

Implementation of Inclusive Education Policy (Case Study at SDN Sukabumi Selatan 07, West Jakarta)

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ABSTRACT

Globally, UNESCO reports that approximately 240 million children with disabilities remain excluded from educational opportunities, with developing countries facing particular challenges in implementing inclusive education policies. This study investigates the implementation of inclusive education at SDN Sukabumi Selatan 07 in West Jakarta, where the participation of students with special needs continues to increase. Despite this positive development, the school's education report, particularly regarding the inclusivity climate, has not shown corresponding improvement. Using a qualitative approach, the research draws on interviews, observations, and supporting secondary data, guided by Van Meter and Van Horn's policy implementation theory. The findings reveal that the implementation of inclusive education remains suboptimal, largely due to limitations in resources and the technical capacity of implementers, both in terms of the characteristics of implementing agents and their tendencies or dispositions. Key resource challenges include the unavailability of Special Education Support Teachers, lack of targeted budget allocations, and insufficient accessible infrastructure. These issues hinder the development of a supportive school environment for maximizing the potential, interests, and talents of students with special needs. To address these issues, the study recommends a series of strategic actions: optimizing the allocation and use of BOP and BOSP funding to support inclusive services, expanding collaboration networks with higher education institutions through internship programs for pre-service teachers, and enhancing the utilization of the resource room to function as a Learning and Intervention Center for students with special needs.

KEYWORDS

Inclusive Education, Inclusivity Climate, Policy Implementation, Public Policy, Students with Special Needs



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INTRODUCTION

Based on Law Number 19 of 2011 concerning the Ratification of the Convention on the Rights of Persons with Disabilities and Law Number 8 of 2016, persons with disabilities are seen as individuals who face obstacles in carrying out physical, mental, intellectual, and/or sensory activities, which impacts their limited

interaction and participation in social life (Kurniawan et al., 2022; Santoso & Utami, 2021). The concept of disability aligns with the concept developed by the World Health Organization (WHO) in the International Classification of Functioning, Disability, and Health, which views disability not only as a physical limitation but also as including social barriers that arise from limited individual interaction within the social environment (World Health Organization, 2021; Setiawan et al., 2020). Based on this perspective, efforts to fulfill the right to education for persons with disabilities require systemic changes, both in terms of policies and patterns of interaction in society (Putri et al., 2022; Wijaya et al., 2020; Nugroho et al., 2019; Fauziyah et al., 2021; Rahman et al., 2022).

Education programs for children with disabilities are generally organized through special education carried out at *Special Schools* (SLB) (Wahyudi & Huda, 2019). The learning programs at SLB are specifically designed for children with disabilities who share the same special needs category within the same classroom and/or school environment. Thus, the process of socialization and interaction for children with disabilities is limited, causing a gap in equal opportunities and acceptance within the community. This contradicts one aspect of Target Goal 4 in the Sustainable Development Goals (SDGs), which requires education systems to comply with the provisions of the *Convention on the Rights of Persons with Disabilities* (CRPD). One important provision of the CRPD is to ensure that the educational environment is free from gender gaps, provides equal access to education, and implements inclusive training programs for vulnerable groups, including persons with disabilities, indigenous peoples, and children in vulnerable situations (United Nations, 2020). Based on the provisions of the CRPD, educational implementation should ideally adopt an inclusiveness approach in all aspects.

Inclusive education is defined as a form of learning service that involves the participation of children with disabilities and children without disabilities in the same school and classroom environment to obtain equal learning opportunities. The implementation of inclusive education aims to build communication, interaction, and socialization between children with disabilities and children without disabilities without discrimination, thereby fostering a culture of tolerance and mutual respect for differences. This principle aligns with the 1994 UNESCO Action Framework and the Salamanca Statement in Article 2, as quoted through Stubbs (2002), which emphasizes that the concept of inclusivity is the most effective method to eliminate discriminatory attitudes and build a more friendly and inclusive culture in the school environment.

Based on reporting by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through Basic Education Data as of December 2022, out of a total of 439,131 educational units in Indonesia, only

40,928 schools—about 9.3 percent—provide inclusive education (Ministry of Education, Culture, Research and Technology, 2023). This figure shows a decrease in the participation rate compared to 2021, when the inclusion rate reached 12 percent of schools (Napitupulu, 2022). Therefore, in 2023, all educational units in Indonesia are required to provide inclusive education in accordance with provincial regulations.

