

Implementation of Inclusive Education Policies for Persons with Disabilities

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ABSTRACT

Background. Limited access to education for people with disabilities in Indonesia, especially in Cirebon City, is still a serious issue that causes social and economic inequality. Inclusive education is a strategic solution to ensure equal rights, but its implementation in the field is often not optimal.

Purpose. This study aims to evaluate the implementation of inclusive education policies in SLB Negeri in Cirebon City based on effectiveness, efficiency, and responsiveness.

Methods. The method used is normative juridical with a descriptive approach, focusing on Law No. 8 of 2016 and Cirebon City Regional Regulation No. 10 of 2023.

Result. The study's results show that the policy has not been implemented optimally due to limited human resources, infrastructure, minimal teacher training, and complex bureaucracy. In addition, there is still inequality between Public and Private SLBs.

Conclusion. Based on William N. Dunn's policy evaluation, this policy has been ineffective and unresponsive. It is necessary to increase the budget, train educators, simplify the bureaucracy, and strengthen the monitoring and evaluation system. Implementation. This study recommends improving regulations and cross-sectoral collaboration to ensure equal access to education for people with disabilities.

Keywords:

Implementation, Policies, State SLB

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INTRODUCTION

The State of the Republic of Indonesia, which is based on Pancasila and the Constitution of the Republic of Indonesia in 1945, respects and upholds the dignity of human beings (Embang, 2024; Mahmood & Woodhouse, 2024). Human rights are fundamental rights that are inherent in human beings and are universal. They need to be protected, respected, and defended, especially for vulnerable groups, such as people with disabilities. Disability (*disability*) are those who have physical, mental,



intellectual, or sensory limitations, over a long period of time where when faced with various obstacles, this can hinder their full and effective participation in society based on equality with others (Asiri, 2024; Churchville, 2024). One of the obstacles to pursuing inclusive education is that it is an important foundation in creating a just and equal society. (RI, 2011)

This is contained in the fifth precept mentioned, *"Social justice for all Indonesian people,"* and the Indonesian constitution states, *"Everyone has the right to ease and special treatment to obtain equal opportunities and benefits to achieve equality and justice."* (Konstitusi, n.d.). This was then strengthened through Law Number 8 of 2016, Article 40, paragraph (1) concerning persons with disabilities, which reads: *"The Government and Regional Governments are obliged to organize and/or facilitate Education for Persons with Disabilities in every path, type, and level of education under their Authority."*

In this increasingly advanced era, every individual, including people with disabilities, has the right to access decent and quality education. Inclusive education in the field often faces various challenges. Constraints in policy implementation include low public awareness, lack of supervision and limited supporting facilities (Gulati dkk., 2024; Lee dkk., 2024). Many schools do not have adequate facilities due to a lack of budget from the government, educational facilities, and a lack of educators, which can result in difficulties for people with disabilities in getting an education. This limited access to education can have adverse consequences, resulting in most people with disabilities having a low level of education. As a result, they face various obstacles in social and economic life.

In the policy context, various regulations support education for people with disabilities, such as Law Number 8 of 2016 concerning Persons with Disabilities (Lee dkk., 2024; Saani, 2024). This law emphasizes the importance of providing accessibility, including education. However, even though regulations are available, implementation in the field is still far from expectations due to various obstacles such as limited resources, less effective communication, attitudes or dispositions from related parties, and bureaucratic structures that are not yet adaptive. From the above background, the research question was obtained (Malaquias, 2024; Thoyib dkk., 2024): How can inclusive education policies for people with disabilities be implemented in SLB Negeri in Cirebon City? The purpose of this study is to identify the implementation of effectiveness: Assess the extent to which inclusive education has been implemented in public special schools (SLB) in the city of Cirebon and evaluate the availability of facilities, educators,, and policy support.

By identifying these issues, this study hopes to provide recommendations for improving education policies that positively impact students with disabilities (de Souza, 2024; Tani dkk., 2024). Therefore, this research is not just a theory, but can also provide real solutions to problems in the field. Inclusive education is not only the responsibility of schools, but also the responsibility of the entire community. These need to be evaluated on an ongoing basis to ensure that they remain relevant to the needs of the times. With good cooperation, we can create a more equitable and respectful environment for each individual.

