

Promoting Inclusive Education for Social Justice in Indonesia

Dwi Sri Astuti
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
dwisriastuti26@gmail.com

Sudrajat
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
sudrajat@uny.ac.id

Abstract—Inclusive education is one way of realizing equality in education regardless of physical and social background. Inclusive education embodies equal education without discrimination and unites children with special needs with other normal children. Inclusive education is one way to achieve social justice in education. Social justice focuses on the human condition, similarities, and differences, avoiding discrimination and forms of oppression. Social justice in the context of inclusive education refers to the educational process in which the system, policy, curriculum, and learning center are centered on children who have different backgrounds to always understand each other and respect one another. Children with special needs can be on par with normal children to get the right to education. This paper is focused on knowing inclusive education that has been implemented in Indonesia to realize social justice in the field of education in Indonesia. This is in accordance with the mandate of Law No. 4 of 1997 concerning the protection of children with disabilities, UU No. 23 of 2002 articles 48 and 49 concerning child protection, and UU NO. 20 of 2003 relating to the right of every citizen to receive the same education. In the future, it is expected that inclusive education in accordance with the concepts and implementation can provide justice for the whole community to get an education.

Keywords: *inclusive education, educational equality, social justice*

I. INTRODUCTION

Every individual on earth has the same position, rights, obligations and opportunities and roles in all aspects of life. The issue of equality and equitable education is one of the big agendas to achieve a fair education for everyone. This has also been mentioned in the 1945 Constitution of the Republic of Indonesia Article 28 that everyone must respect and uphold human dignity and dignity without exception the right of every individual to receive an education without exception whether the individual is normal or deficient, rich or poor. All are entitled to an equal education. One of them is for individuals with disabilities in receiving an education. Not all schools in Indonesia can accept students with disabilities because of the lack of school readiness in providing resources such as teachers and facilities that can support students with disabilities.

Based on data from the ministry of education and culture data center and statistics in 2016, the number of 2015/2016 inclusive junior high schools were 3,817 with details of 2,465 public schools and 1,352 private schools. Inclusive students 24,985 children with details of 15,590 children in public schools and 9,395 children in private schools, while GPK as many as 1,101 people with details of 728 people in public schools and 373 people in private schools. Blind students as many as 1,389 children with a GPK of 54 people. There are 441 children with hearing impairment with 9 GPK. Mild mentally retarded and moderate mentally retarded

students are 1,489 with 64 GPD. Lightweight and moderate disability students are 588 children with GPK as many as 6 people. Tunalaras students are 518 children with GPK as many as 5 people. There were as many as 223 students with 6 children with GPK. 1,010 hyperactive students with 9 GPK. Special intelligent students are 2,839 with a GPK of 127 people. Students with special talents are 4,578 children with GPK as many as 57 people. Students have difficulty learning as many as 9,114 with GPK as many as 453 people. There were 8 students of drug abuse victims with 12 GPPs. Indigo students are 31 children with GPK of 2 people. Down Syndrome students are 45 while GPK is not yet available. There are 358 autistic students with 23 GPK. Tunaganda students are 959 children with 274 GPK [3].

Based on these data, there are still GPK who are not yet available to handle 45 children with special needs in Down Syndrome students. Based on monitoring and evaluation in 2018, it was noted that schools that had implemented inclusive education that had been reached through the program developed so far there were 1600 inclusive education provider schools spread across various levels and types of education (elementary, junior high, senior high and vocational) throughout Indonesia [21]. This can be said to be far from expectations. There are still many problems found such as people's understanding and acceptance of inclusive education that is still wrong and discriminatory. The school does not yet understand the function and role of GPK. Likewise, accessibility for ABK, both physically and non-physically, is still not asking for the ability to provide comfort and friendliness for all children. In addition, the continuing development of schools from inclusive education providers to pilot schools has not been running as it should.