DKI Jakarta Province has implemented inclusive education earlier than the central regulation, since 2007, through Governor Regulation Number 116 of 2007 concerning the Implementation of Inclusive Education. At the beginning of this program, the *DKI Jakarta Provincial Government* appointed a limited number of schools to organize inclusive education programs. Then, in 2013, the Jakarta Provincial Government implemented a policy that allocated five percent of each school's quota for children with special needs. Furthermore, in 2016, the *DKI Jakarta Provincial Education Office* issued Circular Letter Number 119/SE/2016 concerning Inclusive Education Provider Schools, stipulating that all education units at all levels are inclusive education providers, required to provide inclusive education, and prohibited from rejecting *PDBK*. This policy was continued with the issuance of *DKI Jakarta Governor's Regulation* Number 32 of 2021, which regulates the mechanism for New Student Admissions (PPDB), requiring all State Elementary, Junior High, High School, and Vocational High Schools to accept students with special needs (*PDBK*), with a maximum quota of two students per study group (*rombel*).

SDN Sukabumi Selatan 07 West Jakarta is one of the educational units appointed as an inclusive education institution since 2010, based on the direct appointment of the *DKI Jakarta Provincial Education Office* through the Decree of the Head of the Provincial Education Office of the Special Capital Region of Jakarta Number 1190/2010 concerning the Appointment of Kindergartens, Elementary Schools, Junior High Schools, and High Schools/Vocational Schools Providing Inclusive Education in *DKI Jakarta Province*.

In the 2021/2022 Even Semester Academic Year, *SDN Sukabumi Selatan 07* West Jakarta was recorded to have 33 (thirty-three) *PDBK*, making it the school with the largest number of students with disabilities in West Jakarta Administrative City and ranking seventh in the *DKI Jakarta* Provincial level. Referring to Government Regulation Number 13 of 2020 Article 12 (f), the ideal number of *PDBK* in one group is two students. In fact, if one *PDBK* has severe characteristics, then ideally only one *PDBK* is allowed per group. Based on these conditions, the ratio of students with disabilities at *SDN Sukabumi Selatan 07* in the 2021/2022 Even Semester Academic Year is not ideal as stipulated by regulations, posing challenges in the implementation of inclusive education services at the school.

Based on the number of students with special needs at *SDN Sukabumi Selatan 07* West Jakarta and referring to the achievements of the 2023 education report card, the school obtained a score of 60.28, categorized as good, for the *climate of inclusivity* indicator. The education report card derives from measurements sourced from the National Assessment and other supporting data, as stipulated in Decree Number 012/H/M/2023 concerning Education Unit Profile Indicators and Regional Education Profiles. One key indicator in the education report card is the *climate of inclusivity*, which includes assessments of services for students with disabilities, services for smart and gifted students, attitudes of school residents towards disabilities, and the availability of facilities supporting the needs of persons with disabilities in educational units. Therefore, the inclusivity climate score reflects the extent to which the education unit creates a learning environment and educational services that are friendly, supportive, and responsive to the needs of students with special needs.

Data shows that the education report card score of *SDN Sukabumi Selatan 07* West Jakarta in 2023 increased by 9.44% compared to 2022, which recorded an inclusivity climate score of 55.08 with pioneering achievements. When detailed by each sub-indicator of the inclusivity climate, *SDN Sukabumi Selatan 07* obtained a score of 74.19 in the disability services sub-indicator, 60.25 in the sub-indicator for school services to intelligent and specially talented students, and 59.51 in the attitude towards disability sub-indicator. However, the disability service sub-indicator saw a 6.94% decrease compared to 2022. This decline indicates that education units are struggling to provide adequate inclusive services for students with special needs. Thus, the fulfillment of services for students with special needs is a fundamental aspect of the inclusivity climate assessment on the education report card.

