

INCLUSIVE EDUCATION IN PUBLIC SCHOOLS, WHAT IS THE REALITY?

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Abstract

This literature study aims to describe the implementation of inclusive education in regular schools in Indonesia along with the challenges and advantages in its implementation. The selection of journal articles in this literature study is based on several inclusion and exclusion criteria, namely, articles published in the period 2019-2024 or in the last 5 years except for basic theory, the research location comes from a regular school, the type or research method uses quantitative, qualitative, and mixed methods, and articles in English and Indonesian. Then, the exclusion criteria specified were articles or research that have been published for more than 5 years, research locations that are not from state schools, articles with methods other than quantitative, qualitative and mixed methods, and languages used other than English and Indonesian. Thus, 13 suitable journals were found. The results of this literature study found that the implementation of inclusive education in regular schools still has many shortcomings that need to be addressed. Some of the main problems are the insufficient availability of shadow teachers (or if it's in Indonesian is GPK) and the distribution of aid funds that have not been provided, which has an impact on the development of school facilities and infrastructure. So, by considering several challenges and success factors, it is hoped that this can be taken into consideration in improving and equitable implementation of inclusive education in regular schools in Indonesia.

Keywords: *Inclusive Education, Implementation of Inclusive Education, Inclusive Education in Regular Schools*

1. INTRODUCTION

UNESCO defines inclusive education as a change in mainstream schooling to accommodate all children including children with special needs. (Major, 1994). This is because every child has the right to an equal education where they have different characteristics, interests, abilities and learning needs. These differences do not exclude them, rather schools must have a learning design that can reach this diversity and ensure that all children can participate and develop their potential. (UNESCO, 1994; Booth & Ainscow, 2002; UNESCO, 2009 in Woodcock, 2021). (Woodcock, 2021)). It is noted that the number of children with special needs continues to increase throughout the years. Until 2021, the range of children with disabilities (aged 5-19 years) in Indonesia is 2,197,833 people or 3.3% of the total population aged 5-19 years. (KEMENKO PMK, 2022). This represents an increase of 37.4% from 2017. (Utami et al., 2024). More detail is also shown in just one district in Indonesia, namely, Karawang Regency, West Java Province, which experienced an increase in the number of children with disabilities of 78.6% from 2019 to 2022 or in just three years. (Utami et al., 2024). Of the more than 2 million children with disabilities in Indonesia, only 12.26% have received formal education. Thus, the other 87.74% have not received formal education in accordance with their school age. (KEMENKO PMK, 2022). In Indonesia, the prevalence and problems of children with disabilities are taken seriously. This can be seen from how the Indonesian government has several laws or regulations that discuss equal rights including the right to education for individuals with special needs.

All inclusive education policies in Indonesia that have been prepared refer to the applicable laws and regulations, namely, the 1945 Constitution article 28H paragraph (2) which states that everyone has the right to receive facilities and special treatment to obtain equal opportunities and benefits in order to achieve equality and justice. (Arriani et al., 2022).. It is further explained by Law No.20 of 2003 article 5 paragraph 1 which states the same thing that every citizen has the same right to obtain quality education (Sapitri et al., 2022). (Sapitri et al., 2024).. Government Regulation (PP) number 13 of 2020 concerning proper accommodation for students with disabilities includes the provision of accommodation, facilities and infrastructure (schools). As well as, the provision of training to educators in inclusive schools or Special schools (JDIH BPK, 2020). Thus, it can be seen that the provision of education, facilities, facilities, and infrastructure for quality education for students in Indonesia is intended for all students including students with special needs.

According to the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, children with special needs are defined as children who experience limitations both physically, mentally intellectually, socially, and emotionally which will affect the development process. (Sapitri et al., 2024). The seriousness of the government's handling of the equalization of educational facilities then presents a variety of educational services for children with disabilities.

