

LITERATURE REVIEW INCLUSIVE EDUCATION: CHALLENGES AND OPPORTUNITIES IN LAW ENFORCEMENT OF THE RIGHT TO EDUCATION FOR PERSONS WITH DISABILITIES

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Abstract

Law enforcement in inclusive schools includes implementing regulations that support inclusive education. These regulations are intended to ensure that all students, including those with special needs, have access to quality education that meets their needs. An example of a related regulation is Minister of National Education Regulation Number 70 of 2009 which states that inclusive education is an education delivery system that provides opportunities for all students to take part in education or study in an education with students in general. The aim of this research is to analyze and describe the government's efforts to advance inclusive education, as well as analyze and describe the programs implemented in inclusive education. So, in this material you will get a comprehensive understanding and quantitative methods, especially looking for factual data and validating it by researchers. The motivation for this research is to cite articles and reviews. Inclusive education is very necessary for people with disabilities and special needs. This is why people with disabilities and special needs have the same rights to education as normal people. Children with disabilities have the right to receive support from the education system, health services, employment providers and wider social services. Persons with disabilities have the same rights and must have the same responsibilities. The government and education ministry need to focus more on inclusive education by providing more interventions and support. Apart from that, these recommendations also highlight the importance of continuous evaluation of the implementation of inclusive education to ensure that inclusive education goals can be achieved.

Keywords: *Inclusive Education, Law Enforcement, People with Disabilities*

INTRODUCTION

Historically, education has a broad meaning and has been practiced since humans appeared on earth. The existence of science is in accordance with the continuity of human development, and with the development of human life, the substance and form of science will also develop, including the development of knowledge management. This is in accordance with the progress of people's thinking and thinking about education. Education plays an important role in human life, its importance is very diverse and supported by many people. The enactment of Law No. 20/2003 enabled the government to establish a new policy for persons with disabilities through general (joint) efforts.

There are several policies issued by the government regarding inclusive education and the various regulations that support it, in the historical record, for example:

1. Article 31 of the 1945 Constitution on the right to education for all Indonesians without exception, and specifically Article 31 paragraph (1) reads that every citizen has the right to education, paragraph (2) every citizen is obliged to attend basic education and the government is obliged to finance it.

2. Education Act No. 12 of 1954 is related to education for children with physical and mental abnormalities and is legally guaranteed. This also accommodates the emergence of Sekolah Luar Biasa (SLB), SLBA for the blind, SLB-B for the deaf and speech impaired, SLB-C for the mentally disabled, SLB-D for the physically disabled, SLB-E for the barreled disabled, SLB-G for the multiply disabled (which later, in its development, SLB was merged into SDLB, SMPLB, and SMALB)
3. Minister of Education Decree No. 002/U/1986 on integrated education for children with disabilities. This decree regulates children with disabilities.
4. The President's Decree No. 36 of 1990 is related to the ratification of the recognition of the rights of the child.
5. Decree of The Indonesian Minister of Education and Culture Number 0306/VI/1995 regarding the implementation of compulsory basic education.¹

Inclusive education is a hot topic in providing access to education services for children with special needs. The idea is contained in article 15, section 20 of the 2003 SISDIKNAS Law, which states that the education of students with disabilities is implemented in the form of integrated schools or special schools. As a strong effort by the government to address inclusive education, in 2009 the Minister of National Education Regulation No 70 was promulgated as a milestone in the implementation of inclusive education in all regions.

There is no distinction of race, ethnicity, religion, economic status or special interests. Of course, students who require special education need a more inclusive education to learn together in a larger school environment. Students with special needs can then learn, play and work together in a variety of inclusive education. But not only students but students with disabilities also need inclusive education in the realm of higher education because for students with disabilities it is a very different thing and not all universities design inclusive education programs.²

Historically, Indonesia began building experimental inclusive schools in 2005 and began implementing inclusive education. It is reported that by 2008, 814 inclusive schools had been established in Indonesia in several regions (PKLK, 2011). Starting from the fundamental problem of the lack of distribution of special education schools (SLB) to remote areas, Indonesia began to run an inclusive education system in an inclusive school environment.

¹ Farida Isroani, dkk., “*Pendidikan Inklusif*, Cetakan 1 (Jawa Barat: Aina Media Baswara, 2024) Hlm. 20 – 21.

