

The Implementation of Inclusive Education for Children with Special Needs in Indonesia: A Case of Sidoarjo District in East Java

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The Implementation of Inclusive Education for Children with Special Needs in Indonesia: A Case of Sidoarjo District in East Java

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Abstract

This is an independent study conducted at the Institute of Domestic Administration about the implementation of Inclusive Education for Children with Special Needs. It aims to examine and describe how special education is organized, the factors that influence it, and how to improve it in Sidoarjo District. The research was conducted at regional government work units, namely, in the Sidoarjo District Education Office ranks in the East Java Province. The study used the descriptive qualitative research method with an inductive approach. The data and information collection techniques were carried out by observation, interviews, documentation, and triangulation.

Meanwhile, data analysis techniques were carried out by data reduction, analysis, presentation, and conclusion drawing or verification of research. Findings indicate that the implementation of special education in the Sidoarjo District has been running following the provisions in place. However, there are still some obstacles in its execution that have not been appropriately handled by the Sidoarjo District Government, especially the Education Office's communication, resource use, disposition, and bureaucratic structure. The regional government's efforts are being made to overcome obstacles in providing special education in the Sidoarjo District, like the provision of adequate budgets, continuous guidance of individual guidance teachers, and constant socialization of the initiative to the community whose children need special education.

Keywords: Special education; special education services; special needs children

Introduction

Indonesia is among countries with a high commitment to the efforts of educating its citizens. This commitment is proven and affirmed in the 1945 Constitution in Article 31 paragraph (1), which states that "every citizen has the right to receive teaching, and paragraph (2) mentions that education is a necessary foundation and essential aspect of human life (RI, 1989). Knowledge guarantees everyone to achieve the needs and goals desired.

The implementation of regional autonomy in a provincial government is a critical focal point to improve people's welfare (Usman, 2002). Local governments are allowed to organize government affairs, both mandatory and optional (Zulfan, 2018). As stated in Law Number 23 of 2014 Article 12 Paragraph (1), a law instead of Law No. 32 of 2004, mandatory Government Affairs relate to Basic Services, as referred to in Article 11 Paragraph (1), including Education, Health, Public works, and spatial planning, Public housing and residential areas; Peace, public order and community protection, and Social wellbeing of citizens (Deliarnoor, Affandi, Kartini, Yuningsih, Suryanto, Nulhaqim and Halimah, 2018).

Based on this explanation, education is one of the government's six mandatory essential services. Knowledge is one of the basic dimensions of human development in measuring the achievement of the Human Development Index (HDI), which can measure the qualifications of a country including developing, developed, or underdeveloped countries through measuring life expectancy, literacy, education, and living standards (UNDP, 2019). Education is needed by every human being from birth to the end of life (lifelong learning). Therefore, its implementation is spearheaded by quality human resources, which has a significant role in the country's development. Although the government's attention in the education sector is considerable, in reality, the world of education still faces many problems, including education inequality (Subarsono, 2011). These problems are related to educational equity that does not discriminate, namely the availability of educational service facilities for the disabled or people with disabilities or children with special needs whose numbers are not small (Tirtarahdja, Umar, and La Sulo, 2005).

As it is known that Indonesian children with deficiencies and need special attention need to be given their rights and obtain justice while still receiving an education as they should (OECD/Asian Development Bank, 2015). This paper discusses general education administration and implementation at Sidoarjo local administration, one of the provincial administration offices in the East Java Province, which provides education services to children with special needs, based on inclusive education policies launched by the government.

After the issuance of Minister of Education's Regulation No. 70 of the Year 2009 concerning Inclusive Education for the Gifted and Talent Students (PMDN, 2009) Sidoarjo District administration took decisive steps in implementing the Ministry of Education's mandate of selecting several pilot schools to implement the inclusive education system (Wibowo and Muin, 2018). For more straightforward implementation of the ministerial policy, in 2011, Sidoarjo District administration issued Regulation Number 6 of the Year 2011 (PBKS, 2011). It regulates Special Education and contains guidelines for implementing inclusive education.

