

Stakeholders' Perceptions of Inclusive Education Policy: A Sociological Review of Government Strategies and Efforts in Achieving Equitable Education Services

Volume 17 Issue 1

(April 2026)

e-ISSN 2716-5191

doi: [10.30997/jsh.v17i1.22312](https://doi.org/10.30997/jsh.v17i1.22312)

Irmawati¹, Rita Rahmawati¹, Rusliandy¹, Irma Purnamasari¹, Novel Anak Lyndon²

¹*Department of Public Administration, Universitas Djuanda, Indonesia*

²*School of Social, Development and Environmental Studies, Universiti Kebangsaan Malaysia, Malaysia*

ARTICLE INFO

Article history:

Received: November 30, 2025

Revised version received: January 15, 2026

Accepted: April 15, 2026

Available online: April 23, 2026

Keywords:

disabilities; elementary school; human rights; local culture; sociology of governance.

How to Cite:

Irmawati, Rahmawati, R., Rusliandy, Purnamasari, I., & Lyndon, N. A. (2026). Stakeholders' Perceptions of Inclusive Education Policy: A Sociological Review of Government Strategies and Efforts in Achieving Equitable Education Services. *Jurnal Sosial Humaniora*, 17(1), 83-97.

<https://doi.org/10.30997/jsh.v17i1.22312>

Corresponding Author:

Rita Rahmawati

rita.rahmawati@unida.ac.id

ABSTRACT

This study aimed to analyze the role of local government and stakeholder perceptions of inclusive education policies from a sociological perspective. This study used qualitative research methods, including observation, interviews, literature reviews, and FGDs. The research informants were local government employees responsible for education, school principals, teachers, and parents of students. The sample comprised 20 informants, selected purposively. Data analysis was conducted through thematic analysis. The study's results indicated three main themes: readiness to implement inclusive education policies, stakeholder perceptions, and government efforts to realize equitable education. Inclusive education policies have been implemented, but not optimally, especially regarding schools' readiness to implement them. From the perspective of stakeholder perceptions of inclusive education, there was a good understanding, which has an impact on the emergence of solidarity and stakeholder participation in supporting the implementation of inclusive education policies. Government efforts have been made to assist schools in implementing inclusive education. However, the budget policy for inclusive schools has not been institutionalized. In addition to successful implementation, some factors that could strengthen policy implementation but have not been fully addressed include local cultural characteristics that have not been incorporated into inclusive education policies. Recognizing these cultural factors is crucial for fostering equitable education and ensuring policies resonate with local communities.

Available online at ojs.unida.ac.id/JSH/
Copyright (c) 2026 by Jurnal Sosial Humaniora



1. Introduction

Education in developing countries still faces various challenges, including those regarding education provision (Nieuwenhuis, 2025). Therefore, inclusive education policy promote equal education for everyone, not only children with disabilities, but also speakers of minority languages (Sahani & Patel, 2023). Inclusive education is an important part of improving the quality of education in developing countries. Several research results show that the success of inclusive education is influenced by various factors, one of which is the community's perception and local governments' efforts in supporting the implementation of inclusive education policies. Inclusive education is not limited to the placement of students in regular classes, but also encompasses various important dimensions in the educational process, including aspects of vision, curriculum, assessment, teaching strategies, admissions, accessibility, support, availability of resources, and leadership (Mitchell, 2015).

Inclusive education policy is an innovative learning strategy to ensure that children with special needs have the broadest possible access to the same quality education. This educational model does not replace racially segregated education in special schools (SLB) in Indonesia, which SLB and integrated schools currently provide. In SLB, children with special needs (SSN) are divided into several groups based on their disabilities. It differs from Inclusive Education, which provides opportunities for children with special needs to receive education in regular schools and access education like regular students. This policy is based on Regulation of the Minister of National Education Number 70 of 2009. In its implementation, the inclusive education policy seeks to create an education that respects diversity without discriminating against the conditions of students, whether they have physical, mental, psychological, or social disabilities. Children with special needs referred to in this Ministerial Regulation include students who are blind, deaf, mute, mentally retarded, paralyzed, have learning difficulties, are slow learners, autistic, have movement disorders, are people with disabilities, victims of drug abuse, narcotics, and other addictive substances. Inclusive education policies strive to create an education that values diversity without discriminating against the conditions of students, whether they have physical, mental, psychological, or social disabilities. Inclusive education has been adopted as part of efforts to ensure that all children, including those with special needs, have equal opportunities to receive a quality education without discrimination. This policy is officially formalized through national regulations in Indonesia, including the National Education System Law (Law No. 20 of 2003) and various implementing regulations that underpin inclusive education (PLB.FIP.UNESA, 2025). The inclusive education system aims to integrate students with special needs into regular classrooms, promoting equal access to educational services and fair treatment in accordance with children's human rights (Wulandari et al., 2025).

The inclusive education policy is positioned as an innovative learning strategy aimed at ensuring that children with special needs have the broadest possible access to quality education on a par with other children. The prevalence rate of persons with disabilities in the school-age group remains significant: data from the Coordinating Ministry for Human Development and Culture and statistical references indicate a prevalence range of around 3.3% in the 5–19 age group, which, when calculated, equates to millions of school-age children requiring special or adaptive education services. Recognizing this large number can motivate stakeholders to prioritize effective policy implementation (Kementrian Koordinator Bidang Pembangunan Manusia dan Kebudayaan Republik Indonesia, 2022).

