

Fulfilling the Right to Education in Inclusive Education: The 4a Analysis and Rawls's Concept of Social Justice

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Abstract

Inclusive education is part of efforts to realize social justice for children with disabilities as a vulnerable group. In practice, there remains a gap between educational policies and their implementation, despite inclusive education being recognized as a human right. This research aims to analyze the fulfillment of the educational rights of children with disabilities through the 4A framework (availability, accessibility, acceptability, and adaptability) and John Rawls's perspective of social justice. The research employed a qualitative approach with a case study design through interviews, observations, and documentation studies. The results showed that inclusive education services and access were available; however, they did not fully guarantee equal learning opportunities due to limited resources and insufficient competencies in inclusive education practices. These findings indicate that inclusive education remains in a transitional phase from normative inclusion toward substantive justice. The implications of these findings highlight the need to strengthen resource capacity, improve educator competencies, and establish more systemic affirmative policies so that inclusive education extends beyond administrative access and contributes to achieving more substantive and sustainable educational justice for children with disabilities.

INTRODUCTION

Inclusive education is an important component of efforts to achieve social justice for children with disabilities as a vulnerable group. Inclusive education is not merely interpreted as a school policy but also as the fulfillment of human rights inherent to every person with disabilities. Within the framework of the Convention on the Rights of Persons with Disabilities (CRPD), the right to inclusive education requires states and educational institutions to ensure that children with disabilities are not only accepted in schools but also receive the necessary support to learn, participate, and develop on an equal basis with other children (de Beco, 2014). Accordingly, every child has the right to inclusive, equitable, and quality education as part of the fulfillment of the right to education from a human rights perspective (Schuelka & Johnstone, 2012). However, in practice, children with disabilities in developing countries continue to face fewer opportunities to access education, complete basic education, and achieve literacy skills compared with children without disabilities. This condition demonstrates that the fulfillment of the right to education continues to face significant structural inequalities (UNESCO Institute for Statistics, 2018). These inequalities are not isolated issues but are associated with stigma, discrimination, and limited support within education systems, resulting

in some children with disabilities not receiving educational services that adequately address their needs (Wibowo, 2018).

In Indonesia, the commitment to inclusive education has strengthened following the adoption of the Salamanca Statement and Framework for Action and has been reinforced through various regulations, including Law Number 8 of 2016 concerning Persons with Disabilities and Regulation of the Minister of National Education Number 70 of 2009, which emphasizes that inclusive education services must be available and accessible within the regular school system (Leonardus Lopo et al., 2024). Therefore, the state has a responsibility to provide quality educational services while preventing discriminatory and exclusionary practices within the education system (Du, 2024). Although inclusive education has developed as a global agenda, its implementation continues to encounter various structural and social barriers. Education systems in many countries have not fully ensured that all children can participate equally in education, resulting in some children still lacking access to formal education or experiencing exclusion within educational settings (Ainscow, 2020a). Children with disabilities also continue to experience marginalization due to social stigma, limited system support, and insufficient inclusive education services (Hussain et al., 2025). Several studies have demonstrated gaps between normative commitments and the implementation of inclusive education, including differences between policy formulation and educational practices (Haug, 2017), inconsistencies between the global Education for All agenda and national-level implementation (Akwue et al., 2025), as well as inadequate accommodations and persistent discriminatory practices within educational environments (Mozes et al., 2020).

In practice, inclusive education often remains focused on placing students with disabilities in regular classrooms to prevent segregation, without being accompanied by improvements in learning quality and adequate pedagogical support (Haug, 2017). Therefore, inclusive education cannot be understood merely as the placement of children with disabilities in mainstream classrooms. Instead, it requires transformation in school structures, cultures, and practices to ensure that education systems can respond fairly and meaningfully to diverse student needs (Waitoller & Artiles, 2013). Its implementation also continues to face challenges, particularly in creating inclusive learning environments, designing responsive learning strategies, and providing adequate accommodations and systemic support, especially in countries with limited resources (Haug, 2017; Mendoza & Heymann, 2024; Moses et al., 2020). These challenges involve not only pedagogical aspects but also structural dimensions, including limited teacher training, inadequate facilities, and persistent social stigma toward individuals with disabilities (Paramita et al., 2024). Therefore, implementing inclusive education requires collaboration among various stakeholders, including governments, schools, families, and communities, to ensure equal learning opportunities for children with disabilities (Mendoza & Heymann, 2024). Conceptually, inclusive education is understood as a process of education system reform aimed at removing barriers and ensuring that all students can fully participate in learning through adaptive services, appropriate assessments, and equitable support according to individual needs and potentials (Rheinberger et al., 2025; Pitaloka et al., 2022). Thus, inclusive education encourages transformation from segregated educational systems toward systems that are more inclusive, participatory, and responsive to diversity (Akwue et al., 2025; Nadhiroh & Ahmadi, 2024).

