



## THE IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY IN INDONESIA: A LITERATURE REVIEW

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### ABSTRACT

This study seeks to gain a thorough understanding of the essential elements of inclusive education policy in Indonesia, as well as the obstacles faced in putting inclusive education into practice. This study used the Systematic Literature Review (SLR) method to collect and analyze data from 25 relevant articles on the topic under study and then selected 5 articles per topic. The findings show that there are several key components to ensuring equitable access to education for all children, including those with disabilities or special needs. However, the implementation of this policy is faced with various challenges, such as limited community involvement, lack of infrastructure and experts, inadequate teacher competence, limited teaching time, and policy misunderstandings and inconsistencies.

**Keywords:** *Inclusive Education Policy, Inclusive Education, Education in Indonesia*

### 1. INTRODUCTION

Building an equitable and just society in Indonesia requires an inclusive education policy (Zulaikhah et al., 2023). Ensuring equal access to high-quality education for all children, irrespective of their physical, mental, social, emotional, or financial circumstances, is a key component of inclusive education (Sujarwanto, 2023). The Indonesian constitution, which upholds the right to education for all citizens, and human rights values are in harmony with this approach. Furthermore, inclusive education fosters diversity and inclusion in society and lessens stigma and discrimination toward kids with special needs (Madanih, 2023).

Nonetheless, the government still has a lot of work ahead of it in addressing the various obstacles to inclusive education implementation in Indonesia. The challenges encompass inadequate community support for inclusive education in preschools (Yasin et al., 2023), barriers and time-consuming adjustments faced by educators and students during the COVID-19 pandemic for inclusive

classrooms (Rasmitadila et al., 2023), issues with managing inclusive education in public schools, including inadequate resources, inaccessible infrastructure, and suboptimal collaboration with relevant parties (Prathama et al., 2022), and disparate levels of success in implementing inclusive education in various regions due to variables like facility availability and knowledge gaps about the inclusive education system (Sari et al., 2022).

Just 18% of Indonesia's 1.6 million special needs children had access to inclusive education services in 2017, according to data from the Ministry of Education and Culture. Just 299 thousand children with special needs attend public schools, which is a rather small amount (Maulipaksi, 2017). It is anticipated that the inclusive school policy will raise their rate of formal education involvement. Achieving the Sustainable Development Goals (SDGs)—especially the fourth, which prioritizes inclusive and equitable education for all—is facilitated by the implementation of this strategy. Indonesia can lay the groundwork for a future society that is more

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equitable, wealthy, and inclusive by bolstering its inclusive education policy (Khoshimov, 2023).

Some previous studies have explored how inclusive education is implemented in Indonesia. For example, a study by Madanih (2023) discusses the implementation of inclusive education at Lazuardi Global Islamic School, a leading pioneer of inclusive education in Indonesia. In addition, findings from Zulaikhah et al. (2023) that Implementing inclusive-based Islamic religious education can help prevent religious radicalism in Indonesia. Another study by Rofiah et al. (2023) found that the implementation of the "merdeka belajar" program aims to create inclusive classrooms.

The purpose of this research is to gain a thorough understanding of how inclusive education policies are being implemented in Indonesia and how they affect the quality and accessibility of education for kids with special needs. The Systematic Literature Review (SLR) technique is used in this study to gather, evaluate, and compile data from pertinent papers that were published between 2015 and 2024. This study finds patterns, trends, and important discoveries about the adoption of inclusive education policy in different Indonesian regions through the analysis of 25 chosen papers. The findings underscore the primary obstacles encountered, including inadequate teacher training, inadequate infrastructure, and societal disapproval, and stress the significance of robust policy backing and cooperation among relevant parties in enhancing the efficacy of inclusive education. The novelty of this study lies in SLR's comprehensive and systematic approach to exploring various aspects of inclusive education policy implementation in Indonesia. This study is expected to make conceptual and practical contributions in

strengthening inclusive education policies and practices and promoting equitable access to education for all children in Indonesia.

