
Students' Understanding of Concepts, Policies and Implementation of Inclusive Education in Indonesia

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ABSTRACT

Inclusive education is an educational system that aims to provide equal opportunities for every child to receive education regardless of the child's condition. This research aims to determine students' understanding, especially students of the Faculty of Teacher Training and Education Sebelas Maret University (FKIP UNS), Surakarta, regarding the concept, policy and implementation of inclusive education in Indonesia. The approach used in this research is quantitative. The subjects used in the study were 160 FKIP UNS students. The sampling technique used was purposive sampling. Data was collected via a questionnaire. Data was analyzed using quantitative descriptive analysis. The research results show that (1) the average score obtained by students regarding understanding inclusive education is 70.8, which means that students understand enough about inclusive education. (2) The average score for students' understanding of the implementation and concept of inclusive education is higher than students' understanding of policies.

Keywords: Inclusive Education, Polices, Student Understanding

INTRODUCTION

Inclusive education is an educational service that aims to provide equal opportunities for every child to receive the same education regardless of conditions. However, Timo Salovita (2018) states, "The demand to adapt is now shifting to schools or campuses, which are expected to be friendlier to children with different abilities." Schools and institutions are required to be friendlier and better facilitate children with different abilities or children with disabilities to be able to obtain their educational rights properly.

Apart from institutions or schools that are required to be friendlier, human resources are also required to be friendlier and better understand the existence of children with special needs. Existing human resources are expected to know more about the concepts, policies and implementation of inclusive education in a school or university. The idea of inclusive education, according to Juang (2016), "refers to the learning needs of all students, with a specific focus on those who are vulnerable to marginalization and segregation". Erni and Nouf (2016) further explained that inclusive education is "an education system created to realize the concept of education for all by combining children with special needs in a learning environment with normal children". Marco Ferreira (2022) states that inclusive education is related to educational diversity and pedagogical differentiation. As a principle of positive discrimination, this is a way to guarantee equal opportunities for all students in

the class. Inclusion as a school-centred process emphasizes the need for curriculum or policy changes to address the needs of all students." From the opinions of these experts, inclusive education is an educational concept where all children receive equal guarantees or opportunities to obtain education.

The concept promoted regarding inclusive education requires appropriate policy support and an appropriate curriculum for its implementation. One of the existing policies in Indonesia is Law Number 20 of 2003 concerning the National Education System, which states that every citizen of the Republic of Indonesia has the same opportunity to obtain education, including children with special needs (Bahri, 2022). Furthermore, the policy of implementing the Independent Curriculum (Kurma) and inclusive education in Indonesia has been legally strengthened through the Minister of Education, Culture, Research and Technology Regulation Number 12 of 2024 concerning Curriculum for Early Childhood Education, Basic Education Levels and Secondary Education Levels. According to Minister of National Education Regulation No. 70 of 2009, inclusive education is defined as a system of education that provides opportunities for all students who have disabilities and have the potential for intelligence and unique talents to participate in education together with other students. These policies explain that there is support for implementing inclusive education so that all children, including children with special needs, have the same opportunities to obtain education.

Various experts have explained and elaborated on the concept and policy regarding inclusive education. How is inclusive education implemented, especially in higher education or universities? Inclusive education is implementing and applying concepts and policies that experts and policymakers have explained. According to Muslimin & Muqowam (2021), the implementation of inclusive education in Indonesia is said through National Government Regulation Number 70 of 2009 concerning inclusive education, providing equal opportunities for every child with special needs to have the right to receive education in a regular school. The implementation of inclusive schools in Indonesia has begun to develop in terms of acceptance by the community (Purbasari et al., 2022). To increase the universal understanding of inclusive education, especially in society, more research must be conducted to analyze how the development of inclusive education is realized in different cultural and historical contexts. (Sakari Moberg, et.al.2019). Inclusive education, especially in higher education, is not just about implementing existing concepts and policies but is more about creating education that can be experienced by every individual, including individuals with special needs. Inclusive education is implemented not only by concepts and policies but also by creating a friendly and comfortable atmosphere in terms of physical and non-physical facilities.

Therefore, to find out how inclusive education in higher education takes place, research was carried out to determine the level of understanding of Sebelas Maret University students, especially FKIP students, to create a friendlier inclusive environment. Further to the explanation of the concept, policy and implementation of inclusive education, research was conducted regarding student understanding of the concept, policy and implementation of inclusive education, mainly student understanding at the Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, where a total of 160 students were the subjects of the research.