From a social justice perspective, inclusive education is not limited to providing access but also encompasses service quality, social acceptance, equal learning opportunities, and equitable resource distribution within education systems (Moloi et al., 2023; Bláhová, 2022; Woolfson, 2025). A human rights-based approach emphasizes that education should fulfill the principles of availability, accessibility, acceptability, and adaptability for all students (Cernomorit, 2023). However, no country has yet fully achieved an inclusive education system that aligns with global policy ideals. Therefore, inclusive education remains a transformative

process requiring changes in policies, practices, and educational structures as a whole (Woolfson, 2025).

In the Indonesian context, although a legal framework for inclusive education has been established, its implementation continues to face various challenges. The existence of Special Schools (SLB) in certain practices may still limit social interaction between children with disabilities and the broader community (Alfikri et al., 2022), despite every child's right to develop according to their abilities and potential (Kusuma et al., 2025). This condition highlights the need for empirical studies to assess the extent to which the right to education has been fulfilled fairly and meaningfully for children with disabilities.

This research offers novelty through the integration of the 4A-based approach to the right to education, John Rawls's theory of social justice, and the perspective of social welfare science. This approach examines inclusive education not only as the fulfillment of educational rights but also as a practice of justice distribution that influences the social functioning of children with disabilities. Therefore, this study aims to analyze the implementation of inclusive education in fulfilling the educational rights of children with disabilities through the 4A framework and Rawls's social justice perspective. This research is expected to provide theoretical and practical contributions. Theoretically, this study contributes to the development of literature on inclusive education, human rights, and social welfare by integrating the 4A framework and Rawls's theory of social justice in analyzing the fulfillment of educational rights for children with disabilities. It also enriches the understanding of inclusive education as part of a social service system oriented toward supporting the social functioning of vulnerable groups. Practically, this research provides benefits for policymakers as evaluation material for developing more responsive inclusive education policies; for schools as a reference for strengthening inclusive education services and resource capacity; for educators as guidance in implementing adaptive and equitable learning practices; for parents and communities as a basis for understanding the importance of social support for children with disabilities; and for future researchers as a foundation for developing further studies, such as expanding research objects across regions, educational levels, and disability types or applying quantitative and mixed-method approaches to evaluate the effectiveness of inclusive education interventions.

METHOD

This study employed a qualitative approach with a single case study design based on Robert K. Yin's framework. This approach was selected because inclusive education represents a complex and contextual social phenomenon that requires an in-depth understanding within real-life settings, where the phenomenon and its context cannot be separated.

The case study was conducted at SDN Tangerang 3, an elementary school that implements inclusive education. The school was selected purposively because it had been designated as an inclusive school and had experience providing services for children with disabilities. The informants were also selected purposively and included the school principal, classroom teachers, special assistant teachers (Guru Pembimbing Khusus [GPK]), and parents of children with disabilities to obtain perspectives from multiple stakeholders.

Data were collected through semi-structured in-depth interviews, limited participatory observations in classrooms and the school environment, and documentation studies of school policies and Individual Learning Programs (PPI).

Data analysis was conducted in two stages. First, empirical findings were categorized using the 4A framework of the right to education developed by Katarina Tomaševski (2001), consisting of availability, accessibility, acceptability, and adaptability as normative indicators for assessing the fulfillment of educational rights (Tomaševski, 2001). Second, the findings were interpreted through John Rawls's perspective of social justice, particularly the principles of equal basic liberties, fair equality of opportunity, and the difference principle (Rawls, 2019),

to examine the extent to which inclusive education practices reflected substantive justice in the distribution of opportunities and support for vulnerable groups.