**2. METHODS**

The present investigation employs the Systematic Literature Review (SLR) approach, encompassing the identification, review, assessment, and interpretation of the gathered research. Applying the Systematic Literature Review (SLR) method entails following established protocols to discover and review publications in a methodical manner (Triandini et al., 2019). This approach guarantees that the information and conclusions offered in this paper are derived from a methodical and fair examination of numerous pertinent sources.

We found a total of 25 publications that were pertinent to the research issue during the data collection phase. Five articles were chosen from this pool of papers, each of which discussed the essential elements of Indonesia's inclusive education policy and the difficulties in putting it into practice. After the data was taken out of the articles, it was carefully examined to determine any patterns, trends, or conclusions that could be drawn from the various sources. In the end, the researcher will explain and draw conclusions from this procedure by analyzing and synthesizing the data that have been gathered (Ridwan et al., 2021).

**3. RESULTS AND DISCUSSION****A Research on Key Components of Inclusive Education Policy in Indonesia**

Below is a table containing some of the articles analyzed on the key components of inclusive education policy in Indonesia.

*Table 1 Key Components of Inclusive Education Policy in Indonesia*

<b>Articles</b>	<b>Journals</b>	<b>Authors</b>	<b>Research Results</b>
The Implementation of Inclusive Education Policy for Disabled Student in Indonesia	Proceedings of the International Conference on Special and Inclusive Education (ICSIE 2018)	(Oktadiana & Wardana, 2019)	This article discusses Indonesia's inclusive education policy for students with disabilities. It concludes that inclusive education aims to provide learning and success opportunities for children with disabilities. However, there are challenges in its implementation, such as the lack of supporting facilities and qualified teachers. The government has an important role in implementing this policy and ensuring that equal education respects diversity and eliminates discrimination. Cooperation between the government and society is needed to create a more inclusive education system. This article provides insights into improving inclusive education services in Indonesia.
A Model for Inclusive Education in Indonesia: The Lazuardi Global Islamic School	Jurnal Ilmu Sosial Indonesia	(Madanih, 2023)	This article focuses on the implementation and impact of inclusive education at Lazuardi Global Islamic School in Indonesia. The article highlights the school's comprehensive approach to inclusive education, which includes individualized education programs, teacher training, curriculum modifications and the role of therapy centers in supporting students with special needs. The school's success in providing education for students with disabilities, regardless of their abilities or backgrounds, positions Lazuardi as a model for other educational institutions looking to adopt inclusive practices.
Inclusive Education as An Effort to Deradicalize Religion in Indonesia	International Journal of Multidisciplinary	(Zulaikhah et al., 2023)	This article emphasizes the importance of inclusive Islamic education in Indonesia to counter religious radicalism. They emphasize the need for a curriculum that promotes tolerance, mutual respect and understanding among diverse religious communities. Educators are encouraged to adopt an inclusive-moderate paradigm and use an interdisciplinary approach to neutralize radical ideologies and promote peace.
The Implementation of Inclusive Education in Indonesia: Challenges and Achievements	Jurnal Public Policy	(Sari et al., 2022)	This article explores the implementation, challenges, policies and impacts of inclusive education, emphasizing its importance for sustainable development and the need for re-evaluation in the field. It also discusses the factors that contribute to the successful implementation of inclusive education in Indonesia, highlighting the importance of equal opportunities for all students, including students with disabilities, and the government's efforts to promote inclusive education in Indonesia.