Among them are segregated education, special schools, special schools, special schools with distant classes, special schools with visiting teachers, and inclusive schools or inclusive education. (Sapitri et al., 2024).. Where, this school or inclusive education is then considered to be the best solution for the fulfillment and equalization of rights for all children, including children with special needs. As a serious step in handling it, various schools from all over the world then implemented inclusive education based on statements from the 1994 Salamanca meeting and the UN conference on the rights of persons with disabilities. (Purbasari et al., 2022; UNESCO, 1994)..

Inclusive education is a system of education services that includes children with disabilities in the learning and teaching process in nearby schools, in general classes, and together with their peers. (Kemendikbudristek, 2021). Inclusive education or special education must be accessible in regular schools or public schools, if in Indonesia it is said to be public schools. This is because public schools with an inclusion orientation in them are an effective way to reduce discriminatory behavior and form a more welcoming environment (Jannah et al., 2021). (Jannah et al., 2021; UNESCO, 1994).. In addition, public schools tend to be more spread throughout Indonesia, starting from rural and urban areas. Thus, people can easily access education for children with disabilities in their neighborhoods. The implementation of inclusive education has increased significantly. The Coordinating Ministry for Human Development and Culture (Kemenko PMK) stated that from 2021 to 2023 Indonesia has increased the number of inclusive schools by 8,675 schools. (Arifa, 2024). In more detail, it is explained that, in 2021 alone, public schools or public schools in Indonesia that have accepted students with special needs are 35,802 schools. Then, in 2022 it rose to 40,928 schools, and in 2023 to 44,477 schools. (Arifa, 2024; Kemendikbudristek, 2023).. Thus, it can be said that the application or implementation of inclusive education in public schools in Indonesia itself has become common and has been under serious handling. However, in reality, not all inclusive education in public schools is running well.

An example is a case that occurred in a public high school in Makassar a few years ago where students with special needs (visually impaired) were discriminated against by their teachers. (Pertuni, 2018). In addition, a case occurred in 2018 where a blind student was rejected by one of the public junior high schools in Jakarta on the grounds that the school was one of the 'flagship schools' (Pertuni, 2018).(Pertuni, 2018). Also, there is also one public junior high school in Tanjungpinang with an inclusive education program in which, the school is still lacking in terms of facilities, infrastructure, and educators, namely, counseling guidance teachers (BK) and special guidance teachers (GPK). (Lahesti et al., 2023). According to Supriatini et al (2020), the failure in the *implementation* of inclusive education is due to the *implementation gap* or the difference between written law and policy practice in the field. (Jayadi & Supena, 2022)..

So, based on the description of the problems above, this research aims to describe how the implementation of inclusive education in public schools in Indonesia and the challenges and advantages in its implementation. Thus, it is hoped that this research can be one of the materials for evaluating or improving inclusive education programs in public schools in Indonesia.

METHODS

The method in this research is a *narrative literature review* or literature review. Where, in this *narrative literature review*, it will collect various sources regarding previous research that are relevant to the chosen research topic, analyze these various sources, and report the results of the analysis critically. (Aguinis et al., 2023; Juntunen & Lehenkari, 2021).. Or it can be interpreted as a data analysis process that does not include statistical analysis. The collection of research sources or previous journal articles was carried out by the author with the help of *index databases* and *e-resources*, namely, Scopus, Web of Science, Ebsco, and Scholar. Before searching, the author first determines the inclusion and exclusion criteria of scientific articles and journals. Where, the inclusion and exclusion criteria are used to conduct a quick *review of the* source article that you want to analyze further. (Juntunen & Lehenkari, 2021).