The data were analyzed through data reduction, thematic categorization, and reflective interpretation. Data validity was maintained through source and method triangulation. Epistemologically, this research was based on an interpretivist-critical paradigm, which aimed not only to understand the meaning of inclusive education practices from the perspectives of relevant actors but also to examine structural dimensions of inequality within the education system. Therefore, this study described inclusive education practices while also evaluating the extent to which these practices represented social justice within educational structures.

RESULTS AND DISCUSSION

Inclusive Education Practices at SDN Tangerang 3: Access, Support, and Implementation Challenges

The implementation of inclusive education at SDN Tangerang 3 shows the school's efforts to open a more equal learning space for children with disabilities through student admission policies, mentoring services by Special Assistant Teachers (GPK), and learning adjustments according to student needs. The number of students with special needs (PDBK) has increased from 16 people in 2022 to 24 people in 2025 with a variety of increasingly diverse needs, ranging from disability, autism, disability, speech impairment, learning difficulties, ADHD, to dual needs. This condition shows the development of inclusive education practices in schools, but at the same time presents an increasingly complex need for learning support. On the other hand, limited resources are still a challenge because special services, including the preparation of Individual Learning Programs (PPI/IEP), are still handled by one GPK. This situation shows that the implementation of inclusive education is still in a transition stage, where a commitment to inclusion has begun to be built, but more systematic and sustainable strengthening of support is still needed so that every child can have more equitable and meaningful learning opportunities.

These findings are in line with the literature that confirms that the implementation of inclusive education is a complex process of institutional transformation and cannot be achieved through formal policies alone. Inclusive education demands simultaneous changes to school structures, cultures, and practices (Ainscow et al., 2019; Ainscow, 2020). In addition, global studies show that many schools are in a transition phase, where inclusion has been administratively adopted, but has not yet been fully integrated as a systemic organizational culture (Mendoza & Heymann, 2024).

This condition is also reinforced by the finding that limited resources, especially educators and professional support, are the main obstacles to the effective implementation of inclusive education (Paramita et al., 2024). Therefore, the success of inclusive education is not only determined by policy commitments, but also by institutional capacity to manage student diversity in a sustainable manner.

Analysis of 4A in the Fulfillment of the Right to Education

In the perspective of human rights and based on the Right to Education Primers No. 3, Katarina Tomaševski emphasized that the fulfillment of the right to education through the 4A framework is: Availability, Accessibility, Acceptability, and Adaptability which are inseparable from the state's obligation to respect, protect, and fulfill these rights (Tomaševski, 2001). Based on the 4A framework, the empirical findings in this study are further analyzed by grouping the data into the dimensions of availability, accessibility, acceptability, and adaptability. This analysis aims to see the extent to which the fulfillment of the right to education has been implemented in inclusive education practices.

Availability

The availability dimension in the implementation of inclusive education at SDN

Tangerang 3 shows that the school has provided inclusive education services as part of the fulfillment of educational rights for children with disabilities. This is shown through the existence of inclusion classes, Individual Learning Programs (PPI/IEP), psychologist assessments, learning aids, special budgets, and student admission mechanisms through affirmation and domicile pathways. The school also has a Special Assistant Teacher (GPK) who plays a role in providing assistance services for students with special needs.

The number of students with special needs reaching around 24–25 children shows that the need for inclusive education services in schools continues to grow. The existence of these services shows an institutional commitment to open more equal access to education for children with disabilities. However, the number of GPKs that is still limited means that mentoring services are not fully proportional to the needs of students. Assistance that should be able to be provided on a more intensive and individual basis is often still common due to the limited capacity of available resources.

Formally, the availability dimension shows that inclusive education services at SDN Tangerang 3 are available and recognized in the school system. However, the availability of these services still tends to be administrative and not fully substantive. The limited number of GPKs compared to the number of students with special needs shows that the available educational support is not optimal in meeting the individual needs of each child.

From a social welfare perspective, availability is not only interpreted as the availability of formal educational services, but also the sufficiency of resources so that services can function effectively and sustainably. The findings of the study show that SDN Tangerang 3 has built the foundation of inclusive education services, but the available support capacity is still not fully able to meet the learning needs of children optimally. This condition shows that the implementation of inclusive education is still at the stage of strengthening the support system, where services are available but not yet fully responsive to the needs of each child with disabilities.