Inclusive Madrasahs in Central Java Indonesia: Culture, Policy, and Practices	Dinika: academic journal of islamic studies	(Hakiman et al., 2022)	This article discusses the implementation of inclusive education in madrasahs in Central Java, Indonesia, focusing on policies, practices and challenges faced. They emphasize the importance of collaboration with relevant agencies, curriculum adaptation, individualized education programs and teaching modifications for inclusive education to work well. The involvement of professionals, collaboration with stakeholders, financial support from organizations and the role of teachers in assessment and curriculum adaptation were highlighted as important components of inclusive education practices.
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The research findings indicate that Indonesia's inclusive education strategy consists of multiple essential elements, as demonstrated by an examination of these publications. Universal Access comes first. This policy ensures that every child has the same access to school as other children, irrespective of their special needs or disability. This policy is contained in a number of international agreements and proclamations. The legal basis for inclusive education in Indonesia is provided by Law No. 20/2003 on the National Education System and Minister of National Education Regulation No. 70/2009 on Inclusive Education for Learners with Potential Intelligence and/or Special Talents. International statements like the Salamanca Declaration of 1994 have an impact on inclusive education policy in Indonesia in addition to national rules (Oktadiana & Wardana, 2019). This declaration provides guidance for countries in developing education that can meet every child's needs, including those who have special needs.

The second is an inclusive classroom. establishing a welcoming and encouraging classroom where each kid feels appreciated and accepted. Laws mandate that every district or city have four inclusive primary, junior secondary, senior secondary, and vocational schools at the very least. This policy seeks to foster the equal distribution of inclusive education throughout the nation and guarantee that children with special needs have access to education at all levels (Hakiman et al., 2022).

School-related issues come in third. These are crucial elements in putting inclusive education into practice, and they include recruiting and training specialized educators, classroom management, and flexible curriculum (Sari et al., 2022). Schools must create curricula that are flexible enough to meet each student's unique needs and ensure that teachers have the necessary support to handle a range of special needs.

Fourth, facilities and support. The successful implementation of the inclusive education system depends on the availability of adequate facilities and knowledge about it. In this sense, many Indonesian small towns continue to suffer difficulties.

Fifth, viewpoints on the community and resources. In order to foster inclusive schools, community involvement and appropriate resource allocation are required. While the government and pertinent authorities must assure the provision of appropriate resources to promote inclusive school operations, the community can play a role in offering moral and material support (Madanih, 2023). This kind of cooperation is essential to creating a welcoming and encouraging learning atmosphere.

Lastly, public education and awareness. Through educational initiatives and activities targeted at decreasing stigma and discrimination against children with special needs, raise public awareness of the importance of inclusive education. According to Zullaikhah et al. (2023), inclusive education in Indonesia is supposed to support

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students in comprehending, accepting, and respecting individual diversity in terms of race, culture, values, personality, and physical or mental ability.

### A Research on Challenges in Implementing Inclusive Education

Below is a table containing some of the articles analyzed on the challenges of implementing inclusive education in Indonesia.

**Table 2 Challenges in Implementing Inclusive Education**

Inclusive and Special Education Situation in Indonesia and the Paradox of Choice	International perspectives on inclusive education	(Sujarwanto, 2023)	In this article, the authors investigate the current situation of special and inclusive education in Indonesia and focus on the ideologies about the development of special and inclusive education, the strengths and weaknesses of inclusive and special education programs, and the strategies or models that the Indonesian education system will use in a VUCA (volatility, uncertainty, complexity and ambiguity) world.
An analysis of inclusive education practices in East Java Indonesian preschools	Frontiers in Psychology	(Yasin et al., 2023)	This study focuses on inclusive education practices in preschools in East Java, highlighting the level of community building and the development of inclusive values. Inclusive values were found to be at a high level while community building was rated at an average level. The research emphasizes the importance of community involvement and suggests further exploration of parents' perspectives to improve inclusiveness in preschool education.
Limited face-to-face learning on students in inclusive classrooms during the Covid-19 pandemic: Perceptions of elementary school teachers in Indonesia	Cogent Education	(Rasmitadila et al., 2023)	This article discusses the impact of limited face-to-face learning (LF2FL) on students in inclusive classrooms during the COVID-19 pandemic in Indonesia. They emphasize the challenges teachers face in adapting to online learning for students with disabilities and highlight the importance of teacher engagement, engaging learning environments and parental participation in student development. LF2FL is seen as critical to reducing lost learning time, improving academic achievement, and supporting the educational needs of all students in inclusive classrooms.
Problems with the implementation of inclusive education policies for students with special needs in public schools	SENTRI: Jurnal Riset Ilmiah	(Prathama et al., 2022)	This article discusses the challenges of implementing an inclusive education policy for students with special needs in public schools in Blitar city, Indonesia. The article identifies issues such as limited teacher knowledge and skills, lack of special mentor teachers, inaccessible infrastructure, difficulty modifying the curriculum and less than optimal cooperation with related parties. The research emphasizes the importance of special mentor teachers, flexible curriculum, accessible facilities and collaboration with relevant agencies to improve inclusive education services.