In 2013 the Sidoarjo District Government launched a long-term vision to make it an exemplary District on Inclusive Education (Widodo, 2012). The view was successfully proven by its success in getting awards for commitment and achievement in the implementation of inclusive education, one of which is the Inclusive Education Award, a prize for the pioneers of the cultivation of inclusive education in Indonesia by the Indonesian Ministry of Education and Culture (Yuwono, Kamahardja and Abdu, 2017). Along with this fact, Sidoarjo District has also been declared by the Government of East Java Province as a Pro-Inclusive District (Poernomo, 2016). Evidence of the form of the district's exceptional attention to the implementation of inclusive education is its allocation of 25% of its total education funding in 2013 to the implementation of inclusive education in the district, which included the provision of facilities and infrastructure along with supporting resources for schools that have been designated as planners for the implementation of inclusive education (Poernomo, 2016).

In the implementation phase, in 2013, Sidoarjo District had selected over 133 regular school institutions as providers of inclusive education consisting of 26 kindergartens (early childhood education), 69 elementary schools, 30 junior high schools, and five high schools and vocational schools (Wibowo and Muin, 2018). This number is the most significant number of schools in East Java with inclusive education. The East Java provincial government declared Sidoarjo

District as the organizer of inclusive or Pro-Inclusive education. Of a total of 133 educational institutions, students with special needs total to 1,226. Whereas in 2015, the latest data, according to the Sidoarjo District Education Office, noted that the overall number of institutions providing inclusive education had increased. The implementation of inclusive education is a policy that consumes substantial and significant concentrations that involve many parties (David, 2006). Therefore, the Sidoarjo District government must pay extra attention to the implementation process.

The model for implementing inclusive education in Sidoarjo is only limited to implementing an integrated school, where children who have special needs are just given the right to study in regular schools. Thus, students with special needs are more dependent on their own because there are no special services or special programs prepared for them. Where those inclusive schools should prioritize schools that adapt students with special needs, not the other way around, students with special needs adjust their schools. This is also based on the Minister of National Education Regulation No. 70 of 2009 in Article 7, which explains that everything from the inclusive education system always adapts to the needs of its students following the stipulated provisions.

On the other hand, regarding the facilities and infrastructure to facilitate students from the inclusive education policy program, it is also suspected that they are still uneven and incomplete. While the problem of educational support facilities has also been regulated and confirmed in District Regulation No. 6 of 2011, which explains that facilities and infrastructure that support legal inclusive education activities are mandatory because it is one of the requirements of implementing inclusive education. Based on the background of the problem, this study formulates the question as 1. How is the provision of Special Education in Sidoarjo District, East Java Province? 2. What factors influence the implementation of Special Education in Sidoarjo District, East Java Province? 3. What are the efforts to improve the provision of Special Education in Sidoarjo District, East Java Province?

Literature Review

UNESCO initiated the principle of "Education for All," with the philosophy that education should be available to all, regardless of all circles and levels. Training must accommodate the diversity of needs of both regular students and those with special needs. The Education for All philosophy was born as a logical consequence of The Salamanca World Conference on Special Needs Education, which emphasized the need to implement inclusive and non-discriminatory education. According to Yuwono, Kamil, Rahardja, and Abdu, 2017 children with Special Needs are "children who have differences in the state of important dimensions of their humanitarian functions. They are physically, psychologically, cognitively, or socially obstructed in achieving their goals/needs and potential to the fullest, so that they require the handling of trained professionals". Delphie (2004) notes that "Children with Special Needs can be referred to as Extraordinary Children instead of their special condition."

Delphie (2004) notes that in Indonesia, children with special needs have developmental disorders and have been described as 1. visually impaired (blind) 2. Children with hearing and speech impairments 3. With developmental disabilities, 4. Children with physical or motoric conditions; 5. Children with maladjustment behavior 6. Children with autism 7. Children with hyperactivity (attention deficit disorder with hyperactive) 8. Children with a learning disability or specific learning disability 9. Children with multiple developmental disorders.