LITERATURE REVIEW

William N. Dunn posited that the public policy process consists of several stages, which are mutually continuous, namely:

1. Policy formulation: the process of formulating problems and policy solutions through regulations or programs.

2. Policy implementation: This is the stage where policy is implemented by actors such as the government, educational institutions, and other stakeholders.
3. Policy evaluation: the process of assessing the effectiveness of policies that have been implemented, including identifying barriers and their impact on target groups.

In this study, Dunn's framework of thinking was used to assess the implementation of inclusive education policies in SLB Negeri in Cirebon City. The primary focus is on the implementation stage, namely, how the policy is implemented, the extent to which the policy is understood by the implementer, and the factors that support or hinder its implementation.

RESEARCH METHOD

This study uses a normative juridical method to analyze legal problems related to inclusive education for people with disabilities (Leek dkk., 2024; Stroud & Arumuhathas, 2024). The goal is to explore and understand the legal norms that govern the implementation of inclusive education for persons with disabilities (Luckyardi dkk., 2024; Murillo & Pierce, 2024). The analysis method used is a qualitative analysis that explores the content of the norms regulated in laws and regulations.

In this study, the policy implementation theory used is the theory of policy implementation according to William N. Dunn, who views implementation as a continuous process of activities to transform policy decisions into policy actions and outcomes. This theory emphasizes the importance of interaction between actors, institutional contexts, and environmental conditions in policy implementation (Martinez dkk., 2024; Tosun & Yorulmaz, 2024). This approach allows researchers to analyze how inclusive education policies are implemented in practice, as well as the extent to which these factors affect the effectiveness of their implementation. The legal approach used in this study is to analyze relevant laws and regulations, such as Law Number 8 of 2016 concerning Persons with Disabilities.

The data used in this study includes primary data as the primary source, supported by secondary data or literature (Priya & Jayalakshmi, 2024; Wellbrook, 2024). Primary data were obtained from field research through interviews with respondents and informants related to fulfilling the rights of persons with disabilities to education. In addition, a literature study was conducted to examine materials related to legal provisions regarding the right to education for persons with disabilities (Mariyono, 2024). This research will provide concrete and applicable policy recommendations to improve the implementation of inclusive education for people with disabilities. This recommendation is expected to bridge the gap between the applicable legal norms and the reality of their implementation.

DISCUSSION

Implementation of Inclusive Education Policy in the Field

Inclusive education is a system in Indonesia that aims to provide educational support and services to students with special needs or who have different abilities (Definition and Term) (Alshaigy dkk., 2024; Mazurek & Winzer, 2024). The goal is to fulfill the human rights of Education Number 8 of 2016 concerning Persons with Disabilities article 10 letter a which reads *"Getting quality education in educational units in all types, paths, and levels of education inclusively and specially;"* This inclusive education is considered to be able to develop children's talents to the maximum, because as each child knows, each child has different talent potentials.

In the context of inclusive education in SLB Cirebon city, it can be analyzed using the policy implementation theory approach from William N. Dunn, which includes six policy evaluation indicators, namely (Smith, 2024; Torres & Warner, 2024):

Effectiveness

According to William N. Dunn, the criterion for evaluating policy effectiveness is the desire to achieve goals appropriately with the right goals and policy directions made following their goals and functions (Ruby dkk., 2024; Torres & Warner, 2024). In this context, Regional Regulations in Cirebon City regarding the protection of persons with disabilities shows a regulatory commitment. However, findings on the ground show that the goal of inclusive education has not been fully achieved, considering that there is still a waiting list for students and limited infrastructure (Ramli dkk., 2024; Souza dkk., 2024). SLB Negeri in Cirebon has not been able to accommodate all students who need special education, so the effectiveness of policy implementation is still low.

Efficiency

According to William N. Dunn (2003:430), efficiency is the relationship between the level of effectiveness achieved and the required effort. In other words, efficiency is a measure of economic rationality that measures how well an activity uses resources to achieve a goal. Efficiency refers to the comparison between the resources used and the results achieved. With limited BOS funds, a shortage of classrooms, and a lack of educators, the use of resources has not been efficient. The budget cannot fully answer the needs in the field (Korth, 2024; Song dkk., 2024). In addition, convoluted bureaucracy slows down the process of budget allocation and teacher recruitment, which makes it difficult for SLBs to move quickly in dealing with problems.