The inclusion criteria set are, articles published in the range of 2019 - 2024 or the last 5 years except for basic theory, research locations come from public schools, types or research methods using quantitative, qualitative, and *mixed methods*, and articles in English and Indonesian. Then, the exclusion criteria determined are articles or research that have been published for more than 5 years, research locations are not from public schools, articles with methods other than quantitative, qualitative, and *mixed methods*, and languages used other than English and Indonesian. In the process of searching for these research articles, the authors used several keywords to facilitate the search, namely, *Inclusive Education Indonesia, Indonesian Public School Inclusive Education, Implementation of Inclusive Education, Children with Special Needs and Inclusive Schools, and Children with Special Needs and the Public School Inclusive Learning Process.*

RESULTS AND DISCUSSION

Inclusive education or education for children with special needs is one of the most important issues. The Salamanca Declaration also states that every child has an equal opportunity to receive an education. (UNESCO, 1994). Inclusive education emerged as a solution to discriminatory treatment in education services, especially for children with special needs. (Jayadi & Supena, 2022).. The results of the *literature review* show that, of the many schools in Indonesia, many regular schools or public schools also have inclusive education programs at various levels ranging from elementary, junior

high, and high school / vocational school. Based on the results of the *literature review* that has been carried out, there are differences in the implementation and challenges and advantages of inclusive education in each school and its level. In detail, the results of the *literature review* are described in the following table.

Table 1. *Literature Review Findings*

No.	Title, Author, Year	Research Location	Sample	Research Design	Measurement Instrument	Findings
1.	Implementation of Inclusive Education Policy: A Case Study of SMP Negeri 15 Tanjungpinang (Lahesti et al., 2023)	Tanjungpinang	All Staff of state junior high school 15 Tanjungpinang	Qualitative (Case Study)	Observation, interview, and documentation	state junior high school 15 Tanjungpinang is still not optimal in its implementation. This is due to the lack of human resources (BK teachers and GPK), school buildings including facilities, infrastructure and school facilities that are less friendly to children with disabilities, and the lack of government socialization about inclusive education in the surrounding community. There are also restrictions on the admission of students with disabilities.
2.	Implementation of Inclusive Education at State elementary school K1 in Karawang District (Jayadi & Supena, 2022)	Karawang	All Staff of State elementary school K1 Regency Karawang	Descriptive Qualitative	Observation, interview, and documentation review	The implementation of inclusive education is in accordance with the concept of inclusive education. Starting from the adjusted curriculum, assistance from GPK, and socialization to the community which continues to be maximized. The barriers are the facilities and infrastructure that are not yet friendly to children with disabilities, the limited expertise of teaching teachers in dealing with children with disabilities and the negative stigma of children with disabilities still present in the community.

3.	Implementation of Inclusive Education for Children with Special Needs in an Inclusive School Setting (Case Study: Elementary school No.11 Jimbaran) (Wijayanti et al., 2020)	Jimbaran, Badung Regency	All staff of Elementary School No.11 Jimbaran	Descriptive Qualitative	Interview and documentation review	The implementation of inclusive education is in accordance with existing concepts and regulations. The learning process combines students with special needs and regular students, using a collaborative curriculum, facilities and infrastructure and a school that is friendly to children with disabilities. However, there are still inhibiting factors, namely, the lack of special educators or GPK.
4.	Implementation of Inclusive Education at State Senior High School Bukittinggi (Pardede & Fernandes, 2020)	Bukittinggi	Teachers, principals and parents of children with disabilities	Descriptive Qualitative	Observation, in-depth interviews, and documentation	The implementation of inclusive education at State Senior High School 3 Bukittinggi is still not running effectively. There are several obstacles, namely, an inadequate inclusive-based curriculum, the difficulty of taking KKM assessment standards for students with special needs, the absence of GPK, and the lack of provision for teachers who teach related to inclusive education.
5.	Implementation of Inclusive Education at State Elementary School Slerok 2 Tegal City (Fa'iqotusholeha & Andaryani, 2023)	Tegal	Principal, teachers, and student representatives	Descriptive Qualitative	Observation and interview	The implementation of inclusive education at State elementary School Slerok 2 in Tegal city uses a full regular class model. All students, including those with disabilities, use the same curriculum that is adjusted. Such as simplifying evaluation questions and assessment targets as well as the use of learning media. . There are still obstacles in this implementation, namely the absence of a GPK, facilities and infrastructure that are not friendly to children with disabilities, and the lack of support from the government and related agencies. This results in a limited number of children with disabilities who can be admitted.