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Implementation of Inclusive Education for Children with Special Needs in Indonesia	Edukatif: Jurnal Ilmu Pendidikan	(Hikmat, 2022)	The articles discuss inclusive education, disability and child development in various contexts such as Indonesia and Kosovo. They highlight the importance of creating a supportive and inclusive environment for children with special needs to thrive academically and socially. Challenges, strategies and the role of government in promoting inclusive education are also emphasized, aiming to ensure equal access to education for all children, regardless of disability.
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The findings indicate that establishing inclusive education in Indonesia is fraught with difficulties. These include a lack of support and community involvement for inclusive preschool education. Parents are frequently excluded from the inclusive education process due to a lack of communication and collaboration between schools and parents (Sujarwanto, 2023).

The lack of facilities and experience is one of the main obstacles to inclusive education in Indonesia. There is a dearth of qualified teachers to promote inclusive learning, and many schools lack the resources needed to accommodate pupils with special needs. Another major barrier to developing an inclusive and productive learning environment is the difficulty in locating doctors and psychologists who can collaborate in the setting of inclusive education.

The implementation of inclusive education in Indonesia is significantly hampered by the incompetence of teachers in managing pupils with special needs. Many educators, employees, and members of the public lack the necessary abilities to respect individual differences and refrain from discrimination (Prathama et al., 2022). As a result, special needs kids do not receive the most possible support during their learning process, which makes it challenging for them to perform to the best of their abilities in the classroom.

One major problem in the context of limited face-to-face learning (LF2FL) is limited teaching time. The amount of time allotted for instruction is frequently insufficient to satisfy the needs of pupils with impairments. Special education students

typically need to hear the content several times before they fully get it, but school policies do not allow additional time specifically for them (Rasmitadila et al., 2023). This becomes an obstacle in ensuring that all students can follow the lessons well and get the maximum benefit from the education provided.

Misunderstandings about the concept of inclusion, inconsistencies in policy and a rigid education system often hinder the implementation of inclusive education. Many people do not fully understand the importance of inclusive education and this is exacerbated by inconsistent policies and an inflexible education system (Hikmat, 2022). The difficulty of accommodating the needs of students with different abilities makes inclusive education difficult to implement effectively in many schools.

To determine the advantages and disadvantages of adopting inclusive education, it is also critical to comprehend the various viewpoints and experiences of the many stakeholders in early childhood education institutions. To obtain a more complete picture of the difficulties encountered, more research is required to compare opinions and practices by region, type of job, and social demographic traits (Yasin et al., 2023). Understanding these diverse viewpoints can help to make improvements to inclusive education more successful and responsive to the requirements of different stakeholders.

#### 4. CONCLUSION

According to multiple publications that address Indonesia's inclusive education policy, there are a few essential elements that must

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come together to guarantee that all children—including those with special needs or disabilities—have fair access to education. These elements include the development of inclusive learning settings, curricular flexibility, specialized teacher preparation, sufficient support and infrastructure, and universal access as ensured by national and international regulations. In order to lessen stigma and discrimination, community involvement, effective resource allocation, and public awareness-building are also necessary.

But there are a number of obstacles to overcome in order to put these policies into practice, including low community involvement, a lack of resources and expertise, insufficient teacher competency, a lack of instructional time, and misinterpretations and contradictions in the rules. To achieve effective inclusive education in Indonesia, it is critical to recognize these issues and take appropriate action to address them through multi-stakeholder cooperation and resource allocation.

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