



ANALYSIS OF IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY FOR STUDENTS WITH SPECIAL NEEDS IN REGULAR SCHOOLS IN LEBAK DISTRICT

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Abstract

This study explores the implementation of inclusive education policy for students with special needs in regular schools in Lebak District. A qualitative descriptive approach was employed, with data collected through in-depth interviews, direct observations, and documentation. Informants included the Head of Secondary Education, Head of Quality Improvement, School Principals, and Special Education Teachers (GPK). The findings reveal that inclusive education implementation in Lebak faces several challenges, including the limited number of inclusive schools, insufficient trained personnel, inadequate facilities, and low public awareness. This study recommends improving teacher training, ensuring proper infrastructure, and strengthening inter-agency collaboration to optimize inclusive education policy implementation.

Keywords: Inclusive Education, Policy Implementation, Students with Special Needs, Regular Schools.

1. INTRODUCTION

According to Article 31 paragraph (1) of the Constitution, every citizen has the right to education. One way to realize this right is through the implementation of inclusive education—an educational system that accommodates all learners, including those with special needs. Inclusive education aims to provide equal learning opportunities in a friendly and supportive environment.



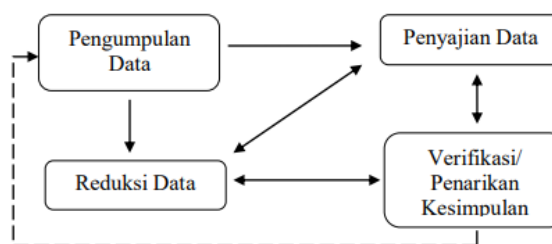
In Indonesia, inclusive education is regulated through the Ministry of National Education Regulation No. 70 of 2009 and strengthened by Banten Governor Regulation No. 74 of 2014. In Lebak District, inclusive education has been implemented in several regular schools, especially at the elementary level. However, the implementation is not yet optimal. Data from the Lebak Education Office (2023) show that only 9 of 37 public schools provide inclusive education, while the number of registered students with special needs (ABK) has reached 74.

This research is driven by the following issues: the limited number of inclusive schools, lack of competent educators, inadequate supporting facilities, low public awareness, and the need for synergy between schools, local government, and the community. The study aims to analyze the implementation of inclusive education policy in regular schools in Lebak District and to propose policy recommendations.

2. RESEARCH METHODOLOGY

This study employed a qualitative descriptive method. Data were collected through in-depth interviews, direct observations, and documentation. Informants included the Head of the Secondary School Division, the Head of Quality Improvement Section, school principals, and Special Education Teachers (GPK). The data were analyzed using the Miles and Huberman interactive model, consisting of three stages: data reduction, data display, and conclusion drawing. The process was iterative and continuous from fieldwork to final analysis.

Figure 3.2
DATA ANALYSIS PROCESS



In the picture We what see that this research process is carried out repeatedly Keep going continuous and mutual related One each other, both from before the time in the field until finished study .

3. RESULTS AND DISCUSSION

1. Research Findings

The results of the research conducted at three regular schools and the Education Office of Lebak District indicate the following:



- a. Limited Number of Inclusive Education Providers: Only a few schools in the district are designated for inclusive education.
- b. Shortage of Special Education Teachers (GPK): Most schools lack sufficient personnel to assist students with special needs.
- c. Inadequate Facilities and Infrastructure: Many schools lack accessibility features like wheelchair ramps and disabled-friendly toilets.
- d. Lack of Specialized Teacher Training: Many teachers have never received training on inclusive education.
- e. Low Public Awareness: A segment of the community still believes children with special needs should attend special schools (SLB).
- f. Government Commitment: Policies and decrees have been issued, though implementation remains weak.

These findings align with George C. Edwards III's policy implementation theory, which emphasizes the roles of communication, resources, disposition, and bureaucratic structure in policy success.

2. Discussion

The implementation of inclusive education policy in Lebak still faces numerous challenges. In line with George C. Edwards III's theory:

1. Communication among stakeholders is insufficient, hindering full policy understanding.
2. Resources, especially personnel and infrastructure, are inadequate.
3. Disposition: While school staff show a positive attitude, it is not supported by necessary resources.
4. Bureaucratic Structure: Policies exist but lack clear mechanisms and consistent enforcement.

To address these issues, improvements are needed in training, infrastructure, public awareness, and institutional collaboration.

4. CONCLUSION

Based on the research results that have been done, it can be concluded that implementation policy organization education inclusion at the level school regular in Lebak Regency still facing various obstacles significant. The main obstacle is the covering limited amount school organizer inclusion, lack of special assistant teachers, lack of facilities and means friendly infrastructure disabilities, as well as low awareness society about the importance of education inclusion.



Although However , there are also factors Supporter in the form of commitment government area through regulations and policies that have been published , and the enthusiasm of several schools in making it happen education better inclusion . Therefore , the implementation This policy requires a more focused and sustainable strategy , including improvement teacher training , procurement adequate facilities and infrastructure , as well as strengthening synergy between government , schools , and society .

With the commitment together from all over stakeholders interests , expected organization education inclusion in Lebak Regency can increasingly optimal and capable give service equal , quality and fair education for all students without except .

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