These findings are in line with the Disability Rights in Education model which emphasizes that inclusive education services must be supported by adequate resources so that they do not stop at the administrative level (Peters et al., 2005). Other research also shows that limited funding, support personnel, and resource distribution are the main obstacles in the implementation of inclusive education (Raya, 2025). In this context, the limited ratio of accompanying teachers shows that availability has fulfilled a protective function, but has not fully achieved a transformative function in supporting the social functioning of children with disabilities.

Accessibility

The accessibility dimension in the implementation of inclusive education at SDN Tangerang 3 shows that access to education for children with disabilities has been administratively open. Children with disabilities are accepted to study in regular schools, participate in the learning process in the classroom with other students, and have the opportunity to be involved in various school activities. This condition shows that there are efforts by schools to reduce formal barriers in obtaining educational services.

However, in daily learning practice, there are still various obstacles that affect optimal student engagement. Not all students with special needs can fully participate in the learning process according to their own needs and abilities. In certain situations, children's participation in learning is still limited, and there are even conditions where children tend to be left as long as they do not interfere with the course of the class. These findings show that access to education is still more focused on children's physical presence in the classroom than their active involvement in the learning process.

Formally, the accessibility dimension shows that access to education at SDN Tangerang 3 is available and relatively open without administrative discrimination. However, such access

does not fully reflect substantive inclusive education as children's involvement in equal learning experiences still faces various limitations.

In the perspective of inclusive education, access to education is not sufficiently understood as an opportunity for children to be accepted and present at school. Access also needs to be interpreted as the ability of children to really engage, participate, and experience a meaningful learning process according to their needs and potential (Ainscow, 2020a). The findings of this study show that although access has been administratively opened, it has not been fully followed by adequate pedagogical support to ensure that each child can participate optimally in learning. Thus, the inclusion practices that take place still tend to be at the stage of physical integration, i.e. the child has been in the same classroom, but has not fully gained equal learning engagement. Inclusive education should move beyond the issue of access by placing equal participation and quality learning experiences as the main goal for all students (Opertti et al., 2018). Therefore, it is not enough to evaluate inclusive education only to see whether the school has opened access, but also to assess whether children can participate meaningfully and achieve learning development that is in accordance with their abilities (Florian, 2014).

This reinforces the view that access to education is not enough to be interpreted as physical presence at school, but must also include the child's ability to participate and develop meaningfully in the learning process. In the perspective of the Convention on the Rights of the Child, children have the right to be heard, participate and develop optimally (UNCRC, 1989). However, the recognition of these rights does not automatically guarantee the ability of every child to access and use his or her rights in a real way as it is influenced by social conditions, individual capacities, and environmental support (Kodelja & Štremfel, 2020).

From a social welfare perspective, accessibility requires the education system not only to open access but also to remove barriers to participation so that children can function optimally in the learning environment. Thus, the implementation of inclusive education at SDN Tangerang 3 shows that access to education has been open administratively, but still needs to be strengthened in the aspect of pedagogical participation so that the learning experience obtained is truly inclusive and meaningful for children with disabilities.

Acceptability

The acceptability dimension in the implementation of inclusive education at SDN Tangerang 3 shows the school's efforts to build a more inclusive and supportive learning environment for children with disabilities. Teachers try to create a learning atmosphere without discriminatory treatment, while social interactions between students begin to show caring attitudes, such as helping, playing, and doing activities together in the school environment. Parents also consider that their children are still accepted and involved in various school activities without being excluded.

This condition shows that a school culture that is more open to the existence of children with disabilities is beginning to develop in daily school life. However, the findings from the Special Assistant Teacher show that some children still feel a difference in social interaction and do not fully feel treated equally with other students. This situation shows that the social acceptance that has been formed has not been completely consistent and is still influenced by the awareness and understanding of individuals in the school environment.

In general, the acceptability dimension shows that social acceptance of children with disabilities at SDN Tangerang 3 begins to develop through more open social relations and a relatively non-discriminatory learning environment. However, these acceptances have not fully achieved an equal and sustainable form of social recognition.

In the perspective of inclusive education and disability rights, acceptability is not only concerned with the existence of children in the school environment, but also concerns how children are accepted as equal parts of social life and learning. The research findings suggest

that existing acceptance still tends to be at the stage of empathy and tolerance, not yet fully becoming a school culture that consistently recognizes the equality of every child. This is in line with research that emphasizes that an inclusive learning environment needs to build equal social relationships, not just passive acceptance (Hussain et al., 2025).