Inclusion education in public schools should be in line with policies, facilities and human resources that will accept students with disabilities. The obstacle faced by the teacher when teaching in inclusive class is when the teacher submits the ABK material tends to be slow learner, another obstacle is the lecture learning method that cannot be followed by students who are blind, in addition to also when displaying visual learning media, the blind ABK visual learning cannot follow maximum. So basically, the need for special companion facilities for ABK. The school which is the organizer of education is expected to provide opportunities for students with disabilities through this inclusive school to the fullest. Starting from a variety of policies, facilities, teachers, and the school environment that can make students with disabilities comfortable in the school environment. Education that should be able to provide facilities for everyone regardless of circumstances so that they can participate get appropriate education to realize social equality for all. Education provides full support for students even in different conditions [2].

II. EDUCATION FOR SOCIAL JUSTICE

Social justice related to education has been found in several legal foundations that can strengthen education accessible to all citizens. All citizens have equal rights and do not receive discriminatory treatment, as well as getting good education services according to the needs of everyone. The following is the legal basis in Indonesia related to education is the right of everyone who has been guaranteed in the laws, policies and government regulations. Government policy as a commitment to realize the implementation of inclusive education in Indonesia can be marked by the birth of the Act as follows:

1. UU No. 4 of 1997 concerning the development of disabled children.

This law contains important points which emphasize inclusive education, namely; (1) Foundation, principles, and objectives. Article 2, Efforts to improve the social welfare of persons with disabilities based on Pancasila and the 1945 Constitution, Article 3, Efforts as referred to in Article 2 shall be based on faith and devotion to God Almighty, family benefits, fair and equitable, balance, harmony, and harmony in life, law, independence, and science and technology. Article 4, the efforts referred to in Article 2 which are carried out through the empowerment of persons with disabilities aim at achieving independence and prosperity; (2) Rights and obligations, namely; Article 5, Every person with disability has the same rights and opportunities in all aspects of life and livelihood, Article 6, Every person with a disability has the right to obtain: (Education at all units, paths, types, and levels of education), (Work and decent livelihood in accordance with the type and degree of disability, education, and ability), (Equal treatment to play a role in development and enjoy the results, accessibility in the framework of its independence), (Rehabilitation, social assistance, and maintenance of social welfare), and (Equal rights to foster talent, abilities, and social life, especially for people with disabilities in the family and community environment). Article 7 states that about obligations, namely, every person with disabilities has the same obligations in social, national and state life, the obligations referred to in paragraph (1) the implementation are adjusted to the type and degree of disability, education, and abilities; 3) Equal opportunity. In Article 9 which reads, every person with disabilities has equal opportunity in all aspects of life and livelihood, as well as in Articles 10 to Article 15. Perhaps these three important points are quite clear why inclusive education is important even though there are still a few points explained in Law No. 4 of 1997 article 5 concerning the disability of children.

2. UU No. 23 of 2002 articles 48 and 49 concerning child protection.

Article 48 The government is obliged to organize basic education for a minimum of 9 (nine) years for all children. Article 49 The state, government, family, and parents are obliged to provide the widest possible opportunity for children to obtain an education. This law makes it clear that a child gets the same right both in the right to get health services, social security, get protection as stated in articles 1 to 2 as well as get education according to their interests and interests as contained in Article 9.

3. UU No. 20 of 2003 article 5, paragraphs 1 to 4 concerning the National education system namely; Every citizen has the

same right to obtain quality education, 2) Citizens who have physical, emotional, mental, intellectual, and/or social disabilities have the right to obtain special education, 3) Citizens in remote or backward areas and indigenous peoples who remote is entitled to special education services, 4) Citizens who have the potential for special intelligence and talents are entitled to special education, 5) Every citizen has the right to have the opportunity to improve lifelong education.

4. Circular of the Director-General of Primary and Secondary Education Management, Ministry of National Education No. 380 / C.C6 / MN / 2003, dated January 20, 2003.