Data from the past three years showed an increase in the number of educational institutions reporting having students with special needs. However, the availability of support staff and specific services remained inadequate. In 2023, approximately 40,164 formal educational institutions reported having students with special needs. However, only

approximately 5,956(14.8%) of these had special support teachers. This gap underscores the critical need for resource support, which should motivate policymakers to prioritize addressing human resource shortages for special education (Nurhidayat, 2024).

Previous research had shown that inclusive education policies required more than just regulations; they also required measurable operational interventions, school readiness to provide exceptional support to teachers, teacher training, disability-friendly infrastructure, curriculum adaptations, budget support, and inter-agency coordination. Several training initiatives and support programs have been reported (e.g., technical guidance programs and teacher assistant competency enhancement programs) that have increased in recent years. However, the scale and distribution of interventions still need to be strengthened so that the proportion of educational units with inclusive services better aligns with actual needs. Data updates and synchronization between central and regional institutions were important for monitoring progress and formulating more accurate handling policies, ensuring comprehensive implementation of inclusive education (Solihin et al., 2024).

Previous research on inclusive education in India has proven that this educational model cannot be implemented alone, but requires proper coordination between the head (policy), heart (attitude), and hands (implementation) (Swain & Sarangi, 2024). Other research focuses more on inclusive education from the perspective of education service users. Data shows that significant barriers to implementing inclusive education are the education system's orientation toward outcomes, rather than the educational process, and the lack of external relationships with the local community (Derzhavina et al., 2021). Other research examines the impact of inclusive education on fostering empathy and understanding in all students by promoting a culture of diversity and inclusion. However, barriers remain in attitudes, professionalism, and sustainability (Vitthalrao Aneraye et al., 2023). Research in Malaysia highlights the need for government and Teacher Education Institutions (LPTK) to allocate funds and strengthen existing laws and policies (Arias et al., 2023). Other research on inclusive education is examined from the perspective of social systems theory developed by Niklas Luhmann and institutionalist theory. With this perspective, the mechanisms underlying the creation of inclusion and exclusion in schools are identified at various institutional levels, including policy, management, and teaching (Rapp & Corral-Granados, 2024). However, this research has not yet included local cultural aspects in implementing inclusive education.

Based on the results of previous research, (Irmawati et al., 2024); (Rasmitadila et al., 2021); (Amalia et al., 2023); (Suryaningsih et al., 2024); (Widyastuti et al., 2022); (Husen et al., 2017; Nerustia et al., 2015); (Munajah et al., 2021); (Hadiyanto et al., 2018; Sembung et al., 2023); (Aprianto et al., 2021); Some studies on inclusive education policy focus more on aspects of management, policy, teaching, and funding. However, few studies have examined stakeholder perspectives and government efforts from a sociological perspective. Therefore, the purpose of this study was to analyze the role of local governments and stakeholder perceptions of inclusive education policies from a sociological perspective. The novelty of this study is that the success of inclusive education depends not only on implementing educational activities in schools but is also influenced by stakeholder perspectives and government efforts based on local culture.

2. Methods

The research method used was qualitative (Creswell, J. W., & Creswell, 2017). It described Inclusive Education Policy from a Sociology of Government Perspective, with an analysis of the Role of Local Government and Stakeholder Perceptions. The research location was a public elementary school in Bogor City, and purposive sampling was based on

information from the Bogor City Education Office, Indonesia. Two schools, SDN X and SDN Y, served as examples.

The key informants for this study were two representatives from the local government responsible for inclusive education in Bogor City. Using purposive sampling, informants were selected from each school who met the following criteria: (a) Principal, (b) Curriculum Section (person in charge of inclusive activities), (c) Homeroom Teacher, (d) Parents of Students with Special Needs (2 people), (e) Parents of Regular Students (2 people), and (f) Special Guidance Teachers (2 people). Nine informants were selected from each school, comprising 20 informants.

Data were collected through observation, focus group discussions (FGDs), interviews, and literature review. Observations were conducted directly by visiting the research location, observing, recording, and documenting the results. FGDs were conducted by inviting 20 informants and asking them about implementing inclusive education policies, their perceptions of the policies, and the local government's efforts to promote their success. Interviews were conducted with local government and stakeholder representatives about how the inclusive education policies were implemented.

To ensure the validity and trustworthiness of the data, this study applied several qualitative validation strategies, particularly triangulation and credibility. Data triangulation was conducted by comparing information obtained from different sources, including local government representatives, school actors, and parents. Triangulation was applied by integrating multiple data collection techniques, such as observation, interviews, FGDs, and document analysis, to cross-check findings and ensure consistency. In addition, time triangulation was conducted by collecting data at different points in time to verify the stability of the information.

The credibility of the data was strengthened through prolonged field engagement, persistent observation, and member checking, in which the researcher reconfirmed key findings and interpretations with several informants to ensure accuracy and alignment with their perspectives. Furthermore, peer debriefing was conducted by discussing the research process and findings with colleagues to minimize researcher bias.

