

Implementation of Inclusive Education Policies in the City of Tangerang Selatan

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Abstract

Every child has the right to continue to receive education, as mandated by the 1945 Constitution. The inclusive education policy is one of the government's policies to support the mandate of the 1945 Constitution. Unfortunately, this policy still faces various obstacles, even though it has been implemented since 2009. This research will then be carried out to analyze the process of implementing inclusive education policies in the South Tangerang city area. This research is descriptive qualitative research. The data used in this study were obtained through interviews, observation and document studies. The results of this study then found that implementing inclusive education policies in Tangerang is still not going well completely. This is because there is still no specific legal basis regarding inclusive education, the budget is still dependent on the provincial government, and there is no SOP for implementing inclusive education. Therefore, the government needs to clarify the legal umbrella or legal basis for inclusive education to clarify the SOPs, budget and maximum implementation.

Keywords: *Policy Implementation, Inclusive Education, Education Policy.*

A. INTRODUCTION

Inclusive education is part of education in general in the National Education System Number 20 of 2003 article 1 that "education is a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state" (Nilholm, 2021).

Education is guidance or assistance given by adults to develop children to reach maturity with the aim that children can carry out their life tasks, not with the help of others. This education is a very important start for a child because it trains them to read well, hone their numeracy skills and think. Currently, education in schools can be taken by anyone from various circles and classes. Inclusive education is an attempt to accommodate various forms of diversity. In other words, when discussing inclusive education, we are talking about accepting diversity in building education that is equally distributed to all children (education of all). Various schools were established to become places or educational facilities for children with special needs. Children

with special needs have deficiencies because they have physical, mental and social disabilities (Cribb et al., 2019).

Every child, inclusively, is a mandate and a gift from God Almighty, to whom dignity and worth as a whole human being are attached. Likewise, in terms of education, they also have the right to go to school to get an education and teach. Providing equal opportunities in an inclusive manner to obtain education and teaching will assist them in forming educated, independent and skilled personalities (Paseka & Schwab, 2020).

Education is the right of all citizens regardless of the origin, socio-economic status, or physical condition of a person, including children with disabilities, as mandated in the 1945 Constitution Article 31 paragraph 1, which states that every citizen has the right to receive an education. Apart from that, Law number 4 of 1997 article 5 states that every person with disabilities or special needs has rights in aspects of life and livelihood. The contents mentioned in the law above show that education is not only needed by normal children but also by children with special needs (Kristin & Dewi, 2021).

Inclusive education provides different services from other special schools in line with the development of educational services for children with special needs. Inclusive education is education in public schools tailored to the needs of students who need special education in a systematic unit. Inclusive education is education that gives appreciation to students with special needs. The model provided by this inclusive school emphasizes full integration, eliminating limitations by using the principle of education for all (Meijer & Watkins, 2019).

Inclusive education is an educational service that includes children with special needs and their peers in regular schools. This school accommodates all students in the same class, providing appropriate educational programs and challenging but adapted to the abilities and needs of each student. This educational service is provided in regular schools. Students with disabilities learn with other normal children in regular classes with the same class and teacher. All children are treated and have the same rights and obligations as other normal children (Giangreco, 2021).

Policies for inclusive education require a different strategy according to individual needs. The learning model for students with special needs prepared by teachers in schools is intended so that students can interact with the social environment. The learning is structured specifically through exploring students' self-abilities based on a competency-based curriculum. This competency consists of four domains that need to be measured, including physical competence, affective competence, daily competence and academic competence. The curriculum used in inclusive education is flexible and adapted to each student's abilities and needs (Buchner & Proyer, 2020).

The implementation of inclusive education in Indonesia is still in the low category and is still a phenomenon. One is based on data from the United Nations, which shows that 90% of children with disabilities in developing countries are still not attending school. Government policies, education curriculum management and

community attention to the status of inclusive schools in the vicinity cause this situation. In fact, according to data, five provinces in Indonesia have experienced problems in implementing inclusive education, namely Jakarta, West Java, Yogyakarta, East Java and Bali (Fitri, 2022).