From the perspective of social welfare, acceptability is important because it relates to the sense of security, self-esteem, and social functioning of children in the educational environment. When children still feel different treatments, the process of social inclusion has not been fully achieved substantively. Thus, the implementation of inclusive education at SDN Tangerang 3 shows positive developments in building social acceptance, but it still requires strengthening a more inclusive school culture so that every child can feel accepted, appreciated, and treated equally in school life.

Adaptability

The adaptability dimension shows that SDN Tangerang 3 has made various learning adjustments to accommodate the needs of children with disabilities. Teachers modify assignments by simplifying the number of questions, adjusting learning indicators, and adapting physical activities according to each child's ability. Assessment adjustments are also made based on the results of individual evaluations through the Individual Learning Program (PPI/IEP).

Parents consider that the learning process at school has tried to pay attention to the condition and abilities of children gradually. Children are not forced to achieve the same standards as regular students, but are more directed towards the development of abilities, learning participation, and independence according to their individual needs. These findings show that there are affirmative efforts in adjusting the learning process so that children can continue to participate in education in a more meaningful way.

However, learning adaptation practices are still highly dependent on individual teachers' initiative and capacity. Not all adaptation mechanisms are systematic and standardized in daily school policies and practices, so the quality of service can still differ depending on the ability of each educator.

Compared to other dimensions, adaptability is a relatively stronger aspect in the implementation of inclusive education at SDN Tangerang 3 because it shows the school's real efforts in adapting learning to individual student needs. In this context, inclusive pedagogy becomes an important basis for adaptability practices because it emphasizes learning approaches that expand learning opportunities for all students without marginalizing learners with disabilities (Florian & Black-Hawkins, 2011). Thus, learning adjustment should not be understood as special treatment that separates children with disabilities from other learners, but rather as a pedagogical strategy to ensure that every child has fair and meaningful learning opportunities. Adjustments to learning methods, assessments, and learning targets show that schools not only focus on children's attendance in the classroom, but also try to support the learning process according to their abilities and development.

These findings are in line with studies that place differentiation of learning at the core of effective inclusive education (Pitaloka et al., 2022). In addition, curriculum adaptation and assessment are understood as a form of implementation of educational justice because it provides opportunities for each child to develop according to his or her capacity (Rheinberger et al., 2025). From a social welfare perspective, adaptability reflects the education system's efforts to respond to children's needs in a more humane way and not impose uniform standards for all students.

However, the reliance on individual teacher initiative shows that adaptation practices have not been fully institutionalized as a school culture and system. This condition makes the sustainability of services still vulnerable to limited professional capacity of educators and changes in available resources. Thus, although the adaptability dimension shows considerable

progress, strengthening support systems and standardizing services is still needed so that the adaptive learning process can take place more consistently and sustainably for all children with disabilities.

Inclusive Education in Rawls's Social Justice Perspective

In this study, the human rights approach is used to analyze the fulfillment of the right to education through the 4A dimension (availability, accessibility, acceptability, and adaptability), while John Rawls' theory of social justice is used as an interpretive lens to assess the extent to which the fulfillment of these rights has taken place in a fair and substantive manner. Rawls views justice as justice as fairness, which is a condition when basic freedoms, opportunities, and the distribution of resources are regulated to provide benefits to the most vulnerable groups through the principles of equal basic liberty, fair equality of opportunity, and difference principle (Rawls, 2019). Based on the results of the 4A analysis, the implementation of inclusive education at SDN Tangerang 3 shows that the educational rights of children with disabilities have been recognized through the openness of school access, the provision of inclusive classes, the existence of Special Assistant Teachers (GPK), and the implementation of Individual Learning Programs (PPI/IEP).

In the availability dimension, inclusive education services have been formally available through the recognition of educational rights, the existence of inclusion classes, GPK, and PPI/IEP. In Rawls' perspective, this represents the principle of equal basic liberty, which is the recognition of every child's fundamental right to receive education without discrimination. However, resource limitations, especially the GPK ratio that is not proportional to the number of students with special needs, suggest that the recognition of rights has not been fully followed by adequate support for the most vulnerable groups.