The data analysis in this qualitative study used Thematic Analysis (Braun & Clarke, 2012), a method for identifying, organizing, and interpreting patterns of meaning (themes) emerging from the data. The analysis process began when the researcher collected data through interviews, observations, and documentation. The researcher then familiarized herself by repeatedly reading all transcripts and field notes to understand the context, nuances, and initial meaning of each piece of information provided by the informants. This stage is crucial for establishing rapport with the data and for gaining a comprehensive picture of the key issues that naturally emerge from participants' experiences, helping researchers appreciate the depth of the process. Next, the researcher conducted open coding by marking relevant data segments with keywords or initial categories that reflect specific meanings. These codes were then grouped based on similar patterns, logical relationships, or conceptual meanings, forming initial themes. At this stage, the researcher actively compared data across informants to examine consistency and discrepancies. The code grouping process was iterative, meaning the researcher could modify, add, or delete codes as their understanding of the data evolved, ensuring a careful and thorough analysis. Theme development then occurred, formulating main themes that address the research focus and capture the most significant aspects of meaning from the overall data. The next stage is reviewing and refining themes, which examines whether the resulting themes truly reflect the data holistically, do not overlap, and are relevant to the research objectives. The researcher then organizes the themes into a

structured conceptual narrative, supplemented with subthemes as needed, to comprehensively explain the research phenomenon. In the final stage, the researcher defines and names the themes, provides clear operational definitions for each, and compiles a report of the analysis results in the form of a narrative description, supported by direct quotes from informants to maintain trustworthiness and thick description, ensuring the findings are transparent and credible to the audience.

Table 1 Thematic analysis phases according to Braun & Clarke (2012)

No	Phase	Description
1	Familiarization with the Data	The researcher becomes deeply familiar with the data by repeatedly reading and understanding the overall context.
2	Generating Initial Codes	Identifying meaningful segments of the data and assigning labels (<i>codes</i>) to relevant parts.
3	Searching for Themes	Grouping codes into broader patterns of meaning that form <i>candidate themes</i> .
4	Reviewing Themes	Ensuring that the themes accurately represent the entire dataset and are conceptually strong.
5	Defining and Naming Themes	Establishing clear operational definitions for each theme and assigning concise, meaningful names.
6	Producing the Report	Presenting the analysis results in a coherent, evidence-based narrative supported by participant quotations.

3. Results and Discussion

3.1 Results

Based on thematic analysis, there were several activities carried out by researchers, namely: (1) transcribing interviews, rereading the data, taking initial notes, identifying early ideas and emerging patterns; (2) conducting open coding, marking important excerpts, assigning initial labels, organizing data based on codes; (3) clustering similar codes, creating an initial thematic map, outlining relationships between codes; (4) checking theme consistency with original data, merging similar themes, splitting overly broad themes, reorganizing the thematic structure; (5) developing theme descriptions, identifying sub-themes (if any), constructing the narrative meaning of each theme; (6) writing the analytical report, presenting data excerpts, constructing conceptual interpretations and research findings.

In the initial stage, researchers read all transcripts and notes repeatedly to understand stakeholder experiences and social context. This process highlights the importance of stakeholder voices, helping the audience feel their perspectives are central to the research. Researchers then identified meaningful data segments and assigned codes to key sections. From the total data, 20 initial codes emerged, including: lack of special guidance teachers, unpreparedness for adaptive curriculum, minimal teacher training, positive perceptions of inclusivity, negative perceptions of workload, parental support, community resistance, policy misunderstanding, inadequate facilities, local government commitment, limited budget allocation, unsustainable training models, suboptimal cross-sectoral coordination, weak policy monitoring, and the need for multi-stakeholder collaboration. These codes reflect the diverse realities faced by stakeholders at the implementation and policy levels, illustrating the complexity of inclusive education efforts.

The compiled codes were grouped based on their interconnected meanings to form initial themes. From these 20 codes, researchers developed seven initial themes: (1) school readiness, (2) educator readiness, (3) understanding of inclusive policies, (4) perceptions of the

effectiveness of inclusive services, (5) community social dynamics, (6) government structural support, and (7) challenges to policy coordination. These initial themes were broad and required further review to ensure they were relevant to the research focus.

Researchers reviewed the seven initial themes and determined that they were robust, non-overlapping, and representative of the overall data. Through this process, several themes were combined because of their similar meanings—for example, themes on school and educator readiness were merged into a single, broader theme related to school and institutional readiness. Other themes were narrowed in scope, such as stakeholder perceptions, which were previously scattered across several codes and are now summarized into a more cohesive theme. After review, three main themes emerged that were most relevant and consistent with the data.

At this stage, researchers provided clear operational definitions for each theme and ensured that the theme names reflected the data's core meaning. Three main themes were ultimately identified:

1. **Theme 1: Readiness to Implement Inclusive Education Policy.** This theme encompasses the readiness of schools, teachers, curriculum, facilities, and administrative support to implement inclusive education policies. Data shows that technical and institutional readiness remain key barriers to equitable, inclusive services.
2. **Theme 2: Stakeholders' Perceptions of Inclusive Education.** This theme describes how teachers, principals, parents, and the community interpret inclusive education. These perceptions range from positive views of equal learning opportunities to negative views of administrative burdens, teacher competency, and concerns about learning quality.
3. **Theme 3: Government Efforts Toward Achieving Educational Equity.** This theme encompasses government strategies such as budget allocation, training, policy dissemination, monitoring, and cross-sector collaboration. Stakeholders assessed that despite the government's commitment, implementation has not been entirely equitable and requires stronger structural support.

In the final stage, the researchers compiled a narrative of the findings based on these three main themes. Direct quotes from informants supported each theme, strengthening the interpretation. The report was presented in an argumentative manner, linking the field findings to sociological theories of government, inclusive policy concepts, and literature on educational equity. The overall results of this thematic analysis provide a holistic picture of how institutional readiness, stakeholder perceptions, and government strategies interact to realize equitable, inclusive education services.