Children with Special Needs are children with some deficiencies/abnormalities that may be physical, mental, intellectual, social, or emotional; the need for special needs services is following these deficiencies/abnormalities. Efforts from the government to eliminate and avoid discrimination in education include organizing education that does not discriminate effects and the level of intelligence possessed by students. This effort has been strengthened in Article 32 paragraph 1 of Law Number 20 of 2003 concerning the National Education System that "Special education is education for students with learning difficulties due to physical, emotional, mental, social, and special intelligence and talent." (UU, 2003). From this principle, the concept of non-discriminatory inclusive education emerged. The Ministry of Education regulated inclusive education in Indonesia itself with the enactment of Regulation Number 70 of 2009 about Inclusive Education for Students with Disabilities and the gifted and talented (PMDN, 2009).

The existence of education policies and concepts like this expects that regular schools can provide education not only for non-disabled (healthy) children but also education services for children with special needs in the form of inclusive education (Nugroho, 2003). There are several implementation models proposed by policy experts. In this study, George W. Edward III's theoretical concept was chosen because variables could be used as dimensions to measure the success of policy implementation, namely communication, resources, disposition, and bureaucratic structure. The four aspects are interconnected, so achieving policy implementation performance requires intensive synergy and internalization. This Edward III Implementation Model will be the basis for reviewing the provision of Special Education in the Sidoarjo District. Simultaneously, the influencing factors and improvement efforts will be studied based on empirical facts in inclusive education implementation.

Figure 1 Thinking Framework



METHOD

This study uses a qualitative design, which is more research aimed at achieving an in-depth understanding of a particular organization or event, rather than describing a part of a large sample of a population (Arikunto, 2010). This study also aims at providing explicit explanations of the structure, order, and broad patterns found in a group of participants. Qualitative research is also called ethnomethodology or field research. This research also produces data on human groups in social settings (Gunawan, 2013). Qualitative research does not introduce treatment or manipulate variables or carry out researchers' operational definitions regarding variables in the study participants.

In contrast, qualitative research allows meaning to emerge from the participants themselves. This research is more flexible so that it can be adapted to the existing setting. Concepts, data collection tools, and data collection methods can be adapted to the development of research (Bungin, 2010). Data analysis in this study was carried out by exploring the implementation of Inclusive Education policies for children with special needs in Sidoarjo District, East Java Province.

The technique for analyzing the data itself was in three activities, namely:

- Data reduction summarizes, chooses the main points, focuses on essential things, and then looks for themes and patterns.

- **Data** presentation is displaying data wherein qualitative research; data is generally presented in the form of narrative texts.

5 Drawing **conclusions and verification**, findings in qualitative research are new findings that have never existed before. Results can be in the form of a description or description of an object that was previously dim or dark. After being examined, it becomes clear, can change causal or interactive relationships or hypotheses or theories.

ANALYSIS AND RESULTS

Inclusive Education Policy in Sidoarjo District

Sidoarjo District views inclusive education as an educational service intended to provide opportunities for all students who have the potential for intelligence/talent, to take part in teaching or learning in an educational environment, and with students in general without discrimination. Besides, inclusive education in Sidoarjo is expected to be able to be right and adequate to optimize the individual potential possessed by children with special needs.

Presently, Sidoarjo District through the Education Office has appointed a total of 175 inclusive school organizers consisting of 23 Early Childhood Education (PAUD), 44 kindergartens (TK), 76 elementary schools (SD), 25 junior high schools (SMP), 6 Senior High Schools (SMA) and 1 Vocational High School (SMK), which are spread in 18 sub-districts throughout Sidoarjo District. All sub-districts in Sidoarjo District, Sidoarjo, and Gedangan Subdistricts have the most inclusive schools with a percentage of 14%. The number of inclusive education in the Sidoarjo District is as illustrated in the following table.

Table 1. Comparison of the Number of Inclusive Education in Districts

No.	Education Level	Number of schools	Number of Schools designated as implementing Inclusive Education	Percentage
1	PAUD/TK	82	67	81,7%
2	SD	520	76	14,6%
3	SMP	55	25	45,4%
4	SMA/SMK	19	7	36,8%
Total		676	175	25,8%

Source: Sidoarjo District Education Office 2016 (PBKS, 2011).