Data from a study shows that 67.85% of students with special needs choose to work after high school, 17.85% choose a college, and 3.57% want to work and study. This condition is supported by other studies showing that providing educational services for students with special needs significantly impacts development. This development can be viewed as independence in making choices for personal needs as a form of educational reform without discrimination (Bruhn et al., 2022).

Educators have an important role in the success of inclusive education for students with special needs. The competence of educators in collaborating with various parties will produce quality inclusive education. Based on research data, educators in special education settings are only 13%. Therefore, the government, community and parents are expected to participate and work together to provide quality inclusive education actively (Moberg et al., 2020).

The fact is that in the process of implementing inclusive education, it is inseparable from various problems, including problems related to human resource competence in schools providing inclusive education (PPI). The teacher acts as an educational resource and determines the success or failure of PPI. Amka explained that currently, most of the schools implementing inclusive, according to data, are still constrained by the availability of teachers with a background in Special Education (PLB) or Special Education (PKh) degrees. Fewer than 20% of teachers working with students with special needs have an undergraduate background in Special Education. The rest were only general teachers who were included in a short training. This condition is an obstacle in these schools because general teachers will have difficulty identifying children with special needs. Such conditions certainly impact learning in inclusive classes, so children with needs have not received optimal educational services. The implementation of special education starts with understanding the students. Therefore, identifying and assessing students' learning needs is the initial step, followed by adjustments to the curriculum and learning (Dewi & Ferdian, 2021).

Problems related to human resource competence in inclusive schools must be followed up immediately. Therefore, the local government of South Tangerang City is trying to solve this problem through several policies, including preparing human resources by providing scholarships for educators for interested people who are willing, who have a high school educational background in schools providing inclusive education to pursue higher education in special education/special education undergraduate study programs. In addition, other equally important policies are the provision of technical assistance starting from assessment, and curriculum development, to the learning evaluation stage for Children with Special Needs (ABK) in inclusive schools, as well as implementing a mock study for school principals and some teachers providing inclusive education in the South Tangerang City area (Sima et al., 2020).

In addition to human resource problems, issues related to accessibility are no less important, so far, many schools do not yet have adequate infrastructure. This impacts children with special needs who are less independent in their mobility in school, so they depend on the people around them. Adequate facilities and infrastructure must be provided to schools that organize inclusive education so students can understand learning effectively and efficiently. Fulfillment of learning infrastructure is a concern of the government to achieve national education goals in fulfilling the right to education (Mohammadi et al., 2021).

Based on the brief discussion above, the researcher then intends to look at how the implementation of inclusive education policies in South Tangerang City.

B. LITERATURE REVIEW

1. Policy Implementation

The policy implementation approach model Van Meter and Van Horn formulated is called A Model of Policy Implementation. This implementation process is an abstraction or performance of a policy implementation deliberately carried out to achieve high performance. This model presupposes that policy implementation runs linearly from political decisions, implementing that policy performance is influenced by several of these variables, namely:

- a. Policy standards and objectives/policy measures and objectives
- b. Resources
- c. Characteristics of implementing organizations
- d. Attitude of executors
- e. Communication between related organizations and implementation activities
- f. Social, economic, social and political environment (Suhendi et al., 2022).

The performance of policy implementation can be measured by the level of success of policy measures and objectives that are realistic with the socio-culture that exists at the level of policy implementers. When policy measures and targets are too ideal (utopian), it won't be easy to realize them. Van Meter and Va Horn argued that measuring the performance of policy implementation certainly emphasizes certain standards and targets that policy implementers must achieve, and policy performance is an assessment of the level of achievement of these standards and targets (Kyriakopoulos, 2022).

The success of policy implementation is highly dependent on the ability to utilize available resources. Humans are the most important resource in determining the success or implementation of policies. Each implementation stage requires quality human resources following the work required by the policies set before (Mutebi et al., 2020).