3.2. Discussion

3.2.1 Readiness to Implement Inclusive Education Policy

This research focuses on implementing the inclusive education policy in Bogor City at the elementary school level. This policy has been implemented in several public schools. Of the 488 public elementary schools, 157 have implemented the inclusive education policy. As a result of implementing this inclusive education policy, some public elementary schools have significantly more students with special needs than regular students. Public Elementary School X (SDN X) and Public Elementary School Y (SDN Y) are two schools. Table 2 shows that both schools have many students with special needs. Despite directives requiring all schools in Bogor City to accept students with special needs, parents prefer to send their children to these two schools because they have a higher credibility in the eyes of parents. This perception results in schools having more students with special needs than regular students.

Table 2 Number of students with special needs in SDN X and SDN, 2023

No	School Name	Number of Students	Number of SSNs
1.	SDN X	126	117
2.	SDN Y	190	40

A crucial factor in implementing policies in the education sector was school readiness. School readiness for policy implementation encompasses both material and non-material readiness. Material readiness encompasses the curriculum, equipment, facilities, infrastructure, school finances, and environmental readiness. Non-material readiness encompasses the leadership of the principal, teachers, and staff and the readiness of students and parents.

In terms of school readiness to implement the School Unit Level Curriculum (KTSP) policy, all parties must understand the importance of training, financial support, and school facilities and infrastructure. In addition to these factors, teachers and other staff play a crucial role because good teacher guidance allows students to participate in learning. Students are also essential factors in policy implementation. Therefore, student assessment is necessary for schools.

Figure 2 shows a crucial factor in implementing inclusive education policies at elementary level. School readiness to accept students with special needs is crucial, encompassing material and non-material factors. Material factors include preparing a school environment that is friendly to children with disabilities, learning infrastructure, and curriculum. Non-material preparations include developing teacher skills, mentoring teachers, and preparing students and parents to accept SSN. Figure 1 shows that schools implementing inclusion at the elementary school level in Bogor City had prepared before the policy was implemented. However, not all schools are prepared in the same way. While some schools prioritize providing a disability-friendly physical environment, not all have adequate facilities and infrastructure. Meanwhile, existing learning media have been adapted for use by SSN. Some schools provide learning media by utilizing existing resources and collaborating with parents. The next step is preparing the curriculum. Although there is no specific inclusive curriculum, the curriculum used is the same as the general education curriculum, adapted to the students' conditions.

