicate discrimination among students. In similar vein, this statement firmly asserted that all children, regardless their special need ought to integrate into mainstream educational environment to enhance their mutual understanding.

Another commitment is shown trough The Dakar Framework for Action in 2000, that further solidified these pledges by striving to guarantee decent education for every kid, irrespective of their circumstances. This worldwide campaign compelled nations, including Indonesia, to adopt policies addressing the needs of underprivileged groups, such as children with disabilities and individuals from remote or rural areas. These affirmations, endorsed by the Bandung Declaration (2004), indicated Indonesia's official

agreement with the global commitment to inclusive education. The Bukittinggi Recommendation (2005) was essential in offering a systematic framework for the government to include inclusive education into its national policies.

The Bukit Tinggi Recommendation suggest six essential ways to make a reform of Indonesia's educational system. It highlights the need for integration of students with special need to be integrated into mainstream school. It is a best way to foster mutual understanding between students and avoiding the exclusion for other students. The Recommendation emphasized the necessity of enhancing teacher training programs to effectively support inclusive classrooms, promoting knowledge of child development and the varied needs of learners.

The Bukittinggi Recommendation underscored that collaboration is vital for the effective execution of inclusive education. It necessitated inter-ministerial collaboration, alliances with NGOs, and proactive engagement from local communities. This comprehensive strategy sought to not only improve educational methods but also to confront cultural and societal norms that may impede the full engagement of underrepresented groups in education. Such commitment show the paramount important to cultivate inclusive communities via education, which would enhance acceptance and appreciation of other within the educational environment (Ajisuksmo, 2017)

Inclusive Education: Projecting the prospects and challenges.

The execution of inclusive education in Indonesia demonstrates the nation's dedication to providing fair access to quality education for all, including children with special needs (Sari et al., 2022; Wibowo & Muin, 2018). Such commitment is a mandate of the Article 31, paragraph 1 of the 1945 Constitution and is further strengthened by Law No. 20 of 2003 about the National Education System. Both frameworks assert that the state obliged to ensure educational assistance for children with special needs, affording them equal opportunity with their peers. These legal frameworks paramounts importance to support the implementation of inclusive education (Lawrence-Brown & Sapon-Shevin, 2014).

Inclusive education in Indonesia can be justify having functions to integrate components of special education with public education. This method seeks to integrate students with diverse abilities and requirements into a cohesive educational setting (Wibowo & Muin, 2018; Yessi Gusmiati et al., 2024). Ministerial Regulation No. 70 of 2009, Article 1, delineates inclusive education as an educational framework aimed at affording children with disabilities, outstanding intelligence, or unique talents the opportunity to learn in conjunction with their peers within general educational environments (Somad et al., 2024). This definition emphasizes that inclusive education encompasses not only physical inclusion but also the creation of situations where all students can flourish, regardless of their differences (Khalsa, 2005).

The successful execution of inclusive education necessitates well-crafted procedures and methodologies to improve learning quality. Educators play a crucial role in this process, in which they must implement clear strategies that address the different needs of students. In this sense, the choice of suitable pedagogical methods is essential in facilitating comprehension and engagement among all learners with the topic (Mukti & Harimi, 2021). Educators must also create flexible learning systems, considering each student's distinct circumstances and capabilities. This adaptability underscores the significance of professional growth and support for educators in inclusive educational environments.

An essential component of inclusive education is its focus on non-discriminatory practices. It especially when it comes to the class environment, it should promote the equal rights of all students, in which every student feels secure and appreciated. For instances, with give accessible facilities, guaranteeing a physically and emotionally safe atmosphere, and fostering attitudes of inclusiveness among both students and educators. Inclusive classrooms seek to eradicate the necessity for segregated or preparatory special courses by facilitating the collective learning of all children, irrespective of their skills (Khalsa, 2005; Mukti & Harimi, 2021).

The primary objective of inclusive education is to provide equitable opportunity for all students via a cohesive curriculum. This collaborative curriculum allows students to investigate and cultivate their unique abilities, fostering creativity and personal development. Nevertheless, inclusion does not suggest a universal solution. It

necessitates customizing educational experiences to the distinct needs of each student, ensuring that equity is harmonized with personalization.

The idea of inclusive education is important to create a positive class environment that embrace and honor diversity. This idea is perceived very applicable, can be from early childhood education to higher education. It is important in ensuring that inclusion is an essential component of the learning experience. However, it is not as easy as in textbooks, it needs the close and serious engagement of all educational stakeholders, such as teachers, administrators, policymakers, parents, and the community. Cooperative initiatives among these entities are crucial for establishing an inclusive framework that corresponds with the varied experiences of Indonesian students.