6.	Involvement of Teachers in Inclusive School for Quality Learning Design and Quality Student Learning (Irvan et al., 2023)	East Java	100 teachers including subject teachers and accompanying teachers or GPK in inclusive schools	<i>Mixed explanatory sequential design</i> where, the initial stage is to collect quantitative data which is then confirmed, followed by collecting qualitative data. After both are done, the existing data is analyzed again.	Questionnaire adapted from UWES (Utrecht, et al.) measurement instrument (Carmona et al., 2019) and HEdPERF scale (Abdullah, 2006)	There are differences in roles between class teachers, subject teachers, and special mentor teachers (GPK). In the process of assessing students' <i>abilities</i> at the beginning, <i>lesson planning</i> , classroom management, material and media development, <i>GPK</i> takes more roles. However, in <i>implementing accessible learning</i> the role of GPK is lower and in the evaluation stage, the collaboration of the roles of the three teachers is much more balanced or equal than other stages.
7.	Preparation, Instructional Systems, Barriers and Teachers' Efforts in Inclusive Classrooms: Implementation of Limited Face-to-face Learning During the Covid-19 Pandemic (Rasmitadila et al., 2023)	Primary schools in Indonesia	24 teachers or educators in primary schools who know about inclusive classrooms spread across 4 provinces in Indonesia		Interview	Many readjustments had to be made based on the LF2L regulations. For example, the latest syllabus with shorter teaching time, new regulations or systems such as the use of masks during the teaching and learning process which can hinder the delivery of material. Teachers must pay more attention to students with special needs and still not forget other regular students at the same time. Thus, teachers have a lot of workload with obstacles and limitations that must be faced.
8.	Model of Religious Education for Slow Learner Children in Inclusive Schools in Indonesia (Ru'iyah et al., 2023)	2 Inclusive Elementary Schools in Yogyakarta	Islamic religious education teacher, support teacher, and school principal. With a total of 8 participants	Qualitative	In-depth interview	In the process of Islamic religious education classes, the module for the material presented is not differentiated by the teacher like other subjects. However, there is still a GPK, a special room for <i>slow learner</i> students, teaching methods can be adjusted, the involvement of classmates in learning, and the determination of different minimum completeness criteria (KKM) values. In terms of

						facilities, it is complete enough to facilitate <i>slow learner students</i> , however, the limitations are in the limited number of GPKs.
9.	Implementation of Special Mentor Teacher Duties and Constraints as a Professional Educator in Surabaya City Inclusive Schools (Rizqianti et al., 2022)	Inclusive elementary schools in Surabaya city	3 special assistant teachers or GPKs who work in one of the inclusive schools in Surabaya City.	Descriptive Qualitative	Observation and Interview	The challenges and constraints faced by GPKs who have graduated from special education include adjusting to the characteristics of children with disabilities, children's readiness and learning styles, classroom conditions, availability of facilities and infrastructure, and the availability of GPKs. The number of children with disabilities is not proportional to the availability of GPKs and regular teachers. The local government has also facilitated teachers with training and other assistance.
10.	The Principal's Role in Inclusive Education Policy at the Primary School Level (Lalak Muslimin & Muqowim, 2021)	Mataram	Principal, teachers and student guardians of State Elementary School 20 Mataram	Descriptive qualitative	Interview, Observation, and Documentation	The principal's role is influential in implementing inclusive education. There are supporting factors for the principal's role, including acceptance of differences, funding from the local government, flexible school curriculum policies, adequate facilities and infrastructure, and the location of the school near a special school. In addition, the inhibiting factor is the absence of GPK in the school,
11.	The Role of Special Mentor Teachers who are Non-Exceptional Education Graduates in the Service of Children with Special Needs in Lumajang District Inclusive Schools (Wardah, 2019)	Lumajang	Special guidance teachers (GPK) 3 schools in Lumajang district	Descriptive Qualitative	Observation, Interview, and Documentation	The GPKs in the three schools were not graduates of special education so there were barriers and problems. That is, GPKs did not provide optimal services in the process of identification, assessment, individual teaching programs (IEPs), behavior modification and special programs. This is due to their limited knowledge