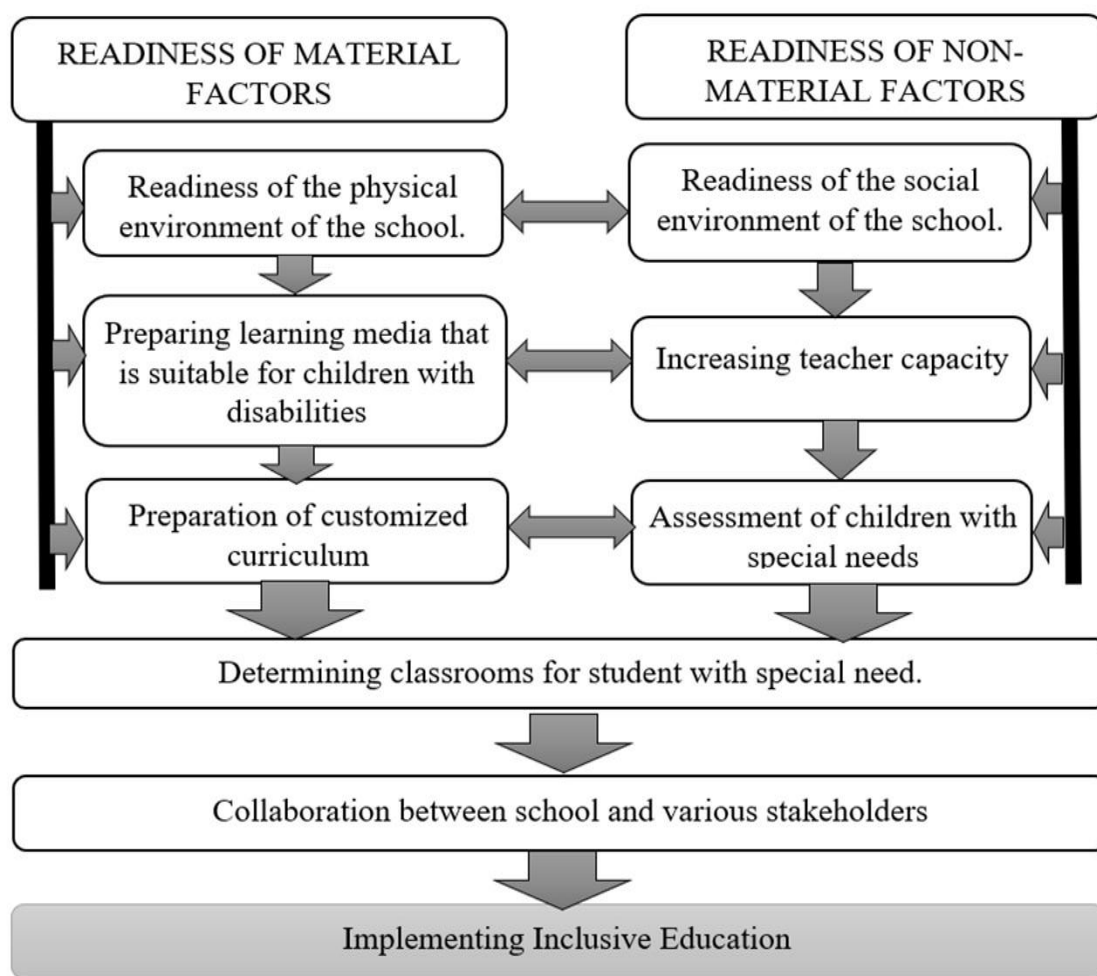


Figure 1 School readiness in implementing inclusive education policy

Non-material factor readiness includes the readiness of the social environment. Schools prepare regular students to accept and support SSNs so they do not feel excluded. Teacher factors are essential in implementing inclusive education besides student factors. The problem is that there is no particular budget to provide accompanying teachers with special education, so several schools have decided to increase teachers' abilities in handling children with special needs through socialization or training. Some schools provide accompanying teachers (honorary teachers, not exceptional school education graduates) who assist class teachers in the learning process, who come from the student's parents or are provided by the student's parents. The next stage is an assessment of SSNs. Assessment of SSNs is an essential factor that supports and hinders the implementation of IE policies (Haug, 2017); (Kriswanto et al., 2023); (Kurth et al., 2014); (Göransson & Nilholm, 2014); (Vaz et al., 2015).

It is intended to give teachers an overview of the students they will handle, adjusted to the school's capabilities and the number of interested people. The next stage is determining classrooms for SSNs. The school adjusts the class determination to the student's condition. Furthermore, the school collaborates with nearby schools to facilitate blind students. Even though they have braille books, state elementary schools cannot teach braille. So, within a week, the student is entrusted to study at a particular school (SLB) for two days. All preparations have been carried out so inclusive learning activities in state elementary schools can be implemented. This inclusive education is carried out without discrimination, and learning is always innovative and good collaboration with students' parents. Inclusive education is not a means to an end but a commitment to human rights, ensuring that every

student, including students with special needs, can learn and receive the same quality of education (Freeman-Green et al., 2023).

Parents' assessment of school readiness shows a good response. Several parents interviewed stated that teachers and school officials were psychologically ready to implement inclusive education, so parents felt calm about leaving their children at school. Child development is good; those who were previously insecure become more confident and willing to communicate with friends. Teachers and school principals are open to accepting SSNs; teachers are also provided to accompany them in class. Schools do not discriminate. Teachers understand each child's condition and how to guide.

Since 2017, all public and private schools in Bogor City have been required to accept SSNs with a maximum quota of 3 students per study group. However, some elementary schools accept more students with special needs. For example, it happened at School-2. Every year, more than three students with special needs enroll. School-2 was appointed as a pioneer in providing inclusive education in Bogor, so it has received a label from the community as an inclusive school. Many SSNs are enrolled in this school. Even though the quota has been exceeded, the school still accepts SSNs for reasons of conscience. "How would parents feel if their child was refused school entry?" this was conveyed by the Principal of the School. Therefore, the school accepts all SSNs, provided their physical health examination results are in good condition.

The most critical assessment of academic achievement is academic content (scientific fields) and academic skills such as critical thinking, problem solving, reading and writing (Suleymanov 2014). In the context of elementary schools in Indonesia, academic achievement emphasizes literacy and numeracy skills. Ideally, one study group only consists of two SSNs so that the homeroom teacher or accompanying teacher can handle inclusive classes easily. School-1 generally has SSNs. This elementary school requires assistance in regularly admitting new students because the local community lacks support, and their understanding of SSNs still needs to be the same. There are still parents who do not want their children to attend schools that have SSNs. Considering that most School-1 SSNs collaborates with the school board to provide accompanying teachers or tutors from the students' parents' families. The School Committee has budgeted to provide tutor teachers so that each class has a companion (tutor teacher for students with special needs). Accompanying teachers are directed to accompany their students on their journey to acquire the necessary skills (Atzesberger et al., 2016).

3.2.2 Stakeholders' Perceptions of Inclusive Education

The government's policy towards children with special needs in providing access to learning at school is to give the same treatment as children in general. This education model is used so all students can actively realize their potential (Law No. 20 of 2003 Article 1 Paragraph 1). Thus, inclusive education realizes human rights, where no child experiences discrimination because of differences in ethnicity, gender, religion, language, ability, or disability.

Inclusive education is a public school that accepts children with special needs to study with regular children in one class. This learning model requires schools to facilitate all children without distinguishing between students' social, economic, physical, intellectual, and emotional aspects, whether they have special needs or are gifted children. In this way, the classroom is a learning space for all regular and unique children, including those with disabilities (Tarmansyah, 2007).

Although inclusion is only one of the educational agendas that local schools must address (Ainscow et al., 2006; Göransson et al., 2013), having the same perception in inclusive education is very important for determining policy implementation. Remember that inclusive education is unlike special schools, where learning is grouped based on needs.

The research found that the presence of students with special needs at SDN Y received a positive response and support from parents and regular students. "The children socialize easily and accept their friends with special needs. Therefore, it was difficult to distinguish between regular students and those with special needs who socialize. SSNs who attend regular schools are well-received in the school environment. "Children usually accept and tend to love their friends with special needs. This moment shows that implementing inclusive education at elementary level has run well because the stakeholders' understanding of inclusive education is excellent. The stakeholders referred to here are the head of the education service and the head of the curriculum section, school principals, teachers, parents of students with special needs, and parents of students. Of the twenty-four informants, there was some understanding of inclusive education. The knowledge of research informants in Bogor City can be divided into three categories:

- (1) The informant understands the inclusive education learning model, namely placing students with special needs in general classes;
- (2) The availability of inclusive education is seen as equality in meeting the social and academic needs of children with special needs;
- (3) The understanding is that IE is equality in fulfilling social and academic needs as a right of all children.