² Maulana Arif Muhibbin, “*TANTANGAN DAN STRATEGI PENDIDIKAN INKLUSI DI PERGURUAN TINGGI DI INDONESIA: LITERATURE REVIEW*”, Jurnal Pendidikan Inklusi Vol. 4 No. 2, 2021. Hal.93

This difficulty has led to the failure of the compulsory education program in Indonesia due to the lack of provision of education for children with special needs. The implementation of inclusive education is expected to provide educational services to children with special needs and be able to complete the compulsory education curriculum.³

RESEARCH OBJECTIVE

The purpose of this study is to analyze and describe the efforts made by the government in promoting inclusive education in Indonesia, as well as to analyze and describe the programs implemented in inclusive education. Thus, this study aims to make a significant contribution to improving the quality of inclusive education in Indonesia and ensuring that all students, including those with special needs, can access quality education that suits their needs.

METHOD

This research uses methods, with quantitative methods in the collection of this material. In order for this material to get a comprehensive understanding of the challenges and opportunities in enforcing the rights of persons with disabilities. and quantitative methods, which are to find factual data and validate it by researchers.

RESULT

From the articles we have analyzed, it should be noted that inclusive education is very much needed for people with disabilities, and someone with special needs, therefore people with disabilities and someone with special needs have the right to take up education as usual, both from elementary, junior high school / MTs, high school / vocational / MA (equivalent), even higher education at once.

The journals that we took for this research are as follows:

Author's Title	Years	Research Method	Challenging Findings	Opportunity Findings
<i>"Perlindungan Hukum terhadap Disabilitas dalam Memenuhi Hak Mendapatkan Pendidikan Dan Pekerjaan"</i> Jazim Hamidi	2021	Literature Research	-	Empowering people with disabilities to get the right to inclusive education
<i>"Tantangan dan Strategi Pendidikan Inklusif di Perguruan Tinggi di Indonesia: Literatur Riview"</i> Maulana Arif Muhibbin	2021	Quantitative Research	1. Discriminatory paradigm. 2. Low management of empowering human resources with disabilities.	Disability protection for higher education.
<i>"Implementasi Pendidikan Inklusif sebagai Perubahan Paradigma Pendidikan"</i>	2018	Quantitative Research	Discriminatory paradigm for education.	Disabled people's awareness of the

³ Muchamad Irvan, Muhammad Nurrohman Jauhari, *"IMPLEMENTASI PENDIDIKAN INKLUSIF SEBAGAI PERUBAHAN PARADIGMA PENDIDIKAN DI INDONESIA"*, Jurnal Buana Pendidikan, Surabaya, 2018. (Hal 175-176)

Indonesia” Muchamad Irvan, Muhammad Nurrohman Jauhari.				importance of education.
“Pendidikan Inklusif sebagai Alternative Solusi Mengatasi Permasalahan Social Anak Penyandang Disabilitas” Auahad Jauhari	2018	Quantitative Research	-	Support for people with disabilities to provide education.
“Studi Kebijakan Public bagi Pemenuhan Hak-Hak Penyandang Disabilitas di Indonesia dalam Prespektif Hak Asasi Manusia” Iskatinah	2019	Quantitative Research	-	Fulfillment and protection of human rights of persons with disabilities.
“Naskah Kebijakan Peningkatan Perlindungan Sosial yang Inklusif: Rekomendasi Kebijakan Komite Nasional MOST- UNESCO Indonesia” Pudjiastuti T. N., Susantyo B., Probosiwi R., Okitasari I., dan Nurhidayat Y.	2022	Quantitative Research	Lack of opportunities for people with disabilities to live a nuanced life as normal people.	Written regulation of Law No. 8/2016 on Persons with Disabilities.
“Implementasi Peraturan Daerah Nomor 3 Tahun 2015 tentang Pemenuhan dan Perlindungan Hak-Hak Penyandang Disabilitas di Kota Padang” Sabrina, D. Y., dan Erianjoni E.	2019	Quantitative Research	1. Exclusion of people with disabilities. 2. Bad view of people with disabilities. 3. Trivializing paradigm.	1. Provide accessibility of facilities and infrastructure for the disabled. 2. Protection of the rights of the disabled.
“Perlindungan Hak Penyandang Disabilitas untuk Memperoleh Pekerjaan dan Penghidupan yang Layak” Farrisqi K. A., dan Pribadi F.	2021	Quantitative Research	People with disabilities are discriminated against.	Opportunities for people with disabilities to work.
“Model Perlindungan Sosial bagi Penyandang Disabilitas di Kabupaten Cianjur Dikaji dalam Perspektif Hak Asasi Manusia” Utami T. K.	2019	Quantitative Research	-	Social security, social rehabilitation, social assistance, and social welfare improvement.
“Implementasi Perda No. 3 Tahun 2015 tentang Pemenuhan dan Perlindungan Hak-Hak Penyandang Disabilitas di Kota Padang” Kurniawan A.	2020	Quantitative Research	-	Fulfillment of difable rights in Local Regulation No. 3/2015 on the Fulfillment and Protection of the Rights of Persons with Disabilities.
“Implementasi Kebijakan Pemenuhan Hak Beragama Penyandang Disabilitas oleh Negara Perspektif Maqashid Syariah” Yasin N.	2021	Quantitative Research	-	1. Accessibility rights for worship. 2. Describe solution steps.
“Tantangan dalam Implementasi Kebijakan Perlindungan Hak Asasi Manusia bagi Penyandang Disabilitas di Provinsi DKI Jakarta” Syawaluddin Hanafi, Yusuf Djabbar, Marjana Fahri, Surya Pebriyani Jasmin, Muhammad Zulhidaya.	2023	Quantitative Research	1. Experiencing stigma and discrimination 2. Lack of resources such as lack of funding. 3. Lack of awareness of difable rights. 4. There is a social gap.	Strengthen the legal framework and ensure consistent enforcement of the rights of persons with disabilities..