						about children with disabilities and the concept of inclusive schools.
12.	School Strategies in Implementing Inclusive Schools for Children with Special Needs at SMP Negeri 5 Semarang (Wafiana & Fatimah, 2020)	Semarang		Qualitative	Observation, Interview, and literature study	Inclusive education at State Middle school 5 Semarang can be said to be quite successful. However, there are still obstacles. Namely, facilities and infrastructure are still lacking due to funding assistance that has not been provided by the government, the inclusive education curriculum has not been socialized optimally, and the education office does not yet have a standardized assessment of the development of children with special needs. So, it causes confusion for GPK in the process of evaluating students with disabilities.
13.	Problems in the Learning Process of Children with Special Needs (Autism) in Class III State Elementary School 1 Tugu (Riani & Pertiwi, 2021)	South Sumatra	Teacher at State Elementary School 1 Tugu	Qualitative	Interview, documentation, and observation	The learning process provided to students with special needs (SBK) includes, the material presented must be brief, the use of concrete media, emotional and non-forcing approach methods, and learning evaluation using personality assessment. Some of the challenges or obstacles faced include adjusting autistic students to regular classes, difficulties in meeting targets on competency standards and basic competencies, difficulties in synchronizing and simplifying learning, and increasing the motivation of students with special needs in learning.

Based on the table, it can be seen that most schools have implemented inclusive education where general or normal students are combined with students with special needs (SBK) in the teaching and learning process. (Fa'iqotusholeha & Andaryani, 2023; Jayadi & Supena, 2022; Lahesti et al., 2023; Pardede & Fernandes, 2020; Riani & Pertiwi, 2021; Ru'iya et al., 2023; Wafiana & Fatimah, 2020)..

As in SDN K1, Karawang Regency, where the teaching and learning process in one class will combine general or normal students with SBK. This is done as an effort to eliminate discrimination against SBK. Where, the hope is that communication established in the classroom between normal students and SBK can continue outside of school to the relationship between student guardians. (Jayadi & Supena, 2022). Although the unification of regular students and students with special needs is intended to eliminate discrimination against students with special needs, in reality, children with disabilities in schools still receive a lot of negative stigma. Starting from students, teachers, and also the community outside the school such as guardians of other students. The existence of this stigma can lead to several complaints from parents who object to having their children in the same class as other SBK students. (Jayadi & Supena, 2022).

The number of negative stigmas on children with special needs arises because there are several factors, namely, the physical and activity limitations of children with disabilities which make it difficult for them to have the same status, rights, responsibilities and roles as other people in every aspect of life. (Mufidah et al., 2023).. Thus, other people will see them as inferior and weak. In fact, social support including from family, classmates, or even the surrounding community is very important in order to increase learning motivation and active participation from SBK. Where, it affects self-confidence and life skills so that they can achieve more. (Widhiati et al., 2022). In addition, the role of the community is also needed in the sustainability of the implementation of inclusive education. Communities can assist in developing awareness of children's right to education. Thus, access to education and employment for individuals with special needs can be expanded. In addition to the role of friends and the community, the role of the government, parents, education units including teachers and principals is also very important and necessary in the implementation of inclusive education in Indonesia. (Arriani et al., 2022).