METHOD

This research aims to determine students' understanding of the concept, policy and implementation of inclusive education. The subjects of this research were 160 FKIP UNS students. The sampling technique used was purposive sampling. The data collection technique uses a questionnaire sent and filled in by FKIP UNS students. The questions asked include the concept of inclusive education, inclusive education policies and the implementation of inclusive education. The data analysis technique uses quantitative descriptive techniques. Then, each variable is looked for and compared, which value is higher and which is lower

RESULT

The research was conducted at the Faculty of Teacher Training and Education (FKIP) at Sebelas Maret University (UNS) with 160 student respondents testing students' understanding of inclusive education regarding concepts, policies and implementation. The following results were obtained.

Table 1. Scores for student understanding of concepts, policies and implementation

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Understanding	160	40	48	88	11328	70.80	.678	8.580	73.620
Valid N (listwise)	160								

From the data above, the lowest value obtained is 48, the highest is 88, and the average is 70.8. Based on these descriptive statistics, categorization was then made for each research variable. Categorization is made based on empirical averages. Categorization is divided into five categories, as follows:

1. Very High: $X \geq M + 1,5 SD$
2. High: $M + 0,5 SD \leq X < M + 1,5 SD$
3. Medium: $M - 0,5 SD \leq X < M + 0,5 SD$
4. Low: $M - 1,5 SD \leq X < M - 0,5 SD$
5. Very Low: $X \leq M - 1,5 SD$

Information: M = Empirical Mean; SD = Standard deviation

Table 2. Variable

Category	Score	Frequency
Very High	$X \geq 83,67$	11,25%
High	$75,09 \leq X < 83,67$	26,88%
Medium	$66,51 \leq X < 75,09$	33,13%
Low	$57,93 \leq X < 66,51$	21,88%
Very Low	$X \leq 57,93$	6,88%
Total	160	100%

The categorization table shows that, at most, 33.13% of FKIP UNS students have a moderate understanding of inclusive education concepts, policies, and implementation. The overall data will then be divided into the following three categories: data on the value of

understanding concepts, understanding policies, and understanding inclusive education implementation. The following is the resulting data.

Table 3. Understanding the concept of inclusive education

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Concept	160	50	40	90	11290	70.56	1.094	13.839	191.506
Valid N (listwise)	160								

The average score for understanding the concept was 70.56, the lowest score 40 and the highest 90.

Table 4. Understanding inclusive education policies

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Policies	160	50	33	83	9579	59.87	1.116	14.119	199.347
Valid N (listwise)	160								

The average score obtained for policy understanding was 59.87. The lowest score was 33, and the highest was 83. This average score shows that there is still a low understanding of inclusive education policies.

Table 5. Understanding the implementation of inclusive education

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Policies	160	56	44	100	12204	76.27	.882	11.159	124.515
Valid N (listwise)	160								

The average score for understanding implementation was 76.27, the lowest score was 44, and the highest was 100.

From the data obtained, students' understanding of inclusive education is in the medium category with an average score of 70.8, which can be interpreted as students understanding much about inclusive education. Calculations based on each component, namely concept, policy and implementation, were compared, with the highest average score for understanding the implementation of inclusive education at 76.27, then concept at 70.56 and policy at 59.87. From the resulting score being in the medium category, it can be interpreted that students understand the implementation and concept of inclusive education well. At the same time, the policy still needs to be higher, or they do not need help understanding.

DISCUSSION

Students' understanding of the concepts, policies and implementation of inclusive education is essential in implementing inclusive education in higher education. This aligns

with the idea that inclusive education in Indonesia is a government policy and a solution to expand educational services for children with special educational needs (Aulia Ajizah et al., 2021). Inclusive education services for children with special needs continue beyond primary to secondary school levels but also at tertiary institutions. Therefore, students' understanding of the concepts, policies and implementation of inclusive education is essential in implementing inclusive education in higher education.

A positive response from the social environment facilitates people with disabilities' participation fully in academic and non-academic activities (Stella Pepi et al., 2024). This positive response can be developed if students understand the concepts, policies, and implementation of inclusive education to create a good and friendly inclusive education environment.