			5. Lack of harmonization and inconsistent law enforcement. 6. Accessibility and infrastructure challenges.	
<i>"Perlindungan Hak Penyandang Disabilitas dalam Memperoleh Pekerjaan dan Penghidupan yang Layak bagi Kemanusiaan"</i> Alia Harumdani Widjaja, Winda Wijayanti, Rizkisyabana Yulistyaputri.	2020	Quantitative Research	-	Equal opportunities for people with disabilities to get a job.
<i>"Konvensi tentang Hak-Hak Penyandang Disabilitas: dalam Perspektif Kebijakan Publik Di Indonesia"</i> Risnawati Utami	2012	Quantitative Research	1. Lack of implementation of the various laws and regulations. 2. Traditional paradigm.	Talking about equality.
<i>"Kebijakan Pemerintah terhadap Pendidikan Inklusif, Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini"</i> Angga Saputra	2016	Quantitative Research	1. Cognitive barriers. 2. Makes learning sometimes not conducive anymore.	Equality of opportunity.
<i>"Peraturan Perundang-undangan dan Implementasi Pendidikan Inklusif"</i> Titik Handayani dan Angga Sisca Rahadian	2013	Quantitative Research	1. Lack of infrastructure facilities. 2. Regulatory issues. 3. Discrimination.	1. Accommodate the concept of inclusive education. 2. Achieving the goals of inclusive education.
<i>"Pembelajaran Anak Berkebutuhan Khusus"</i> Bandi Delphie	2009	Quantitative Research	-	Clarifying education patterns for children with disabilities.
<i>"Pendidikan Inklusif Jogjakarta"</i> Mohammad Takdir Ilahi	2013	Literature Research	-	Definition of inclusive education.

DISCUSSION

A. Law Enforcement Challenges

The definition of "persons with disabilities" emerged in Indonesia after a discussion by Komnas HAM (National Commission on Human Rights) on March 19, 2010, with the theme "Expert Discussion on the Selection of Terms to Replace the Term 'Persons with Disabilities'" and so on. March 20, 2010, in Jakarta The discussion brought together human rights experts, linguists, communication experts, philosophy experts, psychology experts, disability experts, vulnerable issues experts, and representatives from the Ministry of Social Affairs attended by representatives of the National Human Rights Committee. After a focused discussion, we were able to find and agree on a term to describe people with disabilities, not the term "people with disabilities".