In addition to human resources, financial resources and time are important calculations for the success of policy implementation. As stated by Derthicks that: "New town suggests that the limited supply of federal incentives was a major contributor to the program's failure". Van Meter and Van Horn emphasized, "Policy resources are no less important than communication. These policy resources must also

be available to expedite the administration of the implementation of a policy. These resources consist of funds or other incentives that can facilitate policy implementation. Lack or limited funds or other incentives in policy implementation is a major contribution to the failure of policy implementation” (Mir et al., 2021).

2. Inclusive Education

Inclusive education is an educational concept that represents all aspects related to openness in accepting children with special needs to obtain their basic rights as citizens. Inclusive education or inclusive education is a word or term echoed by UNESCO derived from the word Education for All, which means friendly education for all, with an educational approach that seeks to reach everyone without exception. They all have the same rights and opportunities to benefit from education. These rights and opportunities are not differentiated by the diversity of individual characteristics physically, mentally, socially, emotionally, and even socio-economic status. At this point, it appears that the concept of inclusive education aligns with Indonesia’s national education philosophy, which does not limit student’s access to education simply because of differences in their initial conditions and backgrounds. Inclusive is not only for the disabled or extraordinary but applies to all children (Meijer & Watkins, 2019).

Thus, inclusive education is an education service system that requires children with special needs to study in nearby schools in regular classes with their peers. Schools that provide inclusive education are schools that accommodate all students in the same class. This school provides appropriate educational programs and challenging but tailored to the abilities and needs of each student as well as the assistance and support that teachers can provide so that children are successful (Francisco et al., 2020).

It must be acknowledged that the emergence of inclusive integrative education was initiated by dissatisfaction with the system of segregation and special education, which previously accompanied the journey of children with disabilities and disabilities in obtaining educational services according to their level of ability and needs. The fact shows that integrated, inclusive education cannot be separated from an irony that cuts the conscience of people with disabilities who are increasingly marginalized in formal education (Heyder et al., 2020). Even the opportunity to get an education is increasingly difficult due to government policies that do not support the facilities of the so-called different abilities.

Inclusive education in Indonesia is held with the aim of:

- a. Providing the widest possible opportunity to all students who have physical, emotional, mental and social disabilities or have potential intelligence and special talents to obtain quality education according to their needs and abilities.
- b. Realizing the implementation of education that respects diversity and is not discriminatory to all students (Tang & Li, 2021).

3. Children with Special Needs

The term children with special needs do not mean to replace children with disabilities or extraordinary children but rather has a broader and positive outlook for children with different diversity. ABK is a child with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Mulyono defines ABK as children classified as disabled or have disabilities and potential and gifted children (Foley-Nicpon & Assouline, 2020).

ABK stands for children with special needs, originally called extraordinary children. The meaning of “extraordinary word” in the word extraordinary is a nickname or designation for those with deficiencies or who experience unnatural abnormalities and deviations, like normal people in general. Based on the above understanding, ABK is a child with abnormalities and deviations, which other normal children generally do not experience. ABK does need people who can guide them specifically to hone their skills. ABK requires a special inclusive education path to provide knowledge and channel their talents at a young age, namely special schools that are inclusive as a place for learning and teaching for children with special needs (Putra & Suyatno, 2021).

The classification of crew members is generally divided into two major groups, namely temporary crew members and permanent crew members. These categories for this research are then described in a limited way by the researchers as follows:

- a. Temporary ABK is children with learning and developmental barriers caused by external factors. For example, students who experience emotional disturbances due to trauma, sadness, worry, etc. Barriers to learning and development in ABK can still be cured as long as parents and those closest to them can provide healing therapy that can restore the mental condition of ABK students to normal again. This, of course, must be a serious and extra serious concern from the parents of ABK and those closest to them who have to give attention and love to ABK (Peters, 2022).
- b. ABK that is permanent is those who have learning and developmental barriers as a direct result of a disability or congenital from birth. For example, the characteristics and learning needs of children with special needs are found in children who are blind, deaf, disabled, mentally retarded, slow learners, children with learning difficulties, such as children who experience communication disorders, hearing impairment or emotional and behavioral disorders. These types of ABK require consistent and attentive inclusive education services to overcome all barriers to learning and psychological development (Elder et al., 2021).