5. Permendiknas No. 70 of 2009 concerning Inclusive Education, namely by providing opportunities and opportunities for children with special needs to get an education in regular schools ranging from elementary schools, junior high schools and high schools / vocational

6. PP No. 17 of 2010 articles 127 to 142, concerning Management and Implementation of Education.

The Ministry of Education and Culture expressed support for inclusive education in Indonesia through the Director-General of Primary and Secondary Education (Dirjen Dikdasmen), Hamid Muhammad said, in 2017 the Ministry of Education and Culture plans to build 11 SLB units in 11 different locations [15]. This is different from the previous year because there was a reduction in the funding budget. The previous year budgeted to build as many as 25 to 30 new school units for special schools. In addition to the budget, there are problems in land certificates for development. Of the 1.6 million children with special needs in Indonesia, only 18 percent have received inclusive education services. Around 115 thousand children with special needs go to SLB while ABK goes to regular schools implementing inclusive schools totaling around 299 thousand. Currently, there are 32 thousand regular schools that have become inclusive schools in various regions to support access for students with disabilities whose homes are far from SLB.

In fact, in 2008 the budget for disability education was also cut from Rp. 300 billion in 2007 to Rp. 130 billion for 2008 budget [24]. An increase in development and government awareness related to access for children with disabilities to obtain an education is a manifestation of social justice in the field of education that needs to be improved to achieve better educational goals. The benefits of inclusive education are also good for adjustment, especially if done from an early age (PAUD) they will get to know each other and appreciate the differences from an early age [6]. An example of the implementation of social justice in the field of education carried out by SMP Tumbuh Yogyakarta is by not distinguishing between regular children and children with special needs, in order to avoid discrimination against students. Starting from the curriculum, the teacher, the learning process and facilities and infrastructure there are no differences and have been adjusted to the needs of each student [12].

Social justice studies that focus on the human condition, similarities, and differences, so that humans will not experience discrimination and other forms of oppression. Social justice is also intended as a human effort to overcome and improve marginalization, injustice, and actions that encourage division. Social justice in the context of education

teaches to provide fair treatment in accordance with the needs of students in the class to avoid exclusivism. Giving equal treatment to all students is an act of injustice. This is because every student has different conditions and backgrounds. Children with special needs need special facilities and treatment to reach their learning outcomes [4].

III. INCLUSIVE EDUCATION IN INDONESIA

Summary of the method of implementing comprehensive education in Indonesia in step with Firdaus [9] that began within the Nineteen Sixties by many blind students in metropolis with the support of the organization of the blind as a political unit. Services for college kids with special wants square measure solely Extraordinary faculties (SLB) which give services solely up to the junior/junior high level After completing SLTP the blind youth are given vocational training in the field of handicrafts or massage. A few blind young people insisted on getting an ordinary high school education despite attempts at the rejection by the high school. In the following years, there was a change in community attitudes toward children with special needs and several public schools were willing to accept blind students.

In the late Seventies, the govt. began to listen to the importance of integrated education and invited Keller International, Inc. to assist develop integration faculties. The success of the education integration project has semiconductor diode to the supply of Minister of Education Decree range 002 / U / 1986 on Integrated Education youngsters for youngsters for kids} with Disabilities that regulates that children with disabilities UN agency have the flexibility would incline the chance to be told along with their non-disabled peers publicly faculties. However, once the combination education project has terminated, the implementation of integrated education is more and more less practiced, particularly at the school level.