Indonesian law provides a definition of persons with disabilities in Article 1 number 1 of the Law on Persons with Disabilities Number 4 of 1997 which states: Any position that

interferes with the Article or constitutes an obstacle or barrier to the correct application of the Article. Consists of:

1. Physically challenged
2. Mentally challenged
3. Physically and Mentally challenged

People with disabilities face physical, educational, occupational and economic impacts. In addition, the impact of disability includes the development of psychological and social problems. For example, children with disabilities have low or high self-esteem, are irritable, sometimes aggressive, combative, make poor decisions, and are difficult. Among them are difficulty playing sports, withdrawal from nature, anxiety, weakness, inability to socialize with others, and inability to participate in social activities.⁴

Implementing policies that protect the human rights of people with disabilities can be difficult. Providing adequate resources to support people with disabilities can be costly, and governments may not have sufficient funds to provide the necessary support.⁵ Many people may not be aware of the rights of people with disabilities, which can lead to discrimination and exclusion.⁶ Existing policies may not be comprehensively or effectively implemented to meet the needs of persons with disabilities.⁷ People with disabilities may face social stigma and discrimination, as well as difficulties accessing education, employment and other opportunities.⁸

To address these challenges, it is important to promote awareness for the rights of persons with disabilities and develop inclusive policies that meet their needs.⁹ Governments

⁴ Auhaad Jauhari, "PENDIDIKAN INKLUSI SEBAGAI ALTERNATIF SOLUSI MENGATASI PERMASALAHAN SOSIAL ANAK PENYANDANG DISABILITAS", Journal of Social Science Teaching, Semarang, 2018. Hal 24-25.

⁵ Iskatinah, "STUDI KEBIJAKAN PUBLIK BAGI PEMENUHAN HAK-HAK PENYANDANG DISABILITAS DI INDONESIA DALAM PERSPEKTIF HAK ASASI MANUSIA", Jurnal Komunikasi Hukum (JKH), 2019. (Vol.5 No. Hal. 1125–136).

⁶ Pudjiastuti, T. N., Susantyo, B., Probosiwi, R., Okitasari, I., & Nurhidayat, Y., "Naskah Kebijakan Peningkatan Perlindungan Sosial yang Inklusif: Rekomendasi Kebijakan Komite Nasional MOST-UNESCO Indonesia", 2022.

⁷ Sabrina, D. Y., & Erianjoni, E., "Implementasi Peraturan Daerah Nomor 3 Tahun 2015 Tentang Pemenuhan dan Perlindungan Hak-Hak Penyandang Disabilitas di Kota Padang", Jurnal Perspektif, 2019. (Vol.2 No.2 Hal.52–59)

⁸ Farrisqi, K. A., & Pribadi, F., "Perlindungan Hak Penyandang Disabilitas Untuk Memperoleh Pekerjaan dan Penghidupan yang Layak", Focus: Jurnal Pekerjaan Sosial, 2021. (Vol.4 No.2 Hal. 149–155.)

⁹ Utami, T. K., "Model Perlindungan Sosial Bagi Penyandang Disabilitas Di Kabupaten Cianjur Ditinjau Dalam Perspektif Hak Asasi Manusia", Jurnal Ilmiah Living Law, (2019). (Vol.11 No.2 Hal.131–139).

can also work to provide adequate resources to support persons with disabilities and combat social prejudice and discrimination. The implementation of policies that protect the human rights of persons with disabilities can face several challenges. There is a lack of resources, including funding, to provide appropriate support to persons with disabilities.¹⁰ Lack of awareness of the rights of people with disabilities can lead to discrimination and exclusion. Inadequate policies may not be inclusive enough or effectively implemented to meet the needs of people with disabilities.¹¹ Community stigma and discrimination can make it difficult for people with disabilities to access education, employment and other opportunities.¹² The protection of human rights is a fundamental aspect of a democratic society, which ensures that all individuals are treated with dignity, respect and equality. Persons with disabilities are a significant part of the world's population and face unique challenges that require special consideration and protection. Recognition of the rights of persons with disabilities is gaining international momentum, leading to the development of various policies and frameworks aimed at protecting the rights of persons with disabilities and promoting inclusion.