C. METHOD

This research approach is qualitative research, with a descriptive method, because the main data source in qualitative research is research in the form of the words and actions of people who are observed or interviewed, while it is descriptive because this research is intended to describe the circumstances that occur. The selected

data collection technique must follow the situation and condition of the data collected according to the problem to obtain data or information on research activity. Data collection techniques used by researchers in collecting research data are observation, interviews and documentation.

D. RESULT AND DISCUSSION

1. Inclusive Education Policy Objectives

Starting from Van Meter & Van Horn's theory, an implementation policy can be seen from the size and objectives of the policy. Based on the findings and discussion, it can be concluded that the implementation of inclusive education policies in the city of South Tangerang is not good enough, there are still many deficiencies in its implementation. Policy standards and targets are not yet clear, regional regulations or mayoral regulations that specifically regulate inclusive education have not been formed, so that the size and objectives of the policy are still abstract or unclear, making it difficult to implement properly in the field, the available resources start from human resources, namely the GPK (Special Companion Teacher) has not been sufficient in schools providing inclusive education (SPPI), the budget is still very limited because the city of South Tangerang still uses a limited budget from the Provincial Government, namely Banten, The South Tangerang City Education Office has not provided SOPs for inclusive education, socialization of the implementation of inclusive education policies has not been carried out properly, there are different views regarding the definition and objectives of inclusive education among relevant stakeholders, there is no good understanding regarding inclusive education information to parents of students. Stakeholders have not considered inclusive education as important in the city of South Tangerang related to the identification of the absence of regional regulations or mayoral regulations related to inclusive education, implementing agents namely elementary and junior high schools, which SPPI (Inclusive Education Provider Schools) do not yet have adequate facilities in accordance the needs of inclusive students, SPPI teachers in South Tangerang City, do not yet have the same understanding regarding inclusive education, meaning that optimal socialization has not been carried out for policy implementing agents, the distribution of GPK in every SPPI school has not been evenly distributed, there are still schools that do not yet have GPK, thus even schools as implementing agents still find it difficult to accommodate inclusive students both in terms of teaching as well as infrastructure and budget, SPPI in the city of South Tangerang are actually very enthusiastic about implementing inclusive education in their schools but what has happened is that the attitude of the South Tangerang city government has not fully prioritized both in terms of budget, facilities and infrastructure, SOPs, teaching staff, outreach and others.

The Working Group (POKJA) has not been accurate and consistent in communicating with schools and the private sector in the City of South Tangerang in developing inclusive education due to socialization and limited budgets, where the POKJA is selected by the South Tangerang City Education and Culture Office, then

they communicate with the Banten Province. In terms of the relationship between the external environment, namely the social, political and economic environment, it is felt that it is not conducive so that it has a significant influence on inclusive education policies in the city of South Tangerang because until this research was conducted in 2022-2023, there had not yet been a Regional Regulation specifically for inclusive education and a Mayor's Regulation that specifically regulates technical matters for implementing this inclusive education.

Schools still lack information on implementing inclusive education, budget resources, facilities and infrastructure, and the quantity and quality of GPK in South Tangerang City, which still need attention. To maximize the effectiveness of implementing inclusive education, the South Tangerang City Education Office and the Legal Section of the South Tangerang City Regional Secretariat, together with the South Tangerang City DPRD, it is hoped that they will immediately make the government's policy agenda to formulate regional regulations or mayor regulations so that inclusive education has a clearer legal basis and is more focused on implementing inclusive education policies in South Tangerang City.