The informants' understanding in this research will be compared with that of the informants in Göransson & Nilholm, (2014) study. More details are shown in Table 3. Table 3 illustrates the informants' understanding compared to the research results of Göransson & Nilholm, (2014), showing a common understanding of inclusive education in three categories, namely the definition of placement, the definition of a specified individual, and the definition of a general individual, while there is no category of community definition. Meanwhile, inclusive education, such as creating a community with a specific purpose, has not been developed in Bogor City. However, the interview found that a community forum has been formed to strengthen the implementation of inclusive education policies, whose members include various related agencies, schools, communities, and other stakeholders. The fact that this forum has been inactive for a long time may lead the audience to believe that the Department of Education is taking responsibility and is motivated to re-engage stakeholders in policy implementation.

Table 3 Informants' perceptions about inclusive education compared with research results of Göransson & Nilholm, (2014)

No	Informants' Perceptions About Inclusive Education	Research Results of Göransson & Nilholm, (2014).
1	<ul style="list-style-type: none"> • An educational concept designed to provide opportunities for SSNs to study with their friends in regular schools. • Education that provides opportunities for SSNs to study at the regular school closest to where they live, together with other regular children; 	Placement definition: General classes that accept students with disabilities are seen as inclusive,
2	<ul style="list-style-type: none"> • Provide opportunities for all students who have physical limitations, special needs, 	Specified individualised definition:

No	Informants' Perceptions About Inclusive Education	Research Results of Göransson & Nilholm, (2014).
	<p>talents, and intelligence to obtain the same quality of education as regular students;</p> <ul style="list-style-type: none"> • Facilitate SSNs to obtain the right to adequate education in regular schools, whatever their differences or limitations, because accessing adequate education is everyone's right; 	<p>People with disabilities having their social and academic needs met is seen as inclusion,</p>
3	<ul style="list-style-type: none"> • Implementing a friendly environment for students in different conditions, both for students with unique and regular needs, prioritizing and respecting differences in students' conditions, students who are extraordinarily "special." Education that prioritizes aspects of differences in abilities for students with disabilities; • Inclusive education allows children with disabilities and other special needs to participate in teaching and learning activities with their peers without considering their differences or limitations. 	<p>General individualised definition: all students getting their social and academic needs met is seen as inclusion,</p>
4	<p>Inclusive education is a creation of local traditions in sharing knowledge</p>	<p>Community definition: Inclusion as community creation.</p>

Some parents' responses regarding the teacher's attitude as an implementer of inclusive education can be stated as follows:

- (1) A parent of SSN stated, "My Child likes emotions; since he was little, he has easily exploded. I was worried about endangering his friends. This child also has difficulty focusing. However, thanks to the teacher's patience and his classmates' ability to understand, my child's attitude improved. The teacher also conveyed my child's progress. "According to information from the teacher, my child prefers skills lessons, understands more quickly, and can teach his friends."
- (2) Another parent of SSN also stated, "The teacher understands that my child has to be carried everywhere, so the teacher is diligent in telling me the child's rest and return schedule because my house is close so that during break time I go to school. However, if I can't come, usually my child is helped by a teacher or school guard to move. Everyone at this school is fine, that's why even though I've moved quite far now, I continue to send my children to school here."
- (3) One of the parents saw that the teacher's attitude did not differentiate between SSNs. Here, children are guided by their class teachers. Children with special needs at this school are also accepted and treated well by their friends, teachers, and everyone. Even though no special teachers are here for children with special needs, teachers still serve them.
- (4) Teachers also do not differentiate between children. Every day, I see children with special needs playing like other children. The teacher's attitude is friendly, patient, and caring towards students.

3.2.3 Government Efforts Toward Achieving Educational Equity

Efforts made by the Local Government office to overcome various challenges in implementing inclusive education policies:

1. The education office has carried out training activities on inclusive education for teachers, with the aim of at least one teacher in each school knowing inclusive education.
2. The Bogor City Education Office also communicates with parents of students with special needs to balance awareness and better understand children with special needs.
3. The availability of facilities and infrastructure, including accessibility, to facilitate the mobility of students with special needs according to their disabilities is still inadequate. For this reason, the Bogor City Education Office is collaborating with the private sector to add necessary equipment such as hearing aids, Braille books, and wheelchairs for students with special needs.
4. The Bogor City Education Office held an Inclusion Festival to showcase the talents of students with special needs. This activity aims to increase the self-confidence of students with special needs and their parents when interacting with the community.
5. In order to improve teacher quality, the Bogor City Education Office has taken the following steps: inviting teachers to provide information and participate in the Series of Inclusive Education Teacher Learning and Sharing Programs organized by the Ministry of Education and Culture in 2021.
6. The Bogor City Education Office supports the development of internal policies in schools, improving the quality of teachers and education personnel through various inclusive education training and procuring media and special school equipment to meet school needs, providing guidance, monitoring, program evaluation, and community relations.

4. Conclusion

The inclusive education policy in Bogor City has been implemented effectively, although several obstacles remain, such as a lack of facilities and specialized learning media, and not all teachers have received training on how to handle students with special needs. Nevertheless, this policy has been considered successful, with a high level of public interest in enrolling students with special needs in public schools, including acceptance of students with special needs by regular students. This success is inseparable from influencing factors, namely the efforts of the local government, specifically the Education Office, and the participation of stakeholders, especially parents of both regular and special needs students.