Indeed, several notable advancements have been found, yet the implementation of inclusive education in Indonesia remains a persistent difficulty. Success relies on confronting structural obstacles, like insufficient teacher training, scarce resources, and societal prejudices that may impede diversity (N. Rante et al., 2020; Sudarto, 2017). By concentrating on these domains and cultivating a culture of acceptance, Indonesia can progress towards a more equal education system that really caters to all its learners.

Advantages and disadvantages of inclusion education in Indonesia

The significance of inclusive education arises from the inadequacies of contemporary education, which fails to accommodate and teach children from diverse backgrounds adequately. Consequently, inclusive education is crucial for the progression of education in Indonesia. Inclusive education encompasses stages and limitations that reflect the inherent advantages and downsides of education as a whole. Inherent in education, including inclusive education, are both advantages and downsides.

The establishment of inclusive schools has numerous advantages, including the recognition of impaired children alongside their typically developing peers, fostering an environment of unity and eradicating discrimination (Irdamurni, 2019; Minsih, 2020). This undoubtedly conveys to parents and the community that impaired children possess capabilities akin to those of their peers, fostering self-acceptance and familiarity within their surroundings. Inclusive education offers numerous advantages over integrated

education or segregated special education. Hence, it is prudent for the government to establish and advance this program.

Inclusive education does not imply the closure of SLB (Extraordinary Schools), integrated schools, or SDLB (Extraordinary Elementary Schools). Instead, these institutions serve as partners in the implementation of Inclusion Schools, functioning as laboratories and resource centers for special educators teaching in inclusive settings. The organization fundamentally offers equal educational opportunities to all students within the Regular School System, tailored to their particular requirements, irrespective of their religious, cultural, social, economic, or ethnic backgrounds (Minsih, 2020). However, anticipate quality human offspring, even if it possesses defects. We hope that the Inclusion School Implementation Program may be executed effectively, grounded in governmental and mutual concern.

The drawbacks of inclusive education are as follows: there remains a limited number of ABKs enrolled in schools in Indonesia. UNESCO statistics from 2009 indicate that Indonesia's position in the implementation of inclusive education for children with special needs has consistently deteriorated. In 2007, Indonesia was positioned 58th among 130 countries; however, in 2008, it fell to 63rd place out of 130 countries. In 2009, Indonesia's rating fell to 71st among 129 countries. The aforementioned is due to the limited number of ABKs in Indonesia who attend educational institutions. The curriculum is inflexible and inadequately addresses the diverse needs of children. Government policy does not differentiate this specific educational component; it should no longer be distinguished. Inclusive education is now integral to regular educational settings. insufficient budget allocation the insufficient funding allocated by the government is attributable to the lack of policy support from the government.

How to Improve Inclusive Education in Indonesia

Inclusive education is governed by Law No. 20 of 2003, which mandates that the education system be democratic, equitable, and non-discriminatory. Following the implementation of the law, conventional schools have commenced the establishment of inclusive educational institutions. To this day, children with special needs (ABK) continue to face numerous difficulties in the realization of their educational rights.

The primary challenges faced are attributable to the way of educators and educational institutions children treat the disabilities as well as the inclusive education system (N. Rante et al., 2020; Somad et al., 2024). In some cases, student with special needs remains get some rejections from the public school. It said that the school is lack of teachers who have a special skill in assisting such students. Furthermore, the inadequate educational infrastructure and learning instruments, might also another reason (Aisyah, 2023; Sinombor, 2023). Therefore, such constrained must be tackled as the first step for strengthening inclusive education. It might include effort in conducting training on disability awareness, knowledge dissemination, and accessibility evaluation. External efforts also can be undertaken, for instance engaging extensively and systematically with the government and society. Furthermore, it also importance to established a paradigm of inclusion necessitates comprehending individuals' perceptions of themselves and their surroundings. It can include cognitive thinking patterns, affective empathy, and conative behaviour.

Besides that, there should be an awareness of disability rights among all individuals, particularly non-disabled individuals. Hari Kurniawan, Director of The Disability Legal Aid Institute (LBH), contends that this initiative should be implemented in both regular and inclusive schools. Along with other educational institutions, to cultivate comprehension of disability among educators and education providers. "Simulation or role-play can be utilized to experience disability, allowing individuals to comprehend the challenges associated with it, thereby fostering awareness and empathy towards the issue of disability," stated Hari Kurniawan in Jakarta.

Secondly, the exchange of knowledge and experience among educators and their counterparts in other institutions is really what GPK represents: a preliminary framework for knowledge sharing. Comprehend the provision of services to individuals with disabilities based on established scientific principles. "GPK need not be present in every school; however, its existence is advantageous as long as knowledge is being shared," elucidated Wawa, his common moniker. "His existence may collaborate with SLB but must not be reliant," he continued.