Starting from these conditions, there is an assumption that there is still a dilemma when organizing inclusive schools or special schools, a strategic policy answer is needed so that this is no longer a constant debate at the policy level. The author knows about this debate after interviewing Mr Doctor H. Mathoda M.Sc, a member of the South Tangerang City DPRD, who stated: "It is true that among members of the South Tangerang City DPRD itself, there are still differences of opinion regarding making inclusive education a special school, which accommodates and educates children with special needs".

Mr Ahmad Syauki also voiced the same thing, Chairman of Commission II DPRD City of South Tangerang, who said, during an interview, revealed that: "Currently the implementation of inclusive schools has not been able to answer the basic needs of the community, for students with special needs (ABK) due to several factors. Even though he said inclusive schools could reduce costs to students' parents".

Furthermore, Mr Ahmad Syauki continued, "Because special schools are expensive, but if students with special needs are combined with ordinary students (inclusive schools), this has not been optimal. But we (DPRD) keep pushing."

Based on the information and information that the author obtained in the South Tangerang City DPRD, the legislature had discussed with the South Tangerang City Education and Culture Office to organize an inclusive school would start with a pilot model first, as has been implemented in Lebak District, because it is not wrong if the City of Tangerang Selatan imitated the pilot model of the Inclusive School in Lebak Regency.

By regulation according to the rules and regulations of the Provincial Government of Banten, the construction of Special Schools for inclusive education is the authority of the Banten Provincial Education Office (Dindik); because there is

indeed a transfer of authority to organize special schools, or inclusive schools, even though the land is in the district/city area.

He reiterated this fact: "If we (the City Government of Tangsel) have the land to organize a special school, this is a dilemma, the Banten Dindik cannot buy land to build a special school, this is funny. If so, the land should be built for a junior high school. It's not enough for the needs of State Middle Schools in Tangsel. In Ciputat alone, there is only one state junior high school. Because this is to meet the needs of the PPDB zoning system." Said Ahmad Syauki.

2. The Role of Parents in Their Children's Inclusive Education

Parental communication is a form of the parental role in their child's inclusive education because the role of parental communication with the parties will facilitate the smooth running of the inclusive education their child is pursuing. In this communication role, parents explain the efforts made by parents in communicating about school and education programs, the development and health of their children pursuing inclusive education with educational institutions and all of its elements, both in face-to-face meetings and by telephone conversations.

With communication, parents can play an active role in supporting their children in pursuing education in inclusive education classes, so naturally, their children will feel helped and get even better results in each evaluation. The role of active parental communication also shows that the communication process does not only occur when meeting in person but also using mobile devices by contacting teachers and the school personally to ask questions about children. In addition, parents do not only ask about their children's learning process in class but try to find information about the sources of their children's needs, such as various things needed in formal schools and places of therapy suitable for their children outside school hours.

According to the Head of the school's statement, parents or guardians of students who always show the role of parental communication in educating their children and the school will make progress for the learning of those currently pursuing this inclusive education. The author felt the active role of communicating with the parents or guardians of these students when the writer received a WA message from one of the student's guardians, where he wanted to chat regarding the development of his child with special needs who are currently attending this inclusive education. After that first telephone communication, the student's guardian often communicated with the writer, starting by asking how the writer was doing to giving news about his child's development, he seemed happy to communicate, especially towards the development of their children who require more special attention than other general education participants at their child's school.

The authors mention the second type of involvement is the volunteer volunteering type. The author can emphasize that this type explains the involvement and participation of parents in every activity held by the school, disability agencies,

or other parties that are beneficial for the inclusive education of their children who are currently pursuing these learning activities.

Several parents, as informants interviewed by the authors, always took the time to attend and take part in activities held by schools, disability organizations, or other parties that hold various events to support children with special needs in South Tangerang City; because they realized that by voluntarily involving their children in these various events a little more children with special needs will increase their self-confidence, in their minds, it will be embedded that they are not alone in experiencing things like that, because there are still other parties who pay attention to them voluntarily (volunteering).

Furthermore, the authors mention the third type of involvement is learning at home, which is carried out independently. It can be concluded from the interviews that the researchers conducted included various results, where from the number of parents interviewed by the authors, there were parents who showed high involvement, and there were also other parents who showed moderate involvement.