Although some have implemented a system for implementing inclusive education following applicable regulations, there are still many inclusion schools that have not been able to implement it correctly and to follow the rules. Sometimes there is an inclusive school with 1 SPECIAL GUIDANCE TEACHERS person and more than ten people with CHILDREN WITH SPECIAL NEEDS. Even though the effectiveness of learning can occur if 1 SPECIAL GUIDANCE TEACHERS person only handles two crew members. Several schools do not yet have an organizational structure or specialized field intended to treat inclusion in an inclusive school. Though there are still shortcomings, through the Sidoarjo District education office, it continues to vigorously improve the best inclusive education system per procedure and continue to increase the number of inclusive schools to achieve the inclusive education policy's

objectives.

Widodo (2010) proposes four factors or variables that influence the success or failure of policy implementation.

Communication

The Sidoarjo District Education Office also uses various other media such as pamphlets, billboards, and banners to socialize. An inclusive school was also given an order by the Sidoarjo District Education Office to transmit further information to the school's internal environment, including all employees in the school's scope, students, and parents' guardian students. The process is carried out routinely every new school year through School Committee meetings. The school also collaborates with the county to disseminate inclusive education to the local community. However, in general, the policy implementers and the public have not understood the actual concept regarding the implementation of inclusive education.

Clarity (Goal)

The results illustrate that even though the regional government, in particular the Sidoarjo District Education Office, the clarity of the targets needed is felt to be lacking. There are still many implementing parties in schools and staff who do not understand and clearly understand the existence and model of the inclusive education policy. Besides, there are still many misunderstandings due to poor communication. Therefore, it is good for the regional government, especially the Sidoarjo District Education Office, to regularly carry out in-depth communication efforts to all regions so that all parties understand the implementation of the inclusive education policy.

Consistency

The implementation of Inclusive Education in the Sidoarjo District has been adjusted to the applicable regulations. From 2009 to 2015, its application had experienced a variety of unstable conditions and many versions of opinion (OECD/Asian Development Bank, 2015). Responding to this, the Sidoarjo District Education Office remained consistent with the regulations issued from the center. Even though there is still a change in implementation in the region, it will always try to stay consistent in adjusting to the applicable regulations as explained by the Head of the Sidoarjo District Service, that "Inclusive Education in Sidoarjo indeed initially only selected several plotting schools or models with all the limited knowledge about inclusive education owned (Wibowo and Muin, 2018). Gradually, the government adds or multiplies these inclusive schools, improves the quality, and improves all errors in the implementation system of inclusive education policies in this district.

Resources

Human Resources (Educators)

The majority of these teachers in the Sidoarjo District Education Office are regular teachers because of the lack of pure individual guidance teachers who have special education qualifications. They have attended training/workshops; in other words, not pure teaching staff with special education backgrounds (Rusdiana, 2015). This resulted in many of them experiencing difficulties when carrying out their duties and functions. The special guidance teachers from the regular teachers were still not too adapted to their new environment of handling children with special needs (Yuwono, Kamil, Rahardja, and Abdu, 2017).

The Sidoarjo District Education Office has attempted to facilitate the difficulties with a large

number of training, which, in addition to working with the sub-district, also collaborated with various child psychology institutions and Surabaya State University (UNESA). As said by Mr. Drs. Djoko Head of the Basic Education Division, on January 12, 2016, "the Education Office, in this case, has made various efforts, including conducting training for all the school administrators involved every quarter or every three months and providing training for special guidance teachers working with UNESA (Poernomo, 2016). According to a source from the Sidoarjo District Education Office, in 2015 there were 332 participants from all implementers of inclusive education policies consisting of special guidance teachers, class teachers, school supervisors, principals, even some lecturers were noted to have attended a training held by the Sidoarjo District Education Office who also worked with UNESA to guide the process of implementing the inclusive education policy.

Budget Resources

The condition of the budget and the stability of the process of implementing inclusive education in Sidoarjo District with its limitations so as not to experience a significant decline. The following is an overview of the budget owned by the Sidoarjo District Education Office from year to year related to the implementation of inclusive education obtained by the author through the interview process.

Table 2. Inclusion Education Budget 2013 to 2015

2013	Rp 900,000,000
2014	Rp 500,000,000
2015	Rp 443,000,000

Source: Sidoarjo District Education Office 2016

Limited financial resources (budget), will affect the success of policy implementation. In addition to the program that cannot be implemented optimally, the limited budget causes the disposition of policy actors below. Even goal displacement will be carried out by the policy actors towards achieving the stated policy goals and objectives (Widodo, 2010). Therefore, budgetary resources are very influential for the implementation of policies. It would be better if some separate funds or budgets could be used correctly to implement inclusive education policies in the districts/cities.