The results of this study highlight the challenges in realizing policies to protect the human rights of persons with disabilities. The challenges identified are consistent with existing literature on disability rights and policy implementation. The lack of harmonization and inconsistent enforcement of laws on the rights of persons with disabilities points to the need for stronger legal forms and better control between government agencies. Accessibility and infrastructure issues point to an urgent need to improve physical accessibility, provision of assistive devices and better dissemination of information to ensure equal opportunities and inclusion for persons with disabilities. Attitudinal and social challenges highlight the importance of awareness campaigns, anti-discrimination measures and encouraging a more inclusive society. Institutional and implementation challenges require monitoring and evaluation mechanisms stronger, strengthened capacity building programs, and improved data collection to support evidence-based policy development and implementation.¹³

¹⁰ Sabrina, D. Y., & Erianjoni, E, " *Implementasi Peraturan Daerah Nomor 3 Tahun 2015 Tentang Pemenuhan dan Perlindungan Hak-Hak Penyandang Disabilitas di Kota Padang*", Jurnal Perspektif, 2019. (Vol.2 N.2 Hal. 52–59)

¹¹ Kurniawan, A, " *Implementasi Perda No. 3 Tahun 2015 Tentang Pemenuhan dan Perlindungan Hak-Hak Penyandang Disabilitas di Kota Padang*" Ranah Research: Journal of Multidisciplinary Research and Development, 2020. (Vol. 2 No.2 Hal.81–86).

¹² Yasin, N, " *Implementasi Kebijakan Pemenuhan Hak Beragama Penyandang Disabilitas oleh Negara Perspektif Maqashid Syariah*", De Jure: Jurnal Hukum Dan Syariah, 2021. (Vol.13 No.2 Hal.170–183)

¹³ Syawaluddin Hanafi¹, Yusuf Djabbar², Marjana Fahri³, Surya Pebriyani Jasmin⁴, Muhammad Zulhidaya, " *Tantangan dalam Implementasi Kebijakan Perlindungan Hak Asasi Manusia bagi Penyandang Disabilitas di Provinsi DKI Jakarta* ", Jurnal Hukum dan HAM Wara Sains, Riau, 2023. (Vol. 02, No. 06, Hal.510).

Theoretical Implications

The results of this study contribute to the theoretical understanding of the challenges of implementing human rights protection for persons with disabilities. These results take into account factors that hinder policy effectiveness, including legal, institutional, attitudinal and infrastructural barriers.

Theoretical Implications

The research highlights the need for a comprehensive and multifaceted approach to disability rights, including legal frameworks, policy coherence, capacity building, and community attitudes. Practical Implications The practical implications of this research are crucial for policy makers, government agencies, non-government organizations, and disability rights activists.

The results of this study provide suggestions and recommendations that can be pursued to improve the implementation of policies that protect the human rights of persons with disabilities. The main recommendations include:

- 1.Strengthen the legal framework and ensure consistent enforcement of the rights of persons with disabilities.
- 2.Improve forms and cooperation between government agencies and relevant stakeholders.
- 3.Allocate appropriate resources for policy implementation and monitoring.
- 4.Improve physical accessibility and provision of tools.
- 5.Conduct awareness campaigns to fight prejudice and discrimination.
- 6.Strengthen capacity building programs.¹⁴

B. Law Enforcement Opportunities

The 1997 law does not define the notion of “equality of opportunity”, but this notion is more commonly known as “equality of opportunity” and is interpreted as equality of opportunity for persons with disabilities and all aspects of their lives. 1 Law No. 3 of 1997). Law No. 3 of 1997 provides equal opportunities for persons with disabilities in all aspects of life and livelihood. The importance of various fields of life and welfare includes religion, health, education, society, employment, economy, public services, law, culture, politics, defense, security, sports, entertainment and news. Explanation of Article 5 of Law 4 of 1997 (Law 4 of 1997), paragraph 4 of the General Explanation of Law 4 of 1997 in the context of public welfare, namely the realization of goods and spirits. social order and life. In fulfilling

¹⁴ibid Hal.514-515.

its rights and obligations, the government seeks to meet the physical, mental, and social needs of itself, family, and society to the maximum extent possible. Pancasila and citizenship according to the 1945 Constitution.

Equal opportunity means a situation in which all parts of state and local government provide opportunities for people with disabilities to use their potential (Section 1 of the Americans with Disabilities Act). This section does not explain the importance of each part of government and community organizations, but each part of life is equally important to the operation of each government and community organization. This includes education, health, employment, politics and governance, culture and tourism, and access to technology, information and communication (Article 4 of the Americans with Disabilities Act). The goal of equality and opportunity for persons with disabilities under the Law on Persons with Disabilities is to live a healthy, independent and non-discriminatory life.¹⁵