The research concludes that the successful implementation of the inclusive education policy is closely related to the local social, political, and cultural environment. From a sociological perspective, local governments play a crucial role as the primary actors in implementing inclusive policies. However, this success is highly dependent on how the community views and the extent of involvement of stakeholders, including school principals, educators, parents, and the local community. A key finding of this study is that local culture has a significant impact on the success of inclusive education, such as the tradition of mutual cooperation (*gotong royong*) in providing facilities, budgets, and accompanying teachers. This local tradition serves as a form of community support that encourages the acceptance and integration of students with special educational needs into mainstream schools.

Acknowledgment

Thanks are extended to the Directorate of Research, Technology, and Community Service, Directorate General of Higher Education, Research and Technology, Ministry of Education, Culture, Research and Technology, for funding research under the Master's Thesis

References

- Ainscow, M., Booth, T., & Dyson, A. (2006). Inclusion and the standards agenda: Negotiating policy pressures in England. *International Journal of Inclusive Education*, 10(4–5), 295–308. <https://doi.org/10.1080/13603110500430633>
- Amalia, R., Satispi, E., Gusman, D. T., Holiseh, H., & Miskiyh, A. (2023). Implementasi Kebijakan Pembelajaran Tatap Muka Terbatas (Ptmt) Di Masa Pandemi. *Pentahelix: Jurnal Administrasi Publik*, 1(1), 81–92. <https://doi.org/10.24853/penta.1.1.81-92>
- Aprianto, H., Salbiah, E., & Rahmawati, R. (2021). Implementasi Kebijakan Samsat Keliling Dan Samsat J'brek Untuk Pembayaran Pajak Kendaraan Bermotor Di Kota Bogor. *Karimah Tauhid*, 3(1), 632–647. <https://doi.org/10.30997/karimahtauhid.v3i1.11681>
- Arias, C. R., Calago, C. N. S., Calungsod, H. F. B., Delica, M. A., Fullo, M. E., & Jr., A. B. C. (2023). Challenges and Implementation of Inclusive Education in Selected Asian Countries: A Meta-Synthesis. *International Journal of Research in Education and Science*, 9(1), 512–534.
- Atzesberger, S., Hochschule, P., Evelyn, W., Pädagogische, D.-T., Wien, H., & Steiner, M. (2016). Accompanying Teachers on Their Way to Innovative Lesson Design New Formats in Teacher Education in the Context of the Austrian KidZ- Project for Innovative and Technology Enhanced Learning and Teaching THE KIDZ PROJECT: A GENERAL OVERVIEW. *Reflecting Education*, 10(1), 39–54.
- Braun, V., & Clarke, V. (2012). Thematic analysis. In *APA handbook of research methods in psychology, Vol 2: Research designs: Quantitative, qualitative, neuropsychological, and biological*. (Vol. 2, pp. 57–71). <https://doi.org/10.1037/13620-004>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Derzhavina, V. V, Nikitina, A. A., Makarov, A. L., Piralova, O. F., Korzhanova, A. A., Gruver, N. V., & Mashkin, N. A. (2021). Inclusive Education Importance and Problems for Students Social Integration. *Propósitos y Representaciones*, 9(SPE3), e1130. <https://doi.org/10.20511/pyr2021.v9nspe3.1130>
- Freeman-Green, S., Williamson, P., & E. Cornelius, K. (2023). Promoting Inclusive Practices in Education: Bridging Gaps and Fostering Independence. *Teaching Exceptional Children*, 56(2), 68–69. <https://doi.org/10.1177/00400599231223785>
- Göransson, K., Malmqvist, J., & Nilholm, C. (2013). Local school ideologies and inclusion: the case of Swedish independent schools. *European Journal of Special Needs Education*, 28(1), 49–63. <https://doi.org/10.1080/08856257.2012.743730>
- Göransson, K., & Nilholm, C. (2014). Conceptual diversities and empirical shortcomings - a critical analysis of research on inclusive education. *European Journal of Special Needs Education*, 29(3), 265–280. <https://doi.org/10.1080/08856257.2014.933545>
- Hadiyanto, M., Delvia, Heny, L., Mukminin, A., Habibi, A., & Sofwan, M. (2018). Analyses of inclusive education policy: A case study of elementary school in Jambi. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 2(1), 1–12.