Adequacy

According to William N. Dunn, adequacy in policy evaluation refers to how much a policy can meet needs, values, or opportunities (Leonard, 2024; Simpson dkk., 2024). This criterion measures the extent to which the policy objectives have been achieved. It determines whether the results have been felt sufficiently in various main aspects related to how the policy fulfills the right to inclusive education for persons with disabilities in Cirebon City. In this context, existing policies have not been enough to address fundamental problems, such as the lack of qualified teachers, inadequate learning facilities, and limited learning technology support (Setyawan dkk., 2024; Zuriah dkk., 2024). Thus, even though an inclusive policy already exists, its implementation has not met the basic needs of students with disabilities.

Equitable

In Winarno (2002:187), Equity in public policy can be said to have a meaning with justice provided and obtained by public policy goals. Equalization-oriented policies are policies whose consequences or efforts are fairly distributed. Equity is related to the equitable distribution of policy benefits to all target groups. Based on the study's findings, there is an inequality of access between Public and Private SLBs in Cirebon City. State SLBs face greater challenges due to high demand but limited facilities, while Private SLBs do not always have adequate financial support. (According to Mr. Ambar, *interview*, Cirebon City, Tuesday, April 22, 2025, at 09.07 WIB) (Miole, 2024; Simpson dkk., 2024). This shows that the implementation of the policy has not guaranteed fair access to inclusive education for all children with special needs.

Responsiveness

Responsiveness, according to William N. Dunn, is a policy that refers to how well the policy can accommodate the needs, preferences, or values of a certain group of people (Abdullah dkk., 2024; Urdaneta Montiel dkk., 2024). Responsiveness assesses the extent to which policies respond to the needs and aspirations of the community. Based on the data, communication

between SLB teachers and the government is less effective, and the absence of a feedback mechanism causes teachers' complaints not to be conveyed. (According to Mrs. Ipma, *interview*, Cirebon City, Monday, January 13, 2025, at 08.56 WIB) This makes policy implementation less responsive to real needs in the field. The lack of discussion forums, training, and socialization makes policies seem one-sided.

Accuracy

Policy criteria are the last policy evaluation criteria put forward by William N. Dunn, and this criterion emphasizes the importance of appropriate and accurate policies in achieving desired goals. The accuracy in question is in the form of accuracy in the value or usefulness of a policy objective and the strategy under the existing conditions and context (Asrifan dkk., 2024; Chigwada & Ngulube, 2024). Although inclusive education policies are formally regulated in local regulations, their implementation is not always on target. For example, allocating funds does not lead to top priorities, such as classrooms and educators. In addition, complex bureaucratic procedures show that these policies have not been designed with a practical approach.

CONCLUSION

The implementation of inclusive education policies for people with disabilities in the Cirebon City area has not run optimally, and various significant challenges are still being faced in the field. Although there has been a legal framework, such as Cirebon City Regional Regulation No. 10 of 2023 concerning the facilitation of the protection of persons with disabilities, its implementation has not fully reflected the principles of inclusive education that are fair, equitable, and responsive to the needs of students with disabilities.

Based on the policy evaluation indicators according to William N. Dunn, it can be concluded that:

1. Regarding effectiveness, the policy has not fully achieved its goals due to the limited facilities and inadequate capacity of the State SLB.
2. In terms of efficiency, implementation is still constrained by a lack of financial resources, educators, and a convoluted bureaucracy.
3. From an adequacy perspective, the policy has not addressed basic needs such as special teacher training, access to learning technology, and a disability-friendly learning environment.
4. In terms of equity, there is a gap between Public and Private SLBs and inequality in Cirebon City services.
5. Policy responsiveness is still weak due to the lack of effective communication between implementers and policymakers and the absence of systematic feedback mechanisms.
6. Meanwhile, from an accuracy perspective, policies tend to be administrative and have not targeted the most urgent priorities for implementing inclusive education.

Thus, a **thorough evaluation and a more transformative approach** are needed to implement inclusive education. These efforts can be done through:

- Budget planning that favors the primary needs of SLB,
- Increasing the number and quality of inclusive quality educators,
- Strengthen communication and coordination between policymakers at the central and regional levels.

The above steps are expected to lead to the implementation of more effective, efficient, and fair inclusive education policies so that people with disabilities can obtain equal rights to education.

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