Article 2g of the Law on Persons with Disabilities states that the application and realization of the rights of persons with disabilities is based on equality. In the definition of the above article, the “principle of equality” is a condition (services, activities, information, documents, and so on) in various social systems and environments that can be accessed by all parties entitled to justice, including people with disabilities. Looking at the fifth principle of Pancasila, “Social justice for all Indonesian people”, it becomes clear that the ideology of the Indonesian state requires equal rights for all citizens. This means that rights and obligations that always prioritize equality belong to all Indonesian people without exception.¹⁶

Article 5 states that all persons with disabilities have equal rights and opportunities in all aspects of life and welfare. Article 6, Every person with a disability has the right to: (education on opportunities, types and levels of education), (rehabilitation, social support and maintenance of social standards) and (equality to develop skills, abilities and social life of children as it should be). stated in Article 7 In terms of obligations, all persons with disabilities have the same obligations in the life of society, nation and state The fulfillment of the obligations mentioned in the article is coordinated as follows:

1. Nature and extent of disability.
2. Level of education.

¹⁵ Alia Harumdani Widjaja, Winda Wijayanti, Rizkisyabana Yulistyaputri, “*Perlindungan Hak Penyandang Disabilitas dalam Memperoleh Pekerjaan dan Penghidupan yang Layak bagi Kemanusiaan*”, jurnal Konstitusi, jakarta pusat, 2020. (Vol.17 NO.1 Hal.205).

¹⁶ 1 Risnawati Utami, “*Konvensi Tentang Hak-Hak Penyandang Disabilitas: Dalam Perspektif Kebijakan Publik Di Indonesia*”, (Makalah Untuk Intermediate Human Rights Training Bagi Dosen Hukum Dan HAM di Balikpapan, Kerjasama PUSHAM UII dengan Norwegian Centere for Human Rights, 2012)

3. Equality.

This is possible in section 9 which states that “all persons with disabilities have equal opportunities in all aspects of life and welfare”, as well as in sections 10 to 15: This explains why integrated education is important. Some of the above is explained in Chapter 5 of the Children with Disabilities Act of April 4, 1997.¹⁷

Basically, the right to education and the right to vote are equal for all citizens, including persons with disabilities and able-bodied. This means that people with disabilities have the right to study at universities managed by people with disabilities. Apart from choosing to attend regular schools, people with disabilities can also choose to attend special needs schools (SLB). SLB is an option for people with physical, mental, physical and social disabilities (Article 1 Chapter 72 of the 1991 State Law on Special Education). According to Law No. 20/2003, it is called a special school/special training. Point 2 of article 31 of this law stipulates that citizens with physical, mental, emotional, intellectual and/or social disabilities have the right to special education. Understanding this, it is clear that although special education is a right for persons with disabilities, special education is not the only option for persons with disabilities to pursue education, but only one option if they wish.

Article 31 Paragraph 1 of the 1945 Constitution states that every citizen has the right to education. The constitutional affirmation also applies to persons with disabilities. Of course, the right of persons with disabilities to education does not mean that only persons with disabilities can obtain education. Article 5 paragraph (1) of Law No. 20/2003 on the National Education System reveals that every citizen has the same right to a valuable education.

Therefore, education that can be experienced by people with disabilities is also quality education so that they can exercise the same rights to quality education, people with disabilities are given the same or equal actions as students who are not disabled. The importance of ensuring equal action means that education managers provide accessible facilities (comfortable, accessible and easy to wear) for people with disabilities.

In other words, the implementation of guidance methods that suit the situation and needs of the disabled community Disabled people are equal to the disabled. Equal or equal treatment depends on the quality obtained, but the facilities, and guidance methods provided

¹⁷ Angga Saputra,” *Kebijakan Pemerintah Terhadap Pendidikan Inklusif*”, Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini, 2016. (Vol. 1 No. 3. Hal.6)

must be adapted to the conditions and needs of people with disabilities. Such behavior ignores the needs of people with disabilities and becomes an incentive to do wrong.¹⁸

C. Definition Inclusive education

Inclusive education occurs when the integration of students into mainstream classrooms is based on the premise of a different way of life. Inclusion theory is based on the premise that public schools should facilitate learning environments that are responsive to the needs of all students, regardless of their level of ability or disability. Inclusive schools teach some of the diversity relevant to cultures, communities, ethnic groups and social backgrounds.¹⁹