In the late 1990s, new efforts were made to develop inclusive education through a collaborative project between the Ministry of National Education and the Norwegian government under the management of Braillo Norway and the Direktorat PLB. This implementation was done better, not like before which was only carried out when the project existed and disappeared when the project was completed. In order not to repeat the mistakes of the past, attention is paid to the sustainability of the implementation of inclusive education programs. Firdaus also explained that some of the strategies carried out for the implementation of integrated education were the following: (1) Dissemination of the ideology of inclusive education through numerous seminars and workshops; (2) modification the role of the present SLB in order that it becomes a resource center to support inclusive faculties (with teaching aids, teaching materials, methodologies, etc.). Upgrading/training for SLB academics and cellular academics to change them to produce higher services to special desires in inclusive settings; (3) Reorientation of teacher education in LPTK and university involvement within the program; (4) Decentralization of deciding to produce additional roles to regional governments within the implementation of inclusive education; (5) Encouraging and facilitating the formation of operating teams to push the implementation of inclusive education; (6) Involvement of NGOs and international organizations during this program; (7) Establish networks of varied connected parties; (8) Developing pioneering inclusive schools; (9)

Opening of a master's program in inclusive midwives and special needs education.

The following are the results that may be seen from the inclusive education schemes that are enforced, as follows: (1) variety of workshops and seminars on inclusive education, each at the national and native levels, are conducted by involving educators and education managers; (2) 9 SLBs in 9 provinces are designated to become supply's and their role as a source center step by step becomes a reality whereas maintaining their role as SLB. The National Resource Center in Djakarta, Citeureup Regional Resource Center in West Java and Payakumbuh Regional Resource Center in West island ar the 3 most useful among the 9 resource centers. additionally, range variety} of different special faculties are designed to perform as certificatory centers; (3) Some universities have begun to introduce inclusive education united subject or as a subject in connected subjects to their students; (4) Lecturers during a number of universities are concerned in workshops or seminars on inclusive education; (6) associate inclusive education working party has been fashioned in West Java, whose members return from the Citeureup Resource Center, the West Java Education workplace, and UPI; (7) United Nations agency is actively concerned within the promotion of inclusive education in West Java; (8) In 2002 the project developed three pioneering inclusive faculties in nine provinces that had Resource Centers. In 2003 the Ministry of National Education with ambition enhanced this variety. Since then regarding 2000 kids with disabilities is placed publicly schools; (9) The master program for inclusion and special wants education was opened at UPI with technical help from the University of national capital. The program began in 2003 with fifteen students [26].

After the implementation of inclusive education, the National Workshop on inclusive Education was control in metropolis on August 8-14, 2004 and created a national declaration and appealed to the govt, instructional establishments, connected establishments, business and trade similarly because the community to hold out, among different: (1) guaranteeing that each kid with disabilities and other youngsters with special desires get equal access all told aspects of life, each within the fields of education, health, social, welfare, security, and different fields, in order that they become a reliable future generation; (2) guaranteeing each kid with disabilities and different special desires youngsters, as people with dignity, to urge humane treatment, quality education and in accordance with the potential and demands of the community, while not discriminatory treatment that harms the existence of their lives each physically, psychologically, economically, social science, legal, political or cultural; (3) Organizing and developing inclusive education management supported by synergic and productive cooperation among stakeholders, particularly the govt, instructional establishments, connected establishments, business and trade, folks and therefore the community; (4) making a appurtenant surroundings for the fulfillment with disabilities and different children with special desires, therefore on alter them to develop their distinctive potential optimally; (5) guaranteeing the liberty with disabilities and different children with special must move interactively and proactively with anyone, anytime and in any surroundings, by minimizing obstacles; (6) Promoting and promoting inclusive education services through mass media, scientific forums,

education and coaching, et al on associate in progress basis; (7) arrangement Action Plans and funding for the fulfillment of physical and non-physical accessibility, quality education services, health, recreation, welfare for all youngsters with disabilities and different youngsters with special desires. The Indonesian government has tried to implement inclusive education from various districts/cities in Indonesia. But the implementation of inclusive education still faces various obstacles and challenges. These obstacles that are often reported are misconceptions about the concept of inclusive education, inconsistent regulations or policies, education systems that are not child-friendly for special needs children, and so on [5]. One obstacle that still occurs to teachers is the development of teaching materials. In general, regular teachers do not develop learning materials that are less creative by the conditions and needs of children with disabilities. Sometimes regular teachers are also less professional for all students, including students with disabilities. The presence of children with disabilities in the classroom is used as an additional burden or problem, not as a challenge or enrichment and does not want to take reflective action [19]. Whereas teachers should develop themselves through special education practices that will make regular teachers more inclusive in dealing with diverse students [21].