The role of the principal in the implementation and implementation of inclusive education is starting from planning and determining the actions or policies that the school will take to generate the participation of all school members, determining school capacity such as improving the quality of teachers and staff in accepting the diversity of students, and in developing school facilities. (Lalak Muslimin & Muqowim, 2021).. Thus, there is a need for principals, teachers, and staff who have a great attitude of acceptance towards differences. In addition, a special guidance teacher or GPK is also needed. GPK itself is one of the responsible persons and has an important role in meeting the needs of children with special needs at school. (Wardah, 2019). Government Regulation number 17 of 2010 Article (j) has explained several duties and functions of GPK including guiding, teaching, assessing, and evaluating students. These duties and responsibilities include designing and implementing special programs (*learning planning & implementation*), conducting identification,

assessment, curriculum modification, evaluation and follow-up (*learning* evaluation), and creating development programs for students with special needs. (Ru'iya et al., 2023; Wardah, 2019).. GPK itself has a greater role and responsibility in dealing with students with special needs than the class teacher or subject teacher (Irvan et al., 2023; Wardah, 2019). (Irvan et al., 2023; Rasmitadila et al., 2023).. Thus, it can be said that the role of GPK for inclusive schools is very important and needed.

However, schools with inclusive education programs often do not have GPKs or teachers who are competent in dealing with children with disabilities. Based on the results of the *literature review*, most of the obstacles and challenges faced in implementing inclusive education are the lack of competent educators and/or GPK. (Fa'iqotusholeha & Andaryani, 2023; Jayadi & Supena, 2022; Lahesti et al., 2023; Pardede & Fernandes, 2020; Riani & Pertiwi, 2021; Wijayanti et al., 2020).. For example, at SDN 1 Tugu Harum, the teachers who teach students with special needs are regular teachers without assistance from GPK (Riani & Pertiwi, 2021). (Riani & Pertiwi, 2021).. Similarly, at SMAN 3 Bukittinggi where the school does not yet have a GPK and regular teachers do not have sufficient knowledge and competence to handle students with special needs (Pardede & Fernandes, 2021). (Pardede & Fernandes, 2020).. According to research by Rizqianti et al (2022) with participants who are GPK graduates of Sekolah Luar Biasa or can be considered as competent graduates to become GPK still face several challenges. Among them are the need for various adjustments to the characteristics of children with disabilities, children's learning readiness, classroom conditions, availability of facilities and infrastructure, and the availability of the GPK itself. (Rizqianti et al., 2022).. Thus, the unavailability of GPKs or teachers who are competent in handling children with disabilities will have an impact on the implementation of inclusive education in the school. For example, restrictions on the acceptance of students with special needs (PDBK) as well as, less effective learning for SBK so that it seems futile (Lahesti et al., 2023). (Lahesti et al., 2023; Pardede & Fernandes, 2020; Wafiana & Fatimah, 2020)..

Then, the curriculum used in the learning process. Based on the results of the *literature review*, the curriculum used by each school will be different. One of the things that needs to be considered in implementing or implementing an inclusion program is the curriculum used. Where, this curriculum must be adapted to the abilities of students with special needs that exist. (Arriani et al., 2022). As in State Elementary School K1, Karawang Regency, which uses a modified curriculum tailored to the needs of each SBK. (Jayadi & Supena, 2022).. But apparently, not all schools have used a curriculum tailored to the needs of SBK. Elementary School No.1 Jimbaran itself still uses a collaborative curriculum so that it is still not flexible to the needs of SBK. (Wijayanti et al., 2020).. The same thing also happened at State Senior High School 3 Bukittinggi where the school still did not have an adequate curriculum for SBK (Pardede & Fernandez, 2020). (Pardede & Fernandes, 2020).. In

addition, at State Middle School 5 Semarang, the inclusive education curriculum has not been socialized in detail to teachers, resulting in confusion from educators (Wafiana & Fatimah, 2020). (Wafiana & Fatimah, 2020)..