The first part was for the three high-involvement parents: Mrs M, Mrs N and Mrs T. The observations showed that the three of them greatly facilitated their children's learning needs at home. Apart from observing and documenting results, the authors interviewed the three informants. The results of the interviews show that they always try to teach their children to study at home, even without a specific study schedule. Even so, of course, there are still parents or guardians of students who still find it difficult or have difficulty implementing learning activities at home, this was revealed when they said that the child often complained that he was stressed when he had to study at home, so then they were limited to doing so.

Furthermore, the authors mention the fourth type of involvement is making decisions. This type explains parents' involvement in determining which alternative the child will take based on the child's needs and goals. It can be concluded from the results of interviews that researchers conducted that there are parents of inclusive children who have high involvement (always involved) in making decisions, and besides that, there are also other parents who have moderate involvement in the type of decision-making, not often involved.

For parents who have high involvement in the type of decision-making and execution, they do what is right in terms of child development. Parents not only enroll their children to study in inclusive education schools, but also in therapy or tutoring classes, which can support children's development and prepare them to enter formal schools, namely public schools that accept inclusive education participants.

In addition to the results of interviews, the authors also made observations of informants who had high involvement in the type of decision-making. Where they are seen diligently attending their children's class activities. This proves that the decisions made by parents of children with special needs in sending their children to inclusive education schools have been well-optimized. Meanwhile, during the observation process, the authors saw the obstacles experienced by parents who rarely attended their children's school due to being busy parents, usually, parents like this had their

child sick or didn't have money for the fare. The parents also acknowledged this during the interview process.

Next, the fifth type of involvement the author mentioned is cooperation with the community. It can be concluded from the interviews that the authors conducted that some parents showed involvement in working with the community, while other parents had high involvement and rarely had low involvement. The existence of parents for children with disabilities, who have moderate involvement in the type of cooperation with the community, shows that introducing children to the environment is normal, and parents involve children quite a lot. However, in this case, the child explores more.

Based on the results of observations made by the author, some informants are quite active in introducing the environment to the child. The informant's three children were also not afraid of new people and were relatively easy to get along with, so the process of getting to know the environment went quite well. In addition, several times, the author also saw these three informants introduce the children to places around the school, such as roads, fields, mosques, and so on.

3. Factors Affecting the Quality of Inclusive Education

Various factors can affect the quality of inclusive education in South Tangerang City, supporting and inhibiting factors. Supporting factors in the implementation of this inclusive education policy can be mentioned several factors, including:

a. The role and function of DPRD

The Chairman of Commission II DPRD Kota Tangerang Selatan stated that he would fight to issue the DPRD's initiative right to form and issue a special Regional Regulation (PERDA) on Inclusive Education in this period before 2024.

b. Existence of South Tangerang City Government.

This governmental collaboration in the South Tangerang City area is illustrated in the joint task of continuing the government's mission through the Minister of Education and Culture, which seeks to facilitate the development and guidance of the uniqueness of inclusive education students in seven sub-districts in the South Tangerang City area, to have superior value in meeting the social needs of society, in the field of inclusive education.

c. Availability of adequate funds for the implementation of inclusive education.

Adequate funds are provided in the South Tangerang City Revenue and Expenditure Budget (APBD) to fulfill inclusive education, a form of education service provided by the South Tangerang City Government for students with special needs. The goal is that they fulfil their rights and obligations as citizens regarding science. Providing adequate funds to implement inclusive education is a forum for equitable development of student's potential in the context of realizing national education goals. In addition, strengthening character is also the goal of inclusive education.

- d. Availability of existing infrastructure, which is sufficient.

In addition to the condition of the schools that meet the requirements for both elementary and junior high schools in the South Tangerang City area, of course, they are also equipped with the infrastructure needed by students, both general participants and inclusive participants, because the availability of adequate infrastructure will ensure the continuity of the implementation of inclusive education in the South Tangerang City area.