Some teachers who understand inclusive education try to treat all children in the class equally to avoid exclusivism and achieve what is called social justice, each child has different learning problems and backgrounds. Most teachers agree that providing extra encouragement, playing a flexible role as a parent in school, and considering the characteristics of students in class helps in making learning more interesting. The need to modify the curriculum, make a strategy in assessment and evaluation that is more inclusive for students with needs [4]. Learning in class together will make it easier for teachers and students with disabilities and non-disabilities to achieve learning objectives. Disability and non-disabled students can help each other and learn together [20].

The 2013 curriculum has provided an alternative evaluation and evaluation system that includes psychomotor and affective skills that are useful for public schools that usually do not differentiate between the needs of students of fiber ability [7]. The issue of the curriculum in schools that are friendly to ABK students is a big challenge for teachers by maximizing the participation of all children. This curriculum adjustment is used to meet diversity, requires careful planning and preparation by the teacher and in collaboration with students [13].

The implementation of inclusive education carried out in Sidoarjo Regency was quite successful. Inclusive education services have a high commitment to education without discrimination. The number of inclusive education services continues to grow so that the community's need for affordable special needs (ABK) can be met. At present, there are a total of 133 inclusive schools consisting of 17 PAUD, 22 kindergartens, 69 elementary schools, 20 junior high schools, 4 high schools, and 1 vocational school. Although there are several obstacles, including lack of budget, lack of inclusive teacher competence, and uneven quality of education facilities in each school [25].

Implementation of inclusive education in Indonesia, ABK students encounter obstacles in undergoing their activities in

school. ABK students experience negative things from their friends. Besides, special needs students also experience attitude barriers from their teachers [18]. Acceptance of persons with disabilities in the tertiary domain using this selection is used to determine the needs that will be used by the student during the lecture such as the class used, tools during the lecture, as well as other facilities and infrastructure that can support the student's activities. Some faculties also do not accept students with disabilities for the following reasons: (1) not all students square measure eligible to enter in science schools like medication, pharmacy, technology. (2) Infrastructure at the university isn't prepared for college students with disabilities like screen readers for the blind, computers for the deaf and loudspeakers, etc. (3) Lecturers don't have the talents in giving lectures to students with disabilities. These 3 factors square measure the explanations for college management in acceptive students with disabilities. However, some schools settle for students with special wants. categories that settle for students with special wants of lecturers can change themselves to show students with disabilities and non-disabilities [1].

IV. FUTURE CHALLENGES OF INCLUSIVE EDUCATION IN INDONESIA

The challenge that will be faced by Indonesia in overcoming the problem of inclusive education is that the contents of the Act cannot yet be implemented in the field. It was found that there were still views from the community and even education managers including teachers that prospective students with disabilities and disabilities were more appropriate in special schools / special schools. Also, regular schools tend to reject disabled students. this is related to the lack of socialization about inclusive education that regular / public schools are willing to accept prospective students who have physical and non-physical barriers [11].

One of the obstacles experienced by schools that carry out inclusive education in regular schools is so diverse ranging from the problems of teachers, the media, students, and the school environment. The following are the obstacles experienced by Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta Elementary School, expressed by Palipung, namely there are still some students who have not communicated well with other students, especially students who have special needs. Some students are also still arguing about the differences between them. Parents and students still have a closed attitude towards students with disabilities because their children are affected or disturbed by students with disabilities. The teacher also has not taught much about diversity through media such as posters, writings or pictures even though the teacher has explained and provided examples directly in the school environment [17].