One form of fulfilling disability services is through the provision of *Special Supervisors (GPK)*. In accordance with *Jakarta Provincial Governor's Regulation* Number 40 of 2021, the presence of *GPK* is an essential component required to support the optimal implementation of inclusive education. A *GPK* is an educator competent in Special Education who plays a role in designing and developing learning programs adaptive to the specific conditions and competencies of *PDBK*. According to the Position Analysis compiled by the Region II Education Office of West Jakarta Administrative City, *SDN Sukabumi Selatan 07* requires at least one *GPK*. However, until 2023, the school does not have a *GPK* to support the optimal implementation of inclusive education services.

One task of *GPK* is to develop individual learning programs for students with disabilities, based on identification and assessment processes. The initial identification is carried out during the New Student Admission (*PPDB*) flow, where the school only receives disability information from certificates issued by hospitals,

psychologists, or other competent authorities. This initial identification from document examination at *PPDB* needs to be supplemented with further identification and assessment to determine learning programs based on students' interests, potentials, and specific needs. Based on Invitation Letters Number 2922/PK.01.02 dated September 29, 2022, and 2498/PK.01.06 dated August 2, 2023, *SDN Sukabumi Selatan 07* was not included in the assessment participants for students with special needs carried out by the Education Office Region II of West Jakarta Administrative City in 2022 and 2023. Furthermore, based on *BOSP* and *BOP* funding in 2022 and 2023, the school did not allocate funds for identification and assessment activities for persons with disabilities or for competency improvement programs for educators and educational staff.

Based on the achievement of the education report card on the inclusivity indicator at *SDN Sukabumi Selatan 07* West Jakarta, a gap exists between policy and practice, especially in services to *PDBK*. This condition aligns with research findings by Mularsih (2019), which revealed gaps in inclusive education services faced by State Elementary Schools in West Jakarta, such as the non-implementation of initial student identification during admission. Furthermore, the schools do not have special supervisors, which implies a lack of individual learning programs, thus schools still apply the general curriculum for inclusive education. Additionally, schools do not provide adequate facilities for students with disabilities. However, in terms of learning communication, schools have conducted consultation and socialization activities for parents of students with disabilities.

Therefore, this study aims to examine more deeply the factors affecting the implementation of inclusive education at *SDN Sukabumi Selatan 07* West Jakarta, based on Van Meter and Van Horn's policy implementation theory. Furthermore, the researcher compiled directions for improvement at the implementation stage as a form of differentiation from previous research. In developing strategies for improving the implementation of inclusive education policies at *SDN Sukabumi Selatan 07* West Jakarta, the researcher applied Lindblom's incremental theory (1959), which asserts that public policies are designed gradually from previous policies to reduce resistance and minimize implementation risks.

This research aims to analyze the factors affecting the implementation of inclusive education policy at *SDN Sukabumi Selatan 07* West Jakarta using Van Meter and Van Horn's policy implementation theory, identify supporting and inhibiting factors in policy implementation, and formulate strategic recommendations for improving inclusive education services. The expected benefits of this research are: theoretically, to contribute to the body of knowledge on policy implementation theory in educational contexts, particularly in understanding the complex dynamics between policy formulation and field-level implementation in inclusive education settings; practically, to provide evidence-

based recommendations for school administrators, education officials, and policymakers to enhance the quality and effectiveness of inclusive education programs, offering concrete strategies adaptable to similar educational contexts; and strategically, to support the development of more effective policy implementation frameworks that bridge the gap between regulatory mandates and operational realities, ultimately contributing to the realization of equitable and accessible education for all students, including those with special needs.

RESEARCH METHOD

This study was conducted at *SDN Sukabumi Selatan 07* West Jakarta, a school with the highest number of students with special needs in the Sub-Department of Education Area II, West Jakarta, to understand the factors supporting and hindering the implementation of inclusive education policies. This policy is top-down, which may lead to an implementation gap at the school level due to differences in understanding among implementers. Using a qualitative approach, the researcher aims to capture social realities through in-depth interviews and direct observations to form a factual interpretation of policy implementation in the field (Saryono, 2010). The study seeks to formulate strategies for improving the implementation of the inclusive education policy, which has not yet been optimal.

