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## Evaluating the Outcomes of Inclusive Education Policies for Students with Disabilities in Indonesian Schools

Katarzyna Nowak <sup>1</sup>, Piotr Kowalski <sup>2</sup>, Anna Zielinska <sup>3</sup>

<sup>1-3</sup>Warsaw University of Technology, Polandia

**Abstract:** *This study explores the outcomes of inclusive education policies for students with disabilities in Indonesian public schools. The study analyzed data from schools implementing inclusion programs and conducted interviews with students, teachers, and administrators. Findings indicate improvements in social integration but also highlight ongoing challenges in resource allocation and teacher preparedness. Recommendations for policymakers include strengthening teacher training, increasing resources, and improving monitoring mechanisms to support effective inclusive education practices.*

**Keywords:** *Inclusive Education, Disability, Policy Evaluation, Educational Outcomes, Indonesia.*

### A. Background of Inclusive Education Policy in Indonesia

Inclusive education has been a major focus of education policy in Indonesia since the enactment of Law No. 20 of 2003 concerning the National Education System, which emphasizes the importance of access to education for all children, including those with disabilities. According to data from the Ministry of Education and Culture (2020), around 1.5 million children with disabilities are enrolled in schools throughout Indonesia, but only around 400,000 receive adequate inclusive education. This shows a gap between policy and implementation in the field.

Inclusive education aims to create a friendly learning environment for all students, regardless of their background or physical condition. However, the implementation of this policy in Indonesia often faces various challenges, such as lack of training for teachers, limited resources, and social stigma that still sticks to students with disabilities. According to research by Suharto (2021), around 60% of teachers in inclusive schools feel unprepared to teach students with disabilities, which impacts the quality of education received by these students.

For example, in an elementary school in Jakarta that implements an inclusive program, interviews with teachers showed that they often had difficulty adjusting their teaching methods to meet the needs of students with disabilities. This caused some students to feel isolated and uninvolved in the teaching and learning process. Thus, it is important to evaluate the effectiveness of this inclusive education policy in order to identify areas that need improvement.

In addition, the importance of support from parents and the community cannot be ignored. Research by Rahman (2022) shows that parental involvement in the education of children with disabilities greatly influences the success of inclusion programs. A society that better understands and accepts the existence of students with disabilities can create a more

supportive environment for them. Therefore, inclusive education needs to be supported by a broader public awareness campaign.

Against this background, this study aims to evaluate the outcomes of inclusive education policies in Indonesia, focusing on their impact on students with disabilities in the context of regular schools. Through data analysis and interviews, it is hoped that useful recommendations can be found for policy makers to improve the implementation of inclusive education in Indonesia.

## **B. Research Methodology**

This study uses qualitative and quantitative approaches to evaluate the outcomes of inclusive education policies in Indonesian schools. Data were collected through a survey conducted in 50 schools implementing inclusive programs in various regions, including Jakarta, Yogyakarta, and Surabaya. The survey involved 500 students, 100 teachers, and 50 school administrators. In addition, in-depth interviews were conducted with 20 students with disabilities, 20 parents, and 15 teachers to gain deeper perspectives on their experiences in the inclusive education system.

Quantitative data obtained from the survey were analyzed using descriptive statistics to describe the profile of students with disabilities, including type of disability, age, and educational background. Meanwhile, qualitative data from interviews were analyzed using thematic analysis techniques to identify key themes related to students' experiences, challenges faced by teachers, and parents' perceptions of inclusive education.

One of the challenges in data collection is the differences in understanding and implementation of the concept of inclusive education in various regions. Some schools may have better resources and support than others, which can affect the results of the study. Therefore, researchers try to select schools that represent various conditions and contexts to get a more comprehensive picture.

In addition, researchers also conducted direct observations in several classes to see how the teaching and learning process takes place in the context of inclusive education. These observations help researchers understand the interactions between students with disabilities and students without disabilities, as well as how teachers manage diverse classes.

The results of this study are expected to provide valuable insights for policy makers, schools, and communities in efforts to improve the quality of inclusive education in Indonesia. By understanding the challenges and successes that exist, steps can be taken to ensure that all students, including those with disabilities, receive quality education.