Constraints faced by people with disabilities are more tendency to close themselves, withdraw from the environment, and the inability to establish relationships with others. If this happens as non-disabled students need to be brave enough to say hello and talk so that students with disabilities can dare to mingle with other students without anxiety. Teacher actions such as motivating to encourage students with disabilities are also very necessary so that they can be more confident in the classroom. The attitude of the school is also important to encourage inclusive education to work well in the school environment. Schools need to

implement child-friendly settings at school. This will help and assist the progress and development of inclusive education in schools. Even though the government has provided juridical regulations that regulate and provide opportunities for children with special needs for school but if it is not supported by the environment it can cause problems for all parties [14].

The challenges in implementing inclusive education in Indonesia are divided into three namely, the challenges of a cultural nature, policies and challenges in the practice of inclusive education [22]:

1. Cultural challenges

The development of education availability through inclusive education in Indonesia in educating the children of the nation by respecting diversity and diversity has been carried out with the development of inclusive education that is increasingly well developed in Indonesia. But there are still challenges that are cultural in a small scope such as not growing to accept and appreciate differences. The goal of inclusive education is to require respect for universal human dignity. So, between implementation and the objectives of inclusive education in Indonesia has not yet been carried out to the fullest. The attitude of not being able to accept and appreciate differences is in the behavior of teachers, school plaques, parents and policy makers. there is discrimination against different individuals because of disability, culture / religion or the economy. The attitude of the various parties makes students with special needs have difficulty being accepted in the community, especially in the school environment. Schools should be a place for normal children to learn to respect and accept differences for students with special needs so that mutual respect and acceptance can be applied in the community as well.

2. Policy challenges

The implementation has not been fully implemented what is written in the law. The government has provided funding and funding for several programs and activities such as workshops, training, technical guidance to implement inclusive education. This unsuccessful factor is there a discrepancy between the policy plan and the needs in the field or policies that have been made by the offline government following the needs that exist in the field.

3. Challenges in inclusive education practices

Some of the mistakes include:

- a) Inclusive education is education that in practice can accept students with disabilities in public schools, but if the school does not have students with disabilities it means that the school is no longer inclusive.
- b) Students who have special needs in receiving school lessons, learn normally like normal students even though children who have special needs require adjustments. When this is still happening children with special needs do not adjust. Children are forced to adapt to existing systems not adaptation systems for students with special needs.
- c) Teachers, Principals and accompanying teachers have not been able to adjust to the condition of children with disabilities that require special attention, especially when delivering lessons in class.
- d) Still need GPK because the available GPK is still not from a special education base and is still a community service

teacher who is considered a school capable of handling children with special needs. If you have to bring in GBK from SLB you also experience budget limitations [10]

- e) Teachers and School Principals are less creative in arranging school activities for children with disabilities and normal children to walk together.
- f) Teachers and Principals are accustomed to dealing with homogeneous students only and do not pay attention to students with disabilities, even though the essence of inclusive education is an effort to meet diverse student learning needs.

To overcome the existing challenges in the future the government needs to conduct regular research and evaluation at every inclusive school that has implemented the program and provides facilities needed by children with special needs ranging from teaching methods, teachers, teacher training, and socialization to all parents of students to understand the actual meaning of inclusive education and to create education in order to create it without discrimination [18]. Another solution that can be implemented related to the curriculum that might be provided to students with special needs is to provide a duplicate curriculum. Duplication curriculum is a curriculum model of KTSP or 2013 curriculum which is following national standards. Applied for ABK who do not have cognitive barriers. Besides using the modification curriculum. 4 things may be done, namely: (1) adding material (additions), (b) replacing some material (duplication), (c) Simplifying material (simplification), (d) Eliminating some difficult or overall parts of the general curriculum (omission) [16]. Ideally, teachers in inclusive classes who handle inclusive education, especially for PAUD or Kindergarten children, consist of four people in one class. One teacher, two special assistant teachers, and one orthopedic teacher [8].