The data sources consist of primary and secondary data. Primary data were obtained through interviews with 10 informants, including school representatives, supervisors from the Sub-Department of Education, the Provincial Education Department, parents of students, as well as observations of the school's conditions regarding inclusive education implementation. Secondary data were collected from books, journals, articles, reports, and relevant regulations. Data analysis was conducted through stages of data collection, reduction, presentation, and conclusion drawing (Bungin, 2003). Reduction was performed to filter important data, while presentation was organized in narrative and visual forms to facilitate understanding of the phenomena. Subsequently, conclusions were drawn based on evidence continuously validated throughout the research process.

RESULT AND DISCUSSION

Causes of Problems in the Implementation of Inclusive Education Policy at SDN Sukabumi Selatan 07 West Jakarta

The findings of this research align with and extend previous studies on inclusive education implementation challenges. Mularsih (2019) identified similar gaps in West Jakarta elementary schools, particularly regarding the absence of identification processes and special supervisors. However, this research provides deeper insights by applying Van Meter and Van Horn's comprehensive implementation theory, revealing systemic interconnections between various

implementation factors. Srivastava et al. (2015) noted that developing countries face particular challenges in inclusive education implementation, which resonates with our findings regarding resource limitations and technical capacity gaps. Furthermore, Kristiana and Hendriani (2018) emphasized the importance of teaching efficacy in inclusive settings, which directly relates to our findings about the need for enhanced technical training for educators.

In analyzing policy implementation, researchers use Van Meter and Van Horn theories which state that the implementation process is influenced by the level of change, control, and compliance. The model includes six variables: standards and objectives, resources, implementation activities and inter-organizational communication, implementing agency characteristics, implementing disposition, and environmental conditions. Van Meter and Van Horn's theories describe the interconnectedness between variables in the policy implementation process, allowing the assessment of organizational phenomena such as obstacles and support in achieving policy goals.

Based on the findings of the study, several supporting and inhibiting factors in the implementation of inclusive education policies at SDN Sukabumi Selatan 07 Jakarta have been identified as follows:

1) Policy Objectives and Objectives

Within the framework of Van Meter and Van Horn policy implementation, clarity of standards and objectives is a fundamental factor that determines the effectiveness of policy performance. Based on this, clarity of standards, objectives and measures of success is needed so that policy implementers can translate policies into actions uniformly and effectively. In the context of implementing inclusive education in DKI Jakarta Province, the Government has established a number of regulations, such as the Governor Regulation of DKI Jakarta Province Number 40 of 2021, Regional Regulation Number 4 of 2022, Decree of the Governor of DKI Jakarta Province Number 15 of 2024 and Decree of the Head of the DKI Jakarta Provincial Education Office Number 93 of 2024.

In these regulations, the definition, objectives, objectives and policy forms of the implementation of inclusive education have been clearly listed. However, in relation to the measurement of policy indicators for the implementation of inclusive education, the DKI Jakarta Provincial Education Office has only compiled it into the Performance Targets reported in the Performance Report of Government Agencies, so that it has not been integrated into existing regional regulations and strategic planning.

At the policy implementation stage, the findings at SDN Sukabumi Selatan 07 West Jakarta show that substantively, the implementer's understanding of the basic values of inclusive education has been well internalized. Implementation practices in schools, such as the arrangement of inclusive classrooms, the

involvement of active participation of PDBK in group learning and extracurricular activities, as well as modification of learning outcomes based on initial assessments, have indicated that the main goal of the policy, namely inclusivity in the learning environment, has been understood and implemented.

However, even though a substantive understanding has been formed, the implementation of technical or operational standards in the field still shows implementation gaps. One of the main problems is the lack of operational technical guidelines that regulate in detail the technical implementation of inclusive education in educational units. The DKI Jakarta Provincial Education Office has not regulated restrictions on the category of PDBK receipts in PPDB, so that each education unit is required to accept all PDBK with all specific conditions, without being balanced by the readiness of educational facilities and infrastructure.

This condition is strengthened by the lack of a standard curriculum adaptation mechanism, as well as the management of individual students' special needs, which causes the policy direction to focus on the number of students rather than the quality of the students. In this case, it was found that the number of PDBK per class at SDN Sukabumi Selatan 07 reached two to six students per study group, from ideally only two students in one study group. This phenomenon is a consequence of the lack of structure of the inclusion pathway acceptance mechanism in the PPDB system, as well as the absence of regulations governing the handling if the PDBK quota is exceeded.