- e. Ease of curriculum in teaching and learning activities for students with special needs or inclusive education participants.

A curriculum that does not differentiate between general and inclusive students has given a genuine and serious enthusiasm for learning. Education in Indonesia is emphasized in Law Number 20 of 2003 article 3 concerning the National Education System, which aims to develop all the potential possessed by students, covering the physical, psychological, spiritual and social aspects. Students have their uniqueness in each educational unit. Students in inclusive education have been regulated in the Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 concerning Inclusive education, which states that learning is carried out in an educational environment together with students as usual.

- f. Changing the Era of the Industrial Revolution 4.0 to the Era of Society 5.0.

The new dynamics, namely the change of era from the original industrial revolution 4.0 to the era of society 5.0. has supported the implementation of inclusive education policies. Because the South Tangerang City area is also on the buffer side of the capital, it automatically becomes part of the development of these technological advances, which have a positive impact as a supporting factor for implementing inclusive education policies in the city of South Tangerang. Information technology development is now considered the opening gate of civilization in the era of society 5.0. The situation in the era of society 5.0 can be seen from the changes in social functions towards information technology functions in every life activity in various aspects, including education. The use of learning media and online-based learning is one of the characteristics that appear in education in the era of society 5.0 and can maintain the function of education today.

As for the inhibiting factors in implementing this inclusive education policy, in particular, no one has yet formulated it, therefore, the authors, in general, only formulate it through field research in processing materials and compiling this thesis. Based on the findings and discussion, it can be described that implementing inclusive education policies in the city of South Tangerang is not good enough, in practice, there are still many deficiencies and weaknesses. The authors formulate this as an inhibiting factor, which includes the following:

- a. Policy standards and targets are not yet clear,
- b. Regional or mayoral regulations that specifically regulate inclusive education have not been formed, so the policy's size and objectives are still abstract or unclear, making it difficult to implement properly in the field.
- c. The available resources start from human resources, namely the GPK (Special Assistance Teacher) has not been sufficient in schools providing inclusive education (SPPI),
- d. The budget is still very limited because the city of South Tangerang still uses a limited budget from the Provincial Government, namely Banten,
- e. The South Tangerang City Education Office has not yet provided SOPs for inclusive education,
- f. Socialization of the implementation of inclusive education policies has not been carried out properly,
- g. There are different views regarding the definition and objectives of inclusive education among relevant stakeholders,
- h. There is no good understanding regarding inclusive education information for parents of students,
- i. Stakeholders have not considered inclusive education as important in the city of South Tangerang related to the identification of the absence of regional regulations or mayoral regulations related to inclusive education,
- j. Implementing agents, namely SPPI SD and SMP schools, do not yet have adequate facilities according to the needs of inclusive students,
- k. Teachers at SPPI schools do not yet have the same understanding regarding inclusive education, meaning that optimal socialization has not been implemented for policy-implementing agents.
- l. The distribution of GPK in each SPPI school is also not evenly distributed, and there are still schools that do not yet have GPK, so schools as implementing agents still find it difficult to accommodate inclusive students in terms of teaching and infrastructure and budget. SPPI in South Tangerang is enthusiastic about implementing inclusive education in their schools. However, the attitude of the South Tangerang city government has not fully prioritized both in terms of budget, facilities and infrastructure, SOPs, teaching staff, outreach and others.
- m. The Working Group (POKJA) has not yet communicated accurately and consistently with schools and the private sector in developing inclusive education due to socialization and limited budgets, where the Education Office selected the LOKJA, and then they communicated with the Banten Province,
- n. The external environment, namely the social, political and economic environment, is considered less conducive so that it has a significant influence on inclusive education policies in the city of South Tangerang,
- o. Regional Regulations and Mayor Regulations specifically for inclusive education have not been specifically formed until now because they are still

incorporated into the main regional regulation in the Education Regional Regulation;

- p. Schools still lack information on implementing inclusive education, budget resources, facilities and infrastructure, and the quantity and quality of GPK. To maximize the effectiveness of implementing inclusive education.