V. CONCLUSION

The implementation of inclusive education in Indonesia every year has begun to experience changes and improvements from the government. Government efforts began from building inclusive schools, socializing in various aspects, to budget funds that were endeavored to be able to equalize inclusive education in all districts in Indonesia so that access to education for children with disabilities can easily get education. Although there are many obstacles from the school environment such as infrastructure, teachers, culture, and the views of the community who still consider it is not common for children with disabilities to be able to study in regular schools with their peers. The hope of the sustainability of inclusive education is so that all people from all walks of life can understand the concept of inclusive education so that it can equalize education to realize social justice in the field of education in Indonesia.

REFERENCES

- [1] Ajisukmo, C. R. P., "Practises and Challenges of Inclusive Education in Indonesian Higher Education", Paper presented at 25th ASEACCU Conference on "Catholic Educational Institutions and Inclusive Education: Transforming Spaces, Promoting Practices, and Changing Minds". Assumption University of Thailand, Bangkok August 21-27, 2017.
- [2] Autin, F., Batruch, A., and Butera, F., "Social Justice in Education: How the Function of Selection in Educational Institutions Predicts Support for (non)egalitarian Assessment Practices", in *Frontiers in Psychology*, Vol. 6, June 2015, pp. 1-13.

- [3] Bidang Pelayanannya dan Pelayanan Data, Indonesia. Kemendikbud, gambaran Sekolah Inklusif di Indonesia, (Tinjauan Sekolah Menengah Pertama). Jakarta: Pusat data dan Statistik pendidikan dan Kebudayaan, 2016.
- [4] Carr, P., "Educational Policy and The Social justice Dilemma", in press.
- [5] Darma, I. P. and Rusyidi, B., "Pelaksanaan Sekolah Inklusi di Indonesia", *Prosiding KS: Riset & PKM*, Vol 2, No 2, pp. 147-300.
- [6] Dewi, N. K., "Manfaat Program Pendidikan Inklusi untuk AUD", *Jurnal Pendidikan Anak*, Vol. 6, Ed. 1, Juni 2017, pp. 12-19.
- [7] Djone, R. R. dan Suryani, A., "Child Workers and Inclusive Education in Indonesia", in *The International Education Journal: Comparative Perspective* Vol 18, No 1, 2019, pp.48-65.
- [8] Ediyanto, Atika, I. N., K. Norimune, and Prabowo, E., "Inclusive Education in Indonesia From the Perspective of Widyaiswara in Centre for Development and empowerment of Teachers and Education Personnel of Kindergartens and Special Education" in *Journal of Disability Studies (JDS)*, Vol. 04 (02), pp. 104-116.
- [9] Firdaus, E., "Pendidikan inklusif dan Implementasinya di Indonesia", 24 Januari 2010 [Seminar Nasional Pendidikan di Universitas Jendral Soedirman].
- [10] Hananto, Y. and Lituhayu, D., "Evaluasi Dampak Kebijakan Sistem Penyelenggaraan pendidikan Inklusif Jenjang SMP di Kota Pekalongan", in *Departemen Administrasi Publik Fakultas Ilmu Sosial dan Ilmu Politik: Universitas Diponegoro*, in press.
- [11] Handayani, T., and Rahadian, A. S., "Peraturan Perundangan dan Implementasi Pendidikan Inklusif", *Lembaga Ilmu Pengetahuan: Masyarakat Indonesia*, Vol. 39, No. 1, Juni 2013. pp. 27-48.