<https://doi.org/10.21831/jk.v2i1.14968>

- Haug, P. (2017). Understanding inclusive education: ideals and reality. *Scandinavian Journal of Disability Research*, 19(3), 206–217. <https://doi.org/10.1080/15017419.2016.1224778>
- Husen, S., Rahmawati, R., & Hernawan, D. (2017). Implementasi Kebijakan Pemanfaatan Pariwisata Taman Nasional Betung Kerihun Dan Danau Sentarum (Tnbkds) Kalimantan Barat. *Jurnal Governansi*, 3(2), 81–98. <https://doi.org/10.30997/jgs.v3i2.942>
- Irmawati, Rahmawati, R., & Rusliandy. (2024). The implementation of inclusive education policy at the elementary school level. *Jurnal Administrasi Dan Kebijakan Kesehatan (Jakk-Uho)*, 5(2), 168–184. <http://jakp.fisip.unand.ac.id/index.php/jakp/article/view/139>
- Kementrian Koordinator Bidang Pembangunan Manusia dan Kebudayaan Republik Indonesia. (2022). *Pemerintah Wajib Penuhi Hak Pendidikan Inklusif bagi Penyandang Disabilitas* (Issue Siaran Pers Nomor: 128/HUMAS PMK/V/2022 Pemerintah, pp. 1–2).
- Kriswanto, D., Suyanto, & Sukirman. (2023). Penyelenggaraan Pendidikan Inklusif di Sekolah Dasar: Analisis Faktor-Faktor dan Solusi yang Ditawarkan. *Jurnal Basicedu*, 7(5), 3081–3090.
- Kurth, J. A., Morningstar, M. E., & Kozleski, E. B. (2014). The persistence of highly restrictive special education placements for students with low-incidence disabilities. *Research and Practice for Persons with Severe Disabilities*, 39(3), 227–239. <https://doi.org/10.1177/1540796914555580>
- Mitchell, D. (2015). Inclusive Education is a Multi-Faceted Concept. *Center for Educational Policy Studies Journal*, 5(1), 9–28. <https://doi.org/10.26529/cepsj.151>
- Munajah, R., Marini, A., & Sumantri, M. S. (2021). Implementasi Kebijakan Pendidikan Inklusif di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1183–1190. <https://doi.org/10.24036/jess/vol3-iss2/176>
- Nerustia, A. N., Rahmawati, R., & Hernawan, D. (2015). Implementasi Kebijakan Pengelolaan Tata Ruang Wilayah Konservasi Dan Pariwisata Management Policy Implementation of Spatial Region Conservation and Tourism. *Jurnal GOVERNANSI*, 1(1), 45–54.
- Nieuwenhuis, J. (2025). Editorial: Selected readings on education development challenges in developing countries. *Perspectives in Education*, 43(3), 1–2. <https://doi.org/10.38140/pie.v43i3.9671>
- Nurhidayat, D. (2024). *Kemendikbud-Ristek Sebut 40.164 Satuan Pendidikan Formal Terdapat Siswa Disabilitas* (p. 1).
- PLB.FIP.UNESA. (2025). *Pendidikan Inklusif: Kebijakan Pemerintah untuk Mewujudkan Kesetaraan bagi Anak Berkebutuhan Khusus* (p. 1).
- Rapp, A. C., & Corral-Granados, A. (2024). Understanding inclusive education—a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 28(4), 423–439. <https://doi.org/10.1080/13603116.2021.1946725>
- Rasmitadila, Asri Humaira, M., Rachmadtullah, R., & Anggraini Putri, A. (2021). Inclusive Elementary School Expectations University Engagement: Inclusive Education Practices

- in Indonesia. *PUPIL: International Journal of Teaching, Education and Learning*, 5(3), 129–143. <https://doi.org/10.20319/pjtel.2021.53.129143>
- Sahani, R. S., & Patel, H. B. (2023). Inclusive Education: Meaning, Concept & Objectives. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 10(4), 684–695. www.jetir.orgf684
- Sembung, M. P., Rotty, V. N. J., & Lumapow, H. R. (2023). Implementasi Kebijakan Pendidikan Inklusi Di Sekolah Dasar. *CAKRAWALA – Repositori IMWI*, 6(4), 613–621.
- Solihin, R. R., Matin, & Rahmawati, D. (2024). Upaya Pemerintah Dalam Melakukan Pemenuhan Kebutuhan Guru Pendidikan Khusus. *SENADIKA: Prosiding Seminar Nasional Akademik*, 1(1), 887–897.
- Suryaningsih, Rahmawati, R., Ramdhani, F. T., Wahyudin, C., Aprilliyani, N. V., Purnamasari, I., & Seran, G. G. (2024). IMPLEMENTASI KEBIJAKAN PERBUP NOMOR 34 TAHUN 2022 TENTANG PERTANIAN TERKINI DALAM PENGEMBANGAN BALAI PERTANIAN DI SEKRETARIAT DAERAH. *Karimah Tauhid*, 3(8), 9101–9115.
- Swain, G., & Sarangi, D. (2024). Inclusive Education in India: Prospectus, Challenges and Research Priorities. *International Journal For Multidisciplinary Research (IJFMR)*, 6(2), 1–6. <https://doi.org/10.36948/ijfmr.2024.v06i02.15409>
- Tarmansyah, S. (2007). *INKLUSI: Pendidikan Untuk Semua*. Jakarta Dep. Pendidik dan Kebud. RI.
- Vaz, S., Wilson, N., Falkmer, M., Sim, A., Scott, M., Cordier, R., & Falkmer., T. (2015). Factors Associated with Primary School Teachers' Attitudes towards the Inclusion of Students with Disabilities. *PLoS ONE*, 10(8), 1–12. <https://doi.org/10.1371/journal.pone.0137002>.
- Vitthalrao Aneraye, A., Das, H., Kumar Shirpurkar, S., Kumari, R., & Gupta, K. (2023). Exploring inclusive education: Strategies, benefits, and challenges for persons with disabilities. *International Journal of Research in Special Education*, 3(2), 36–39. <https://doi.org/10.22271/27103862.2023.v3.i2a.61>
- Widyastuti, A. T., Rahmawati, R., & Rusliandy. (2022). Implementasi Kebijakan Izin Prosedur Baru BPOM tentang Cara Pengajuan Notifikasi Kosmetika. *Administratie: Jurnal Administrasi Publik*, 5(April), 53–62.
- Wulandari, A. E., Baharuddin, Saputra, M. I., Hijriah, U., & Asyha, A. F. (2025). Inclusive Education for Children with Special Needs in Indonesia: Literature Review Bibliometric Analysis. *ARJI: Action Research Journal Indonesia*, 7(1), 189–202.