In the accessibility dimension, schools have opened administrative access through the admission of children with disabilities and their involvement in regular classes. However, the existence of children in the same learning space does not always guarantee equal participation and development. In Rawls' perspective, this condition shows that fair equality of opportunity has not been fully met, because equal access does not automatically result in fair learning opportunities when pedagogical support, teacher capacity, and resources are still limited.

In the acceptability dimension, social acceptance begins to be formed through more open interactions, children's involvement in school activities, and teachers' efforts to create a supportive learning environment. However, such admissions have not completely become a systemic school culture. In Rawls's perspective, the recognition of vulnerable groups is still in its early stages because equal social relations have not been fully institutionalized in the structure and practice of schools.

In the adaptability dimension, learning adjustment through assignment modification, assessment adaptation, and PPI implementation shows affirmative support for individual student needs. In Rawls' perspective, this practice reflects the direction towards the difference principle, which is the provision of special support for disadvantaged groups to have more equitable learning opportunities. However, because it still depends on the individual capacity of teachers, the affirmation has not fully become a systemic and sustainable distributive policy.

Thus, the integration of the 4A framework and Rawls' theory of social justice shows that the implementation of inclusive education at SDN Tangerang 3 is still in the transition phase from normative inclusion to substantive justice. The right to education has been recognised and access has been opened, but the distribution of support that allows every child to learn, participate and develop equally has not been fully met. In Rawls's framework, equitable inclusive education does not stop at open access, but demands the restructuring of the basic structure of schools so that inequality is corrected through systemic and sustainable distributive policies.

These findings show that learning adaptation through PPI and task modification is a form of affirmative support that is in line with the difference principle. However, this support is still at the pedagogical level and is not enough to overcome structural inequalities in the education system. From a social welfare perspective, this condition shows the tendency of the system to be residual, namely to address needs after obstacles arise, rather than through preventive designs that from the beginning minimize inequality through strengthening inclusive support systems.

The meaning of educational justice in the framework of 4A–Rawls lies in the ability of the system to ensure the social functioning of children with disabilities. Availability and accessibility open access, acceptability builds social recognition, while adaptability becomes a space for affirmation of individual needs. However, social functioning can only be achieved if the distribution of support allows children to learn, interact, and develop equally in the school environment.

In a broader context, these findings reinforce the criticism that the implementation of inclusive education often stops at access without ensuring equitable distribution of opportunities. Various studies show that inclusion policies have not been fully able to correct structural inequality so that vulnerable groups remain in disadvantaged positions (Hornby & Kauffman, 2024). From Rawlsian's perspective, fair equality of opportunity has not been fully realized because equal access does not automatically result in equal opportunities, while the difference principle demands more systemic distributive interventions, not just classroom-level learning adaptations.

Thus, inclusive education needs to be understood not only as a problem of access to education, but also as a social welfare issue related to the functioning of individuals in the social system. The right to education has indeed been universally recognized, but not all children have the equal capacity and support to actualize it. As affirmed in the perspective of the United Nations Convention on the Rights of the Child, the recognition of rights does not automatically guarantee the child's ability to access and use those rights in a real way as it is influenced by social conditions, individual capacities, and environmental support (Kodelja & Štremfel, 2020). Therefore, justice in inclusive education requires the transformation of the education system in order to be able to provide fair, equitable, and meaningful support for every child with disabilities.

Based on this interpretation, inclusive education can not only be understood within the framework of education policy and the fulfillment of rights, but also has a broader meaning in the perspective of social welfare science, especially related to social functioning, distribution of support, and social integration of vulnerable groups in the social system.

Meaning in the Perspective of Social Welfare Science

Based on the results of the 4A analysis and John Rawls' interpretation of social justice, this study shows that inclusive education is not only related to the provision of educational services, but also related to how the social system ensures the functioning of children with disabilities in a more equitable and meaningful manner. From the perspective of social welfare science, inclusive education is part of a social service system that aims to support the participation, capacity building, and social integration of vulnerable groups in people's lives.

The findings of the study show that the implementation of inclusive education at SDN Tangerang 3 has shown a protective function through the recognition of educational rights, open access to schools, and the provision of basic services for children with disabilities. The presence of inclusion classes, Special Assistant Teachers (GPK), and Individual Learning Programs (PPI/IEP) shows that there are school efforts in providing protection and educational support for children with special needs. In addition, social acceptance that has begun to develop through interaction in the school environment shows that inclusive education also plays a role

in building a space for social participation for children with disabilities.