2) Resources

Based on the policy implementation model developed by Edward III, resources that include executors, finance, and infrastructure are considered crucial elements that determine the effectiveness of policy implementation. In the context of the implementation of the policy of implementing inclusive education in DKI Jakarta Province, the Governor of DKI Jakarta Provincial Regulation Number 40 of 2021 and the Regional Regulation of DKI Jakarta Province Number 4 of 2022 have explicitly stipulated that the implementation of inclusive education must meet the standards of decent accommodation, which include the facilitation of educators and education personnel, support of budget sources, the availability of accessible educational facilities and infrastructure, and curriculum adaptation for PDBK.

In terms of providing educators and education personnel, SDN Sukabumi Selatan 07 is experiencing a shortage of educators, especially Special Education Teachers (GPK). The absence of GPK is the main obstacle in the implementation of inclusive education. The number of PDBK reaches 44 students, which exceeds the ideal quota, so that the person in charge of the inclusion program has not been able to meet the needs of the adaptation of inclusive services optimally. The lack of the ideal ratio of GPK to the number of GDP is an indication of the weak support of human resources in the implementation of inclusive education.

All teachers have participated in training related to inclusive education through UPT P4, ULD, and the Independent Teaching Platform, but the training materials are more conceptual than technical and practical. This causes teachers to have difficulties in making concrete adaptations in the classroom, especially in the preparation of Individual Education Programs (PPI), providing accommodation for differentiated teaching materials, and providing special assistance for PDBK in accordance with the potential, interests and talents of each PDBK.

In terms of financing, SDN Sukabumi Selatan 07 has not optimized the use of BOP and BOSP budgets to meet the needs of the implementation of inclusive education, due to the limited understanding of schools in budget management and the lack of explicit allocation for the needs of the PDBK in the school financing structure. This condition is different from the findings of research in Salatiga City which shows a positive trend, where each educational unit of inclusive education providers has been supported by sufficient funding from the government, so that the success of the implementation of inclusive education has reached 65 percent.

The aspect of educational facilities and infrastructure shows that SDN Sukabumi Selatan 07 has met one of the four accessibility standards, namely the availability of a resource room as a special service room for PDBK. However, this resource room facility has only been used as a rest room, not yet supported by a systematic individual-assessment-based service program. The fulfillment of other accessible facilities such as guiding blocks, disability-friendly toilets, and inclined fields is not yet available at SDN Sukabumi Selatan 07, showing that the principle of decent accommodation for students with special needs has not been fulfilled.

In terms of curriculum adaptation, SDN Sukabumi Selatan 07 has generally held adaptation of learning processes and outcomes. However, not all teachers have prepared PPI in a formal and structured manner. Curriculum adaptation is still based on modification of general targets without being based on individual needs assessments. So, in general, the curriculum used still uses the regular curriculum, but in the aspect of learning outcomes, differentiation is carried out for PDBK.

3) *Inter-Organizational Implementation and Communication Activities*

The policy communication flow formed within the DKI Jakarta Provincial Education Office is top down, namely the delivery of information from the policymaker level to the implementation level vertically. Vertical communication between the DKI Jakarta Provincial Education Office, the Administrative City/Regency Regional Education Office, and education units, in general, has been formed through formal mechanisms such as circulars, coordination meetings, socialization, and training.

However, the effectiveness of this vertical communication is limited by the incomplete operational instruments. Although general information on policy directions has been conveyed, there are still no standardized technical guidelines in

regulating crucial aspects such as the provision of Special Guidance Teachers, curriculum adaptation, and the use of budgets for inclusive needs. The absence of these operational standards causes a gap in interpretation at the implementation level, especially in managing the adaptation of learning services for PDBK.

The horizontal communication pattern at the education unit level shows a strategic role in maintaining the sustainability of implementation activities. SDN Sukabumi Selatan 07 has built a collaborative network with Disability Service Units, special education units, resource centers, universities, disability foundations, community health centers to the surrounding community. This relationship reflects the existence of a form of cross-organizational communication based on technical implementation needs, thereby strengthening the school's capacity to overcome the limitations of internal resources.