From a regulatory point of view, the supporting and inhibiting factors for implementing inclusive education have been regulated since the beginning of regulations during the Ministry of National Education in the era of President Soeharto. The discussion continues to develop these regulations, especially during the era of President Soesilo Bambang Yudhoyono and the current era of President Joko Widodo.

These regulations state that inclusive education is in which children with special needs are integrated into public schools by optimally using all available facilities and support from the school environment. The implementation of inclusive education is based on the belief that all people are a valuable part of the community, regardless of their differences. Education that provides services to all regardless of physical, mental, intellectual, social, emotional, economic, gender, ethnicity, culture, place of residence, language and so on, where all children can learn together, both in formal and non-formal schools near where they live, adapted to the conditions and needs of each child. According to Suparno, inclusive education is a system of educational services for children with special needs in normal classes with their peers. So inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and special talents to participate in education or learning in an educational environment with students in general.

Regulations during the Ministry of National Education emphasized that inclusive education was defined as an education service system that included children with special needs studying together with their peers in regular schools closest to where they lived. Thus, the implementation of inclusive education requires schools to make adjustments in terms of curriculum, educational infrastructure, and learning systems adapted to the needs and characteristics of students (students).

The previous regulation in the formal reference that already exists in Indonesia is the Decree of the Minister of Education and Culture Number 002/U/1968, concerning Integrated Education for children with disabilities, Chapter I, article 1, which states that; (a) Integrated Education is a model of implementing educational programs for children with disabilities that are held with normal children in public educational institutions using the applicable curriculum in the educational institutions concerned. Meanwhile, the next regulation in the 2003 Draft Government Regulation concerning special education and special service education (RPP-PK and PLK) Chapter I, Article 1 paragraph (7) states that Inclusive Education is regular education tailored to the needs of students.

Comparison of other regulations in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 0491/u/1992 Dated 30 November 1992 In Chapter X1 Concerning Assessment And Chapter X11 Concerning Guidance And

Rehabilitation. For this reason, the following description will focus on rehabilitation, the provisions of which state that: rehabilitation is provided by physical therapists, speech therapists, general practitioners, specialist doctors, psychologists, nurses, and social workers.

Then based on the following regulation in the Regulation of the Minister of National Education of the Republic of Indonesia Number 7 of 2009 concerning Inclusive Education, various regions have lowered further regulations. Likewise for Banten Province, and specifically for the City Government of South Tangerang, 2009 was the year the City of South Tangerang was formed, so it is continuing regulations to support inclusive education in the City of South Tangerang.

E. CONCLUSION

Inclusive education has been going quite well in schools within the South Tangerang City area, in general, it has been running as it should, following applicable regulations, even if there are different treatments or technical differences, only in the implementation of teaching and learning activities in each school. Implementing the Inclusive Education Policy is still not optimal because the level of seriousness of the South Tangerang City Government is not optimal either. This is indicated by the absence of a Regional Regulation (PERDA) or Mayor Regulation (PERWAL) that specifically regulates inclusive education implementation. So only education regulations apply in general to all education in the City of South Tangerang. Related to the absence of specific rules for inclusive education in the City of South Tangerang, this automatically results in the implementation still being generally accepted, which results in the treatment of inclusive education students being the same as general students. This means that there has not been more attention to the inclusive education students in the South Tangerang City area, they may or may not participate in inclusive education, just like those who take regular general education. Governance policies have not yet appeared to be compact between the DPRD and the City Government of South Tangerang. There has not been a detailed discussion on how to manage inclusive education, and this can be seen from the action programs run by the South Tangerang City Education Office, SD and SMP, which accept students with special needs. Likewise, the Legal Division of the Regional Secretariat considers that it is unnecessary to prepare a South Tangerang Mayor Regulation to implement the Inclusive Education policy. Because socialization of inclusive education is still limited, the opinion of parents or guardians of students regarding the Inclusive Education policy is still in the mediocre category.

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