1. According to Mohammad Takdir Ilahi, there are two types of goals of inclusive education. To ensure that all students with physical, emotional, spiritual or social disabilities, or who may have intellectual or selected (special) abilities, receive a high-quality education appropriate to their needs and abilities.
2. We offer limited opportunities. To equally value diversity and realize the provision of education without discrimination for all students who are.²⁰

D. Characteristic Inclusive Education

Inclusive education has several characteristics that can be used as a basis for providing education to children with special needs. These features include:

1. Results and discussion describes the findings of either research results from field studies, research and development, or literature studies. The presentation of empirical findings is confirmed by theories and other relevant findings, as well as the main ideas summarized by the researcher. The basis of the discussion of qualitative research is very likely to present the results of a flexible curriculum. In the implementation of inclusive education, curriculum reform does not need to focus on learning materials from the beginning, but the main thing is how to meet the needs of learners, namely attention. Providing educational resources to children with special needs requires careful consideration of the curriculum that best suits their needs. Flexible study plans should be a priority to provide the best educational services to the underprivileged to support their careers and livelihoods. Also provide resources as needed, especially for unused personal strengths and labor issues.

¹⁸ Titik handayani dan Angga sisca rahardir, "PERATURAN PERUNDANGAN DAN IMPLEMENTASI PENDIDIKAN INKLUSIF", Jurnal Masyarakat Indonesia, 2013(vol.39 no.1 Hal.36).

¹⁹ Bandi Delphie, "Pembelajaran Anak Berkebutuhan Khusus", Sleman: PT Intan Sejat, (2009). Hal. 15

²⁰ Mohammad Takdir Ilahi, "Pendidikan Inklusif Jogjakarta": 2013 ArRuzz MediaPurwanta, Makalah disampaikan dalam Temu Ilmiah PLB Tingkat Nasional, (2002). Hal.40

2. The inclusive education system, a flexible approach to learning in the teaching and learning process, should provide a way that does not compromise the learning material so that it can be understood according to the student's ability.
3. In carrying out the assessment, it should be balanced with the needs of children, taking into account the flexible assessment system, the needs of children with special needs and general needs, teachers should pay special attention to assessment.
4. Peer learning: The learning process in inclusive education theory should reflect peer learning. Social learning can motivate and encourage children to develop their skills and abilities at their own level.²¹

E. Features of Inclusive Education

The characteristics of inclusive education are summarized in relationships, technology, placement, learning materials, resources and assessment.

1. Examples of sympathy and warmth towards a deaf child: The teacher is always nearby smiling at the child. Classroom assistants (parents) respect the deaf child and help other children.
2. Teacher skills, students with different backgrounds and abilities and parents as partners.
3. Seating arrangements: type of seating (e.g. sitting in groups on the floor or in the room, sitting together so you can see).
4. Teaching resources A range of teaching resources for all subjects, examples of math lessons taught through interesting, challenging and fun activities, and language and drama learning posters and slogans.
5. Resource teachers make daily plans for the children. For example, have children bring simple learning materials to class to use in the lesson.
6. Assessment, observation and funding, i.e. collecting and assessing child labor over a period of time.²²

F. Benefit Inclusive Education to Child With Special Needs

Until now, the implementation of inclusive education in Indonesia has been controversial. However, there are many advantages of integrated schools. In inclusive education, education services are tailored to the specific needs of each child in a balanced

²¹ Auhad Jauhari, PENDIDIKAN INKLUSI SEBAGAI ALTERNATIF SOLUSI MENGATASI PERMASALAHAN SOSIAL ANAK PENYANDANG DISABILITAS, Journal of Social Science Teaching, Semarang, 2018. Hal. 31-32

²² Ibid. Hal 42-47

context. It looks from the point of view of special needs and not from the point of view of disability, handicap or cause of disability. Their needs are very different.

There are many reasons why it is important to develop inclusive education in education services for children with special needs. The reasons are as follows:

1. All children, whether disabled or not, have the right to learn alongside other children.
2. Children should not be rigidly labeled or segregated but should be seen to have learning difficulties.
3. There is no fundamental reason to separate children in education. Children have expectations of each other about how to interact with each other and do not try to protect themselves from others.
4. Research shows that children tend to do better academically and socially when they work in a supportive environment.
5. SLB do not have educational services that allow them to participate in mainstream childcare at school.
6. All children need an education that fosters relationships between them and prepares them for life in society.
7. Only inclusive education has the potential to curb fear and build camaraderie, responsibility and self-understanding (Purwanta, 2002).