The next thing to focus on is the facilities and infrastructure of the school. Based on all existing journal articles, most schools consider facilities and infrastructure as challenges and obstacles in implementing inclusive education. (Fa'iqotusholeha & Andaryani, 2023; Jayadi & Supena, 2022; Lahesti et al., 2023; Wafiana & Fatimah, 2020).. As in State Middle School 5 Semarang where, the school has not received grants to build school facilities and infrastructure from the government. Thus, the school still does not have facilities and infrastructure that are friendly to students with special needs. (Wafiana & Fatimah, 2020).. This is different from Elementary School No. 11 Jimbaran where the school can be said to have good facilities and infrastructure to support inclusive learning. For example, motor therapy tools, wheelchairs and special classes for children with disabilities. (Wijayanti et al., 2020).. Thus, there are differences in the availability of facilities and infrastructure between schools.

In implementing inclusive education, there are several principles that must be considered in its implementation, namely, a school environment that is friendly to students with disabilities. This relates to facilities and infrastructure that can help the learning process of students with special needs. Then, the curriculum used is a modified curriculum that has been adapted to the needs of students. This curriculum cannot be the same as other normal students or learners. There is an individualized learning program for learners with special needs, identification, assessment to find out every need, resource room, special supervising teacher (GPK), coaching, supervision, monitoring and evaluation of inclusive education accordingly (Wardah, 2019). It is also important, but often overlooked, to provide training for prospective educators or GPKs to prepare them for teaching and ensure that teaching teachers are competent in dealing with students with special needs. Chano, et al (2023) showed from their research that teachers or educators who are in big cities get more training related to inclusive education than those in villages or rural areas. (Chano et al., 2023). So, this causes the implementation of inclusive education in regular schools in Indonesia is still uneven and there are many things that need to be addressed.

The presence of various obstacles and challenges regarding the implications of inclusive education in public schools has in fact also occurred long ago. Where, the most common problem is about the limited number of special educators who really understand students with special needs and related school facilities and infrastructure. (Marsidi, 2021; Pandito & Diva, 2024).. This has led to the emergence of the term that Indonesia has an emergency of special schools and special educators. The problem of the lack of qualified educators for inclusive education is exacerbated by the lack of

universities that provide majors or education related to special education for teachers or educators. (Pandito & Diva, 2024). This causes a lack of graduates who produce teachers or special educators for inclusive schools, which makes the presence of GPK in regular schools with inclusive education also lacking.

In addition to some of the challenges of implementing inclusive education, there are also advantages that become success factors, namely, good acceptance by all school members, good cooperation between schools and parents as well as regular teachers with GPK, a comfortable and friendly environment for children with disabilities, and no discrimination for children with disabilities. (Rizqianti et al., 2022).. In addition, the right school location can also be an advantage that helps in the successful implementation of inclusive education. (Lalak Muslimin & Muqowim, 2021).. For example, SDN 20 Mataram is located close to a special school. This can make it easier for the school to consult or discuss SBK. This strategic location can also facilitate cooperation between regular or public schools and special schools where there are important components that are competent in handling children with disabilities who can assist in various difficulties regarding the handling of children with disabilities.

CONCLUSIONS AND RECOMMENDATIONS

Based on the explanation above, it can be concluded that the implementation of inclusive education in schools, especially public schools in Indonesia, is still not optimal and effective. There are still many things that need to be addressed to support the success of the inclusive education program in regular schools or public schools. Things that are a challenge and need to be addressed are, the presence of special and competent mentor teachers, school facilities and infrastructure that still need to be improved to be more equitable and facilitate SBK, the need for better collaboration and tolerance between schools, government, parents, and the community, as well as the need for training for teachers and GPK evenly, and finally the need for more detailed and clear socialization from the government to facilitate the implementation of inclusive education in this regular school. Suggestions or recommendations for the implementation of inclusive education at this time are, the need for equalization and improvement of several aspects so that the goal of equal education for all children can be achieved. Things like the distribution of funds for facility development assistance and training for GPK and other teachers are needed in the process of improving and equalizing inclusive education in Indonesia.

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