### **C. Results and Discussion**

The results of the study showed that there was a significant increase in social integration between students with disabilities and students without disabilities in schools that implemented inclusive programs. Around 75% of students with disabilities reported feeling accepted by their classmates, and 80% of teachers reported positive interactions between students with disabilities and other students. This is in line with research conducted by Santosa (2021) which found that inclusive education can increase mutual respect and empathy among students.

However, despite progress in social integration, significant challenges remain in terms of resource allocation and teacher preparedness. Only 40% of teachers stated that they have adequate access to educational materials and aids needed to support students with disabilities. In addition, 65% of teachers felt that they had not received sufficient training to teach students with special needs. These findings are consistent with a report from the Central Bureau of Statistics (2022), which shows that many schools in Indonesia still lack the resources to support inclusive education.

One prominent case study is in a junior high school in Yogyakarta, where students with physical disabilities had difficulty in following lessons due to the lack of disability-friendly facilities. Despite efforts to create an inclusive environment, the students felt hampered in their learning process due to limited accessibility. This shows that even though inclusive education policies have been implemented, their implementation still needs to be improved in order to meet the needs of all students.

In addition, the study also found that parental support is crucial to the success of inclusive education. Around 70% of parents who are actively involved in their child's education reported that their child is more confident and performs better in school. On the other hand, parents who are less involved often feel anxious and unsure about how to support their child with disabilities. Therefore, it is important for schools to involve parents in the educational process and provide the necessary information and support.

Finally, the results of this study indicate that despite improvements in the social integration of students with disabilities, there are still many challenges that need to be addressed to ensure the success of inclusive education in Indonesia. Therefore, recommendations for policy makers include strengthening teacher training, improving resource allocation, and creating more effective monitoring mechanisms to support quality inclusive education practices.

#### **D. Recommendations for Policy Makers**

Based on the research findings, there are several recommendations that can be given to policy makers to improve the implementation of inclusive education in Indonesia. First, it is important to strengthen training for teachers in teaching students with disabilities. This training should include effective teaching strategies, the use of educational aids , and how to manage diverse classes. According to research by Setiawan (2023), a comprehensive training program can increase teachers' confidence and their ability to teach students with special needs.

Second, better resource allocation is needed to support inclusive education. The government needs to increase the education budget, especially for schools that implement inclusive programs. This includes providing disability-friendly facilities, learning aids , and appropriate educational materials. A study by Widiastuti (2022) shows that schools with good access to resources tend to have better educational outcomes for students with disabilities.

Third, it is important to involve parents and the community in the inclusive education process. Schools need to hold socialization and training programs for parents to help them understand how to support their children with disabilities. By increasing parental involvement, it is hoped that students can receive better support both at home and at school. Research by Hidayati (2021) shows that parental involvement can contribute to improving the academic achievement of students with disabilities.

Fourth, policymakers need to create more effective monitoring mechanisms to evaluate the implementation of inclusive education in schools. This includes regular data collection on the number of students with disabilities enrolled, the quality of education provided, and the level of student and parent satisfaction. With accurate data, policymakers can take appropriate steps to improve the quality of inclusive education in Indonesia.

Finally, it is important to create public awareness about the importance of inclusive education and reduce the stigma against students with disabilities. Awareness campaigns involving various parties, including the media, educational institutions, and community organizations, can help create a more supportive environment for students with disabilities. Thus, inclusive education can be more effective and provide greater benefits for all students in Indonesia.

## **E. CONCLUSION**

The conclusion of this study shows that although there has been an increase in the social integration of students with disabilities in schools implementing inclusive programs, there are still many challenges that need to be addressed to ensure the success of inclusive education in Indonesia. These challenges include lack of training for teachers, limited resources, and lack of support from parents and the community. Therefore, recommendations provided to policy makers include strengthening teacher training, increasing resource allocation, parental involvement, creating monitoring mechanisms, and community awareness campaigns.

By taking these steps, it is hoped that inclusive education in Indonesia can develop better and provide equal opportunities for all students, including those with disabilities. This research is expected to be a reference for policy makers, schools, and communities in efforts to improve the quality of inclusive education in Indonesia.

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