Looking at these issues, it appears that in inclusive education, the needs of boys and girls are met according to their level. Children's interests may be temporary, permanent or cultural. Immediate needs are those that children feel at a particular time. For example, positive attitudes towards students with disabilities come from communication and interaction with friends, peers and the workplace. Students learn to be attentive, aware, appreciative and tolerant of individual differences. In addition, children with disabilities attend mainstream schools to learn social skills and prepare for life in the community. And thanks to integrated schools, children will be less affected by segregated schools, as well as the type of education that is less effective in the real world and the risk of "disability", children in segregated schools can do less. affect There are few opportunities to work together and appreciate differences.

If a child has an accident at school or elsewhere, the child's facial expression may be sad, so special attention is needed. Children need someone to share their feelings with. The eternal wish of children with disabilities is to coexist with nature like everyone else in their families, schools and villages. Children with disabilities are expected to live with their families and study with other children their age. If this child lives in a dormitory and attends a special school separate from other children in regular schools, then life will not be the same. Cultural

needs affect how children perceive themselves in a group. Children need to feel safe to belong to a group environment.

Children with disabilities face many obstacles in adapting to their environment. Because they have little ability to adapt to other members of their environment. In addition, the community itself may not be able to accept the presence of children with disabilities because it does not fully understand the needs of children with disabilities, the current education system, and the existing school environment may not be in line with the welfare of children with disabilities.

This does not guarantee that the gifted child will fit into the environment. Meeting the needs of children with disabilities requires changes in the education system, culture and environment to help children adapt.

In inclusive education, meeting the needs of children with disabilities will depend on the child's adaptation to the education system, culture and environment. it does not start, but it is different. In the classroom, the curriculum still has to adapt to the needs of the child, not the child. Some of the arguments in favor of inclusive education that support the rationale for inclusive education are as follows:

1. There is still a lack of empirical evidence to support the idea that special education services provided outside the regular classroom lead to better outcomes for children.
2. The cost of special education is relatively high compared to general education.
3. Lessons outside regular classes require the use of special license plates, which can have negative consequences for children.
4. Many children with disabilities do not have access to educational opportunities because they do not attend the nearest school.
5. Children with disabilities should be accustomed to living in the community with other members of society. (Sunardi, 1995: 16)

The benefits of inclusive schools are not only for the children, but also for society. The main advantage is that integrated schools teach social values equally. Based on their experience in segregated schools, children with disabilities are seen as a threat to society. Therefore, they should be managed separately from the school, rather than just supporting it.

An inclusive school is one that not only applies the principle of equal education for the whole community, but also has access to the children in the school. This kind of child-friendly environment is very beneficial and supports the progress of inclusive education in schools.

If children with disabilities are in dire need of support and motivation to work with their environment, the most important thing schools need is kindness. self-acceptance The

implementation of this inclusive school policy depends on community participation and autonomy. Because inclusive schools require collaboration between the community and the classroom teacher to create and maintain a classroom community that embraces diversity and values differences. In addition, coeducational schools require teachers to provide interactive teaching. This provides opportunities for communication between teachers and students and builds relationships. These relationships are life-shattering.

CONCLUSION AND RECOMMENDATION

This research analyzes and describes the government's efforts to promote inclusive education in Indonesia. The results show that inclusive education still faces some challenges, such as limited educational resources and inadequate infrastructure. However, the research also found that inclusive education can increase awareness and positive attitudes towards differences among students. Curriculum programs tailored to the needs of students with special needs can also improve the quality of inclusive education.

The government should strengthen the legal framework that protects the human rights of people with disabilities by ensuring consistent and effective law enforcement. The government should improve physical accessibility in schools by providing adequate facilities for people with disabilities. Conduct awareness campaigns to raise public awareness of the rights of persons with disabilities and fight social prejudice and discrimination. Develop inclusive policies that cater to the needs of persons with disabilities by considering different aspects of life. Allocate adequate resources to support persons with disabilities, including funding and other necessary resources. Continuously evaluate the implementation of inclusive education to ensure that the objectives of inclusive education are achieved. Improve teachers' competencies by providing adequate training and capacity building to support inclusive education.

Thus, this study makes a significant contribution to improving the quality of inclusive education in Indonesia and ensuring that all students, including those with special needs, can access quality education that meets their needs.

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