Disposition

Acting Attitude

There are still many attitudes of policy implementers and people who are less able to accept the existence of inclusive education itself. The focus is on people's mentality and their sense of openness towards children who have special needs. Sometimes there are still policy implementers and people who think that children with special needs should be included in schools that are extraordinary and not mixed with regular students. This attitude can also be an obstacle in terms of communication factors, of course, which is the challenge to the implementation of inclusive education policies in the Sidoarjo district. This shows the lack of awareness of the policy implementers and the public about the importance of giving special attention to children with special needs, which they need help from many groups. Automatically the form of socialization that exists in implementing policies and the community regarding awareness of inclusive education is still lacking.

Commitment and Capability

The commitment of the Sidoarjo District Education Office can be seen from their efforts to maximally utilize existing resources amid all limitations, to be able to support the implementation of inclusive education as a whole. The absence of a special incentive for regular teachers who also serve as special guidance teachers in the implementation of inclusive education in the Sidoarjo District has little effect on the magnitude of the Guidance Teachers' commitment. Their commitment arises based on personal reasons, namely the existence of a sense of humanity and empathy for children with special needs. They are willing to carry out their additional tasks voluntarily.

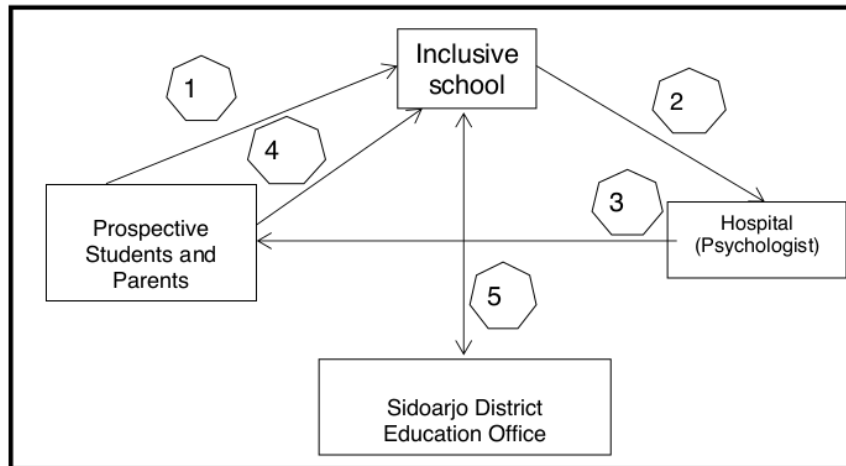
Bureaucratic Structure Fragmentation

The fragmentation subfactor here focuses more on the division of tasks and coordination between related institutions outside the Education Office in handling the implementation of inclusive education policies for children with special needs. That is the Education Office's external coordination with the Sidoarjo District Hospital, Special Schools (SLB), East Java Provincial government, and the central government in Jakarta. The unity of orders goes as expected regarding the organizational structure of implementing inclusive education in the Sidoarjo district. If inclusive education encounters problems are deployed, the implementers can refer to the guidebook or consultation with the relevant institutions.

Standard Operating Procedure

The Sidoarjo District Education Office appoints the Primary and Secondary Education Sector as the coordinator of inclusive education implementation through an inclusive working group (POKJA). The inclusive POKJA is a working group formed by the Sidoarjo District Education Office to function as a coordinator and administrative center for implementing inclusive education in Sidoarjo District. This working group is under the auspices of the Primary and Secondary Education Sector of the Sidoarjo District Education Office. In carrying out its functions, the inclusive LWG also synergizes with the Field of Early Childhood Education (PAUD) and even the Field of Educators and Education Personnel. In addition to the LWG, the Education Office gives exclusive authority to the Resources Center (RC) and the Socialization Committee according to their respective main tasks and functions. In the process of New Student Admission, especially for inclusive education for children with special needs, the Sidoarjo District Education Office has its procedures as follows:

Figure 2. Procedure for Inclusive New Student Acceptance Process



Source: Sidoarjo District Education Office in 2015

Children as Learners with Special Needs

Sidoarjo District has many Special Guidance Teachers of 670 and Children with Special Needs as many as 1,255 students who are grouped into 12 kinds of obstacles or abnormalities including Blindness, Deafness, Speech, mental disability, Physical Disability, Behavioral disorder, Double Disability, Slow Learners / Slow Learning, Low Vision, Learning Difficulties, Autism and Down Syndrome are explained in the following table.