It is known from the research results that the scores obtained by FKIP UNS students are in the medium category, where the average score is 70.80. This needs to be improved to support the creation of inclusive education that is more friendly to universities. Inclusive education creates an environment that supports the social and academic growth of students with special needs; interactions between students also benefit the entire educational community, promoting tolerance, understanding and acceptance of diversity (Nadhiroh & Ahmadi, 2024).

The value of each aspect assessed on FKIP UNS students was further explained, where the average score for the policy aspect received a low score. This means that students, especially FKIP UNS students, still need to understand what policies cover the implementation of inclusive education. Like the policy of the Minister of National Education Regulation (Permendiknas) Number 70 of 2009 concerning Inclusive Education for Students who Have Disabilities and Have the Potential for Intelligence and Special Talents, Article 3 paragraph (2) states that every student who has physical, emotional, mental disorders, and social or has the potential for intelligence and unique talents have the right to participate in inclusive education in specific educational units according to their needs and abilities (Farah, 2022). Students may have yet to hear of such policies. Therefore, students need to be encouraged to pay more attention to existing policies, especially for inclusive education.

However, regarding policy aspects, students' understanding of concepts and implementation could be better, resulting in scores in the medium category, namely, quite good. This means that students understand the concept and implementation of inclusive education quite well. They understand the basic concept of inclusiveness, that all individuals, without exception, have the right to receive the same educational opportunities.

As is the case with several opinions regarding the implementation of inclusive education in higher education, the implementation of an inclusive-based curriculum still tends to be implemented in the form of a hidden curriculum, while the implementation of the formal curriculum is still limited to providing only a few courses (Ismail & Sulaiman, 2022). This is one factor in how students still need to improve their understanding of inclusive education.

From the implementation understanding factor, students already understand enough that inclusive education accommodates children with special needs to study together in the same environment as regular students. In addition, students understand enough about what needs to be applied in inclusive education and in helping individuals with special needs in higher education. This student understanding can encourage the creation of friendly, inclusive higher education. It was found that inclusive education courses

influenced students' understanding of the concept of inclusive education (Aulia Ajizah et al., 2021).

It is hoped that from the factors that already exist and have been described, universities with good curricula regarding inclusive education can now shift their focus, as has been explained, universities can now shift their focus to a social model of disability that focuses on attitudes, so that they can change perceptions towards students with disabilities. In addition, solutions are provided to bring awareness that students with disabilities may need to be treated differently to reach their full potential, ultimately ensuring inclusion in the curriculum Bunbury, S. (2018).

According to Bronfenbrenner's ecological system theory (Ady Dharma, 2023), creating an inclusive environment requires support from all aspects: the microsystem level of children, families, and schools, the ecosystem level of community attitudes towards diversity in schools (including children with disabilities), and macro-level support, which includes national curriculum policies, ideology, beliefs/culture, and political systems.

From the explanation and discussion and the results of FKIP UNS students' understanding of concepts, policies and implementation, the scores of which are still in the medium category, in the future, it can be improved in all aspects. One is by more aggressively socializing what inclusiveness is and how to implement inclusive education properly and more aggressively disseminating information about inclusive policies that support friendly inclusive education.

This section is the main section of the research article and is usually the most extended section. The research results presented in this section are "clean" results. Data analysis processes such as statistical calculations and hypothesis testing need not be presented. Only the results of the analysis and the results of hypothesis testing need to be reported. Tables and graphs can be used to clarify the research results presentation verbally. Tables and charts should be commented on or discussed.

The discussion in the article aims to answer the formulation of the problem and research questions, show how the findings were obtained, interpret/interpret findings, link the results of research findings with an established knowledge structure and generate new theories or modify existing theories. The following is how to write the organizational format, which shows how to write specific things that cannot be separated from an article.

CONCLUSION

FKIP UNS students' understanding of the concept and policy of implementing inclusive education in Indonesia received an average score of 70.80, which is in the medium category, so it can be concluded that FKIP UNS students understand inclusive education pretty well. From this data, the understanding value for each category, namely the concept, policy and implementation of inclusive education, was also obtained, where the resulting understanding value of implementation and concept for FKIP UNS students was higher than the value of understanding policy regarding inclusive education. This needs to be considered so that students will be emphasized and paid more attention to in the future to understand policies related to inclusive education. So that the policy is conveyed and can be interpreted well.

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