In Wawa, a designated accompanying teacher or GPK is responsible for performing initial assessments about the requirements of students with disabilities, without making definitive judgements regarding the acceptance or rejection of certain disabilities in inclusive schools. "The principle underlying inclusive schools is not contingent upon GPK but rather on the provision of rights and services for individuals with disabilities that are commensurate with those for individuals without disabilities," stated a Founder of the Malang Inclusion Forum. Such reports show that several inclusion schools continue to discriminate against individuals with disabilities without first attempting to provide the requisite rights and services. Law Number 8 of 2016 ensures the educational rights of children with disabilities. "Inclusion schools are an option; children possess the right to select their educational institution," Wawa reiterated.

Third, evaluation of accessibility or recognition of current environmental conditions from the perspective of disability. Widi Sugiarti, Chairman of the Board of Management of Yayasan Lingkar Sosial (Linksos) Indonesia, emphasised the significance of conducting school accessibility studies that involve teachers, parents, students, and local village officials. "The accessibility audit seeks to collaboratively identify accessibility challenges, create building models pertaining to access and usability, and comply with laws and regulations governing accessibility standards," elucidated Widi.

Prior to the evaluation, participants were informed about the objectives and advantages of accessibility research. In this regard, it is crucial to adhere to the current legal framework, including Law No. 8 of 2016 concerning Persons with Disabilities, Regulation of the Minister of Public Works No. 30 of 2006 on Technical Guidelines for Facilities and Accessibility in Buildings and the Environment, until the stipulations outlined in the Convention on the Rights of Persons with Disabilities (CRPD) are implemented.

Participants are provided with simulated training to familiarise themselves with the environment utilising instruments such as wheelchairs, guide sticks, and blindfolds. Furthermore, participants will evaluate each area and provide an assessment on conceptualising a universally accessible building design. Additionally, document by recording measurement findings or photographing to capture defects and inaccuracies. "Widi emphasised the significance of equity and challenges." Equity is an accessible asset

that is modified to accommodate existing barriers, hence minimising costs in improvement initiatives. It is hoped that the evaluation of accessibility will address the issue and foster knowledge and understanding within the educational context.

Third, extensive and systematic engagement with the Government and the community. Legislation is inadequately disseminated in state publications or online government platforms. Sayekti, the Coordinator of Fomi Inclusion Education, stated that government officials are crucial in actively participating in the socialisation process. The effect will vary depending on the authority delivering the address. For instance, the Regent or Mayor, in his address at each public occasion, seeks to emphasise the importance of disability awareness," stated Sayekti. Sayekti also elucidated another issue, specifically that certain Children with Special Needs (ABK) are concealed by their parents or households. The participation of all stakeholders, including the Government, educational institutions, educators, and the broader society, will more rapidly diminish stigma and liberate children with disabilities from erroneous paradigms. From familial to communal spheres.

In response, the Chairman of the Malang District Disability Women's Association, Siswinarsih, emphasised the necessity of cultivating an inclusive paradigm for educators through the enhancement of services rooted in an inclusive culture. According to the data provided by Siswinarsih, there are around 600 other educational institutions in East Java. Inclusion education is predominantly prevalent in kindergarten and elementary schools, although junior high schools, high schools, and vocational schools have yet to significantly implement inclusive practices. Out of the total of around 53,344 youngsters, hardly 13,000 are provided services. Commencing from TKLB to SMALB, with a distribution of 36.2 percent of ABK in SLB, 8.5 percent in inclusive schools, and the rest 55.3 percent not in schools.

"The highest value at the SDLB level is followed by a decline at the subsequent level." Evidence suggests that numerous children with disabilities discontinue their education," stated Siswinarsih during a national symposium on Reflection and Evaluation of Inclusive Education in Indonesia, organized by PSLD Universitas Brawijaya at Aria Gajayana Hotel, Malang (9/12).

The equalization of inclusive schools is insufficient as a solution; instead, it necessitates the establishment of a paradigm of inclusion that reshapes how educators and educational providers perceive children with disabilities. The perpetrators include all parties, both governmental and corporate institutions, in their respective roles. "Particularly in the realm of education, there is a necessity to enhance service quality through inclusive culture, curriculum modification, and learning and transition initiatives," proposed Siswinarsih

IV. CONCLUSION

The successful execution of inclusive education depends on the use of effective and well-structured methodologies to improve the learning quality for all pupils. Educators are essential in selecting suitable instructional strategies that enable the effective presentation of educational materials, ensuring that students with varied needs can understand and participate in the classes. Their responsibility encompasses the construction of inclusive educational systems that accommodate diverse student talents and requirements. Essential to this process is cultivating an inclusive classroom climate that recognises and values the contributions of each learner, irrespective of their differences. Providing sufficient facilities and establishing a secure, supportive environment for all students is equally essential. Inclusive education emphasises the integration of all pupils within a singular learning environment, hence obviating the necessity for distinct preparation classes and fostering equality and mutual understanding. This strategy emphasizes the overarching objective of establishing educational environments that prioritize diversity while providing high-quality education to everyone

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