Table 3. Recapitulation of Inclusive Student Data in Sidoarjo District

Levels	Number of students		Types of Obstacles / Abnormalities											
	L	P	B	D	SI	MD	PD	BD	DD	SL	LV	A	DL	DS
Pre-school	60	20	0	1	1	0	0	0	0	4	3	13	3	1
Kindergarten	77	39	0	2	1	0	2	2	0	16	0	10	15	3
Elementary	564	293	2	11	1	110	16	0	14	269	5	43	79	4
Junior high sch.	111	51	1	2	0	17	4	0	0	49	4	4	1	0
Senior High school	27	13	0	3	0	1	1	0	0	11	1	3	2	0
Total	839	416	3	19	3	128	23	2	14	349	13	73	100	8

Notes:

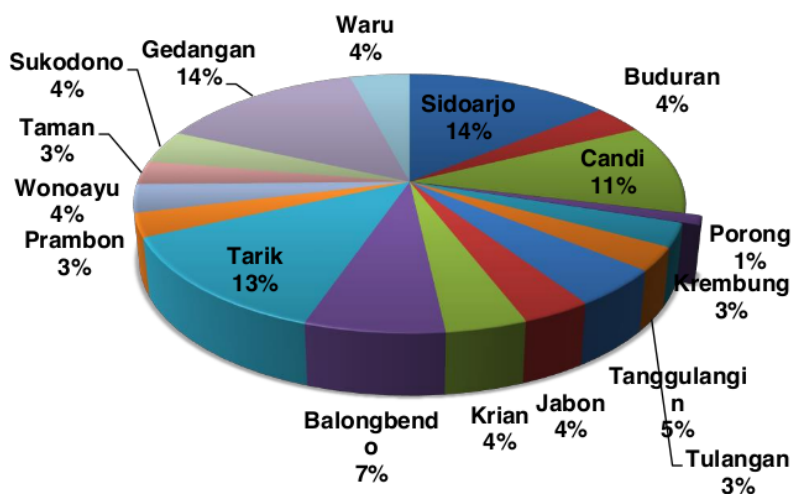
B: Blind SI: Speech Impaired SL: Slow Learners
D: Deaf MD: Mentally Disabled
DS: Down Syndrome PD: Physically Disabled DL: Difficulty Learning
LV: Low Vision BD: Behavioral Disorder
A: Autism DD: Double Disability

Source: Sidoarjo District Education Office 2016

The most dominant obstacle or abnormality in most inclusive students in Sidoarjo District is Slow Learners, or commonly known as slow learning, where children with special needs can capture learning and the completion of tasks that tend to be lazy and always have low learning achievements. In contrast, the rarest ones are behavioral disorders. The behavioral disorder is an obstacle to children with special needs who have characteristics easily aroused by emotion or irritability, like to oppose authority, often do aggressive actions that are destructive and disturbing, and often act in violation of social/moral/legal and religious norms.

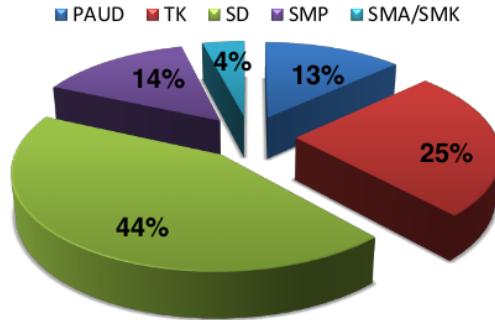
Based on the results of the study, currently, Sidoarjo District through the Education Office has appointed a total of 175 inclusive school organizers consisting of 23 Early Childhood Education (PAUD), 44 kindergartens (TK), 76 elementary schools (SD), 25 junior high schools (SMP), 7 Senior High Schools (SMA) and 1 Vocational High School (SMK), which are spread in 18 sub-districts throughout Sidoarjo District. Then from all sub-districts of Sidoarjo and Gedangan, they have the most inclusive organizer schools with a percentage of 14%. The following is the state of distribution and the rate of schools providing inclusion in the Sidoarjo district.