- [12] Haryanto, T., "Implementasi Sila Keadilan Sosial bagi Seluruh Rakyat Indonesia terhadap Pemenuhan hak atas Pendidikan Anak berkebutuhan khusus (Studi Kasus di SMP Tumbuh Yogyakarta)", *fakultas Keguruan dan Ilmu Pendidikan: Universitas PGRI Yogyakarta*, 2017.
- [13] Hidayat, "Model Pembelajaran yang Ramah bagi Semua Anak dalam Setting Inklusif", makalah ini disajikan pada Seminar Nasional oleh SD AL Irsyad Al Islamiyyah 02 Purwokweto, 3 Desember 2009.
- [14] Jauhari, A., "Pendidikan Inklusi sebagai Alternatif Solusi Mengatasi Permasalahan Sosial Anak Penyandang Disabilitas", in *Journal of Social Science Teaching, Journal IJTIMAIYA* Vol. 1 No. 1 Juli-Desember, 2017, pp. 24-38.
- [15] Maulipaksi, D., "Sekolah Inklusi dan Pembangunan SLB Dukung Pendidikan Inklusi" in www.kemendikbud.go.id, 01 Februari 2017, website: <https://www.kemendikbud.go.id/main/blog/2017/02/sekolah-inklusi-dan-pembangunan-slb-dukung-pendidikan-inklusi>.
- [16] Murniarti, E. and Anastasia, N. Z., "Pendidikan Inklusif di Tingkat Sekolah Dasar Konsep, Implementasi, dan Strategi", in *JDP*, Vol. 9 No. 1, April 2016. pp. 9-18.
- [17] Palipung, N., "Implementasi Pendidikan Multikultural di Sekolah Inklusi SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta", *Jurnal kebijakan pendidikan Edisi 5* Vol. V., 2016, pp. 558-566.
- [18] Poernomo, P., "The Implementation of Inclusive Education in Indonesia: Current Problems and Challenges", in *American Interbational Journal of Social Science* Vol. 5, No. 3 June 2016, pp. 144-150.
- [19] Rudiwati, S., "Potret Sekolah Inklusif di Indonesia", in *Makalah disampaikan dalam Seminar Umum "Memilih Sekolah yang Tepat bagi Anak Berkebutuhan Khusus" pada pertemuan Nasional Asosiasi kesehatan Jiwa dan Remaja (AKESWARI)*. 5 May 2011.
- [20] Sheehy, K., Budiyanto, Kaye, H., and Rofiah, K., "Indonesia Teachers' Epistemological Beliefs and Inclusive Education", *Journal of Intellectual Disabilities*, 2017, pp. 1-18.
- [21] Slee, R., "Social justice and The Changing Directions in Educational Research: The Case of Inclusive Education", *International Journal of Inclusive Education*, 5:22, pp 167-177, 10 November 2010.
- [22] Subdit Kurikulum, Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus, Direktorat jendral pendidikan dasar dan Menengah, Kementerian pendidikan dan Kebudayaan, "Rencana Induk Pengembangan Pendidikan Inklusif Tingkat Nasional Tahun 2019-2024", Jakarta 2019.
- [23] Sudarto, Z., "Implementasi Kebijakan Penyelenggaraan Pendidikan Inklusif", in *Jurnal Pendidikan* Vol. 1 No. 1, 2016, pp. 89-97.
- [24] Suharto, E., "Penerapan Kebijakan Pelayanan Publik bagi Masyarakat dengan Kebutuhan Khusus: Pengalaman Departemen Sosial", disampaikan pada Focused Group Discussion (FGD) 'Kajian Penerapan Pelayanan Khusus (Service for Customers with Special Needs) pada Sektor Pelayanan Publik, Lembaga Administrasi Negara, Bogor Indonesia, 9-10 Oktober 2008.
- [25] Sulistyadi, H. K., "Implementasi kebijakan Penyelenggaraan layanan Pendidikan inklusif di Kabupaten Sidoarjo", in *Kebijakan dan Manajemen Publik* Vo. 2 No. 1, Januari 2014, pp. 1-10.
- [26] Tarsidi, D., "Implementation of Inclusive Education in Indonesia: A Persons with Disabilities' Perspective", presented at the 8th International Congress on Including Children with Disabilities in the Community Stavanger, Norway, June 15-17, 2004.