In implementation activities at the school level, policy socialization to parents of students is carried out intensively and systematically through meetings at the beginning of the school year, meetings of parents of students, and online communication through WhatsApp Group media. This socialization ensures that the community understands the principles of inclusive education and supports the social integration of PDBK in the regular classroom.

Supervision of the implementation of inclusive education in DKI Jakarta Province has not been carried out effectively, due to the unregulated division of authority. Monitoring from the Education Office and the City Regional Education Office tends to be carried out situationally without a fixed schedule and without specific evaluation indicators for the success of inclusive education.

4) Characteristics of the Implementing Agent

The implementation of inclusive education policies at SDN Sukabumi Selatan 07 shows that the characteristics of the implementers play an important role. In terms of competence, teachers and school principals have shown a good understanding of the basic principles of inclusive education. All teachers have participated in inclusive education training, both organized by the Education Office and other external institutions. However, the number of implementers with deep technical capacity, especially in compiling Individual Education Programs (PPI) and managing learning adaptation systematically, is still limited.

The hierarchical level of supervision also shows weaknesses. Although structurally communication lines have been established, surveillance practices in the field tend to be situational and have not been carried out in a scheduled and systematic manner. The absence of periodic monitoring causes the implementation of policies at the school level to depend more on implementing initiatives, without measurable evaluation of implementation in the field.

The organizational vitality at SDN Sukabumi Selatan 07 is one of the forces that maintains the sustainability of the implementation of inclusive policies in the

midst of limited structural support. The Principal of SDN Sukabumi Selatan 07 plays an active role as a driving force, encouraging the formation of a culture of acceptance in the school environment, facilitating the formation of an Inclusion Team, preparing internal SOPs, and building collaboration with various external institutions both from the government and non-government spheres.

5) *Tendencies/Dispositions of the Executor*

The disposition of the implementer includes the response to the policy, the level of understanding of the content of the policy, and the intensity of the value preference possessed for the policy objectives. The response of implementers to inclusive education policies in general shows a positive trend. Principals, teachers, education staff and parents of students show a high level of acceptance of the principle of inclusivity. No meaningful social resistance was found either at the internal or external levels of the school.

Although the response to policy values is strong, in terms of cognition, there is a gap between normative understanding and technical mastery in application in the field. The implementer understands that inclusive education aims to provide equal learning rights and build a non-discriminatory environment, but technical knowledge regarding the preparation of PPI, curriculum adaptation based on individual needs, and the application of differential assessments is still limited.

The results of observations show that learning materials for PDBK students tend to be only adjusted in general to the achievement targets, without developing adaptive programs based on special needs for each PDBK. Furthermore, the use of resource space has also not been running optimally to develop PDBK's independence and skills.

6) *External Environmental Conditions Policy*

In terms of the social environment, public support for the implementation of inclusive education can be said to be relatively strong. Parents of students and school committees show a high level of acceptance of the presence of PDBK in regular classes. The socialization carried out by the school to parents since the beginning of the admission of new students has succeeded in increasing public literacy about the importance of inclusive education.

Although social support for inclusive education has been well established, the understanding of the public, especially students' parents, in accompanying children with special needs is not fully aligned. It was found that there are limitations for parents of students in understanding learning strategies that are appropriate for children with special needs, so that the responsibility for learning adaptation largely remains in the hands of the school.

The commitment of the DKI Jakarta Provincial Government through the issuance of Regional Regulation Number 4 of 2022 and Governor's Regulation of 2021 provides political legitimacy for the implementation of inclusive education.

However, at the technical implementation level, this political support has not been fully transformed into an applicable operational instrument, such as in the form of implementation technical instructions or measurable performance indicators.

The economic environment also plays an important role. In general, there is no specific budget allocation in the BOSP or BOP structure aimed at supporting inclusive education services. Schools must manage the adaptation needs of facilities, learning media, and psychosocial support services without specific funding support for inclusion.

Policy Strategies to Support the Successful Implementation of Inclusive Education

Based on the identification of obstacles faced during the policy implementation process, the researcher recommends several strategies to improve the quality and sustainability of inclusive implementation policies using the incremental theory from Lindblom (1959) which states that public policies are designed gradually from previous policies to reduce resistance and minimize implementation risks.