Figure 3 Distribution of Inclusive Schools in Sidoarjo District in 2016



Source: Processed from research results

Figure 4 Comparison of Inclusive Schools per Education Level 2016



Source: Processed from research results

When viewed from these provisions, the district is included ¹ in implementing the inclusive education policy. Even if judged, ¹ this district has experienced an increase far more developed than the minimum requirements.

In relation to the ¹ implementation of the Inclusive Education Policy in Sidoarjo District along with obstacles or constraints that occur and based on the conclusions obtained, the authors provide suggestions:

We recommend that weaknesses and constraints that have occurred so far in the implementation of inclusive education policies must always be corrected and not just left by the government and policy implementers. Even though slowly and only can run slowly, at least inclusive education runs in Sidoarjo District not only develops but does not experience quality improvement. However, if these weaknesses and constraints can continue to be improved, inclusive education is not progressing rapidly but has better quality from year to year.

The efforts made by the regional government, especially Sidoarjo District, should not be temporary. Still, the ⁵ efforts carried out continuously and continue with high commitment so that they can grow and ⁵ improve the quality of inclusive education in the Sidoarjo district. ⁵ Then the need for local government efforts to be more active and maximize add connections to cooperation that can be done with outside parties to be able to help and provide opportunities to explore budgetary sources and improve the quality of inclusive education with global developments.

There is a need for more intensive socialization from the regional government and the Education Agency to the executive committee and the community. Because this inclusive education policy is a reasonably good innovation and needs to be understood by the whole community. If only inclusive education can spread to all regions, provinces, and even Indonesia, it will automatically be able to change the mentality and personality of the Indonesian people towards awareness and tolerance of differences. Besides that, it can improve the quality of education in Indonesia.

CONCLUSION

There are still many obstacles to occurring, including those related to human resource factors or individual guidance teachers), budget resources, and resources for facilities or infrastructure facilities in implementing inclusive education policies.

The tendency of implementers to implement ²⁵ inclusive education policies for children with special needs in the Sidoarjo District is still lacking. Not all parties, both policy implementers and the public, have awareness, and can support well. The implementation of inclusive education policies has not been able to run well because sometimes there are still many debates in it even though only a small portion. The existence of hierarchical relations and the strict division of responsibilities among the executive ³¹ committee causes the dimensions of the bureaucratic structure to be categorized as useful. In the implementation of inclusive education policies that have been explained from 4 aspects according to Edward III's theory and based on observations of the survey results, the author can find several supporting factors and obstacles that occur, among others:

The local government's very high commitment, especially the Sidoarjo District Education Office, is implementing inclusive education policies. The organizational structure is categorized as being able to be directed and running well even though it cannot yet stand-alone, uniquely inclusive education. Poor communication related to socialization and the provision of knowledge insights associated with the implementation of inclusive education can lead to misunderstandings about the information obtained. The quality, quantity, and awareness of Special Guidance Teachers lacking in implementing inclusive education are considered to be less compared to the growth of increasingly developing inclusive schools in Sidoarjo District.

Inadequate and limited bud⁵² resources can also affect the availability of facilities and infrastructure to support the implementation of inclusive education in the Si⁴²arjo district. Lack of awareness of policy implementers, parents, and the public about the importance of inclusive education for children with special needs. There are still many schools that are not ready to implement the policy. Based on the inhibiting factors, the regional government, especially the Sidoarjo District Educati²²Office has made several efforts to overcome the possible obstacles or obstacles that occur in the implementation of inclusive education policies, namely ³⁴-depth socialization of policy implementers and the outside community towards the system of implementing inclusive education policies and their current existence.

Fostering special counseling teachers continuously through various training and training; this is so that the teachers can maintain their quality as a teacher that is different from the teacher in general. Th⁶⁴ are providing an adequate budget for activities th³⁹igh efforts to submit a special budget for the implementation of inclusive education policies in the East Java provincial government and the central government in Jakarta, with the view that when the budget is inadequate, activities will be hampered.

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