However, the results of the study also show that the available support still faces limited resources, pedagogical capacity, and uneven distribution of services. This condition shows that the education system still tends to be in a residual approach, i.e. intervention is carried out after obstacles arise, rather than through a preventive and inclusive system design from the beginning. In the context of social welfare, the residual approach causes the fulfillment of children's needs to be highly dependent on the adaptability of individual teachers and the limited resources available in schools.

The findings are in line with studies showing that the implementation of inclusive education in various developing countries still faces a gap between formal policies and implementation capacity at the local level (Du, 2024). Therefore, inclusive education cannot be understood solely as the responsibility of educational institutions, but needs to be seen as part of an integrated social service system, which involves family support, school environment, community, and social policies more broadly in supporting the functioning of children with disabilities.

In the perspective of social well-being, a child's social functioning is determined not only by the individual's ability, but also by the extent to which the social environment is able to provide support that allows the child to learn, participate, interact, and develop equally. In this context, the dimensions of availability and accessibility function to open access to educational services, acceptability builds social recognition and a sense of acceptance, while adaptability becomes a space for affirmation through learning adjustments according to children's needs. However, social functioning is not enough to be achieved through the formal presence of services, but requires a fair and sustainable distribution of support.

The contribution of this research lies in the integration of the 4A approach with John Rawls' social justice theory in analyzing inclusive education. This study shows that the fulfillment of the right to education is not enough to be measured by open access alone, but must also be understood as a fair distribution of opportunities and support for the most vulnerable groups. Thus, the issue of inclusive education is not only related to implementation gaps, but also to structural inequalities in the distribution of educational resources and support.

Through the integration of the 4A framework and the Rawlsian perspective, this study shows that equitable inclusive education not only means accepting children with disabilities into regular schooling, but also demands the transformation of the education system to be able to provide more equitable, affirmative, and sustainable support. Therefore, this study emphasizes the relevance of social welfare science in seeing inclusive education as part of efforts to strengthen social functioning, distributive justice, and the fulfillment of the rights of children with disabilities in a more substantive manner.

CONCLUSION

This study showed that the implementation of inclusive education at SDN Tangerang 3 demonstrated the school's commitment to expanding access to education for children with disabilities through the provision of inclusive classes, Special Assistant Teachers (Guru Pembimbing Khusus [GPK]), Individual Learning Programs (PPI/IEP), and various forms of learning adjustments based on student needs. Based on the analysis using the 4A framework (availability, accessibility, acceptability, and adaptability), the fulfillment of educational rights had begun to be implemented in school practices, although the quality and sustainability of available support continued to face several limitations. In the availability dimension, inclusive education services were formally available; however, limited resources, particularly the ratio of GPK to students with special needs, indicated that educational support was not yet fully optimal. In the accessibility dimension, access to education was provided without administrative discrimination, but students' participation in equal learning experiences

continued to face pedagogical barriers. The acceptability dimension indicated that social acceptance had begun to develop through social interaction and a more inclusive learning environment, although it had not yet been fully established as a systemic school culture. Meanwhile, the adaptability dimension represented the most developed aspect through various forms of learning adjustments and assessment modifications tailored to individual student needs.

Through John Rawls's perspective of social justice, the findings showed that inclusive education at SDN Tangerang 3 remained in a transitional phase from normative inclusion toward substantive justice. The principle of equal basic liberty was reflected in the recognition of every child's right to education, while the principle of fair equality of opportunity had not been fully achieved because equal learning opportunities remained influenced by limitations in resources and educational support. The implementation of learning adaptations through PPI and assignment modifications demonstrated an orientation toward the difference principle through affirmative support for vulnerable groups; however, these practices remained primarily pedagogical and had not yet been fully institutionalized within the school system. From the perspective of social welfare science, this study emphasized that inclusive education was not merely an educational policy but also part of a social service system related to the social functioning of children with disabilities. The fulfillment of educational rights was not measured solely by open access but also by the capacity of the system to distribute support, opportunities, and social recognition equitably, enabling every child to learn, participate, and develop meaningfully. Therefore, strengthening resource capacity, professional support, and more systemic policies is essential so that inclusive education does not remain at the administrative level but contributes to achieving more substantive educational justice for children with disabilities.

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