1) Optimizing the Use of BOP and BOSP Budget Allocation

Every state education unit in DKI Jakarta has received BOP and BOSP funds that can be used to support inclusive services. SDN Sukabumi Selatan 07 needs to conduct an inventory of the needs for the implementation of inclusive education based on the conditions of various PDBK disabilities in schools. The data collection of PDBK needs is carried out comprehensively, which can accommodate the needs of PDBK in the learning process and the development of potential, interests and talents.

In the use of BOSP funds, schools can use it to finance the purchase of capital goods such as learning aids, special computers, special books or interactive learning software. BOSP funds can also be used for the need to improve the competence of educators and education personnel through seminar/training/workshop activities, assessment services, therapy programs or other special service programs held in the resource room.

In the BOP budget, schools can use it for operational needs that support the implementation of inclusive education such as the implementation of socialization and advocacy activities, the procurement of teaching aids or learning media, and the maintenance of educational infrastructure and facilities to support accessibility in stages.

2) Expanding Collaboration Networks with Universities

The main obstacle is the number of PDBK that exceeds the quota and the unavailability of GPK. Internship programs can be an effective short-term strategy

in filling those gaps. SDN Sukabumi Selatan 07 can collaborate with universities that have a concentration in Special Education and/or Psychology Education.

The internship program can be carried out with a minimum duration of six months or one semester. Intern students have a role in helping classroom teachers and subject teachers to meet the needs of PDBK, including carrying out mentoring and guidance activities in the learning process, helping to prepare more comprehensive SOPs, and assisting in the preparation of PPI.

3) Optimizing the Resource Space to Become a Learning and Intervention Service Center

Based on the Regulation of the Minister of Education, Culture, Research and Technology Number 48 of 2023, resource rooms can be in the form of identification and assessment rooms, compensatory service rooms, consultation rooms, relaxation rooms, intervention rooms, remedial service rooms and enrichment for PDBK.

The resource space optimization program includes the implementation of identification and assessment activities for PDBK on a regular basis, the preparation of PPI that is in line with the results of identification and assessment, the provision of special assistance for PDBK who experience learning barriers, the provision of adaptive learning tools and media, the provision of additional learning services, the provision of independence and social skills development services, the provision of counseling and therapy service facilities, as well as strengthening synergy between parents and teachers in monitoring the development of PDBK.

The implementation of the policy of implementing inclusive education at SDN Sukabumi Selatan 07 has generally been supported by regulations and commitments from the DKI Jakarta Provincial Government. However, technically the implementation has not been running optimally because there are still obstacles that include limited resource fulfillment and lack of technical capacity from the implementers. The three recommended strategies are designed with an incremental approach that allows for gradual implementation in accordance with available capacity and resources, so as to create sustainable and effective changes in the implementation of inclusive education that are able to ensure justice, equality, and empowerment for all students, especially for students with special needs.

CONCLUSION

This research aims to analyze the implementation of inclusive education policy at *SDN Sukabumi Selatan 07* in West Jakarta using the Van Meter and Van Horn implementation theory approach. The results of the analysis from interviews, observations, and document studies indicate that the implementation of the inclusive education policy at this school has not been optimal. Factors affecting this include limited resources, insufficient technical capacity of implementers, and

failure to meet inclusive service standards, such as the availability of *Special Guidance Teachers (GPK)* and accessible infrastructure. Additionally, gaps exist in the understanding and skills of teachers in applying differentiated learning for students with special needs, impacting their access to learning services and participation in school activities.

To address these issues, the researcher formulated three improvement strategies: optimizing the allocation of funds to support inclusive services, expanding collaboration with higher education institutions through internship programs, and optimizing resource spaces into Learning and Intervention Service Centers. Recommendations include strategic steps to promote equitable quality of inclusive education in *DKI Jakarta*, such as developing technical guidelines for inclusive education implementation, strengthening regulations on fund usage, increasing budget allocation from the regional budget, conducting job analysis related to *GPK* ratios, recruiting *GPK*, and enhancing monitoring and evaluation mechanisms. Improving cross-sector communication and coordination is also deemed essential to ensure that the needs of students with special needs are met in an integrated manner.

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