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Analysis of Inclusive Education Policy in Kalimantan Province East: A Systematic Literature Review of Regional Regulation Documen

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A R T I C L E I N F O

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A B S T R A C T

Inclusive education is Indonesia's commitment to realizing an education system that is fair and accessible to all students, including children with special needs (ABK). East Kalimantan Province has issued Governor's Regulation (Pergub) Number 17 of 2023 concerning the Standardization of the Implementation of Inclusive Education in Secondary Education as the main policy instrument. This study aims to analyze inclusive education policies in East Kalimantan Province through a systematic literature review of regional regulatory documents. The research method uses a qualitative approach with systematic document analysis, identifying key themes, regulatory patterns, policy consistency, implementation barriers, and development opportunities. The results of the study are expected to identify key elements in Governor's Regulation No. 17 of 2023, analyze the main aspects of the policy (definitions, principles, objectives, rights-obligations, implementation mechanisms), evaluate consistency with national and international regulations, and formulate concrete recommendations to strengthen implementation. This research makes an academic contribution to understanding inclusive education policies at the regional level in the context of Indonesia's education decentralization, while providing practical implications for local governments, education units, students, and civil society organizations in realizing effective and sustainable inclusive education.

INTRODUCTION

Education is a fundamental right guaranteed by Article 31 of the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System, which emphasizes that every citizen has the right to quality education without exception. In the global context, the Sustainable Development Goals (SDGs), especially Target 4, mandate that inclusive and quality education must be accessible to all groups, including children with special needs (ABK) and other vulnerable groups.

Inclusive education is defined as an education system that integrates all learners, including those with special needs, into a regular educational unit with special service support that suits their abilities and needs (United Nations, 2015). This concept is not only about the physical placement of students in regular schools, but is a paradigm shift in the perspective of diversity, social inclusion, and human rights (Ministry of National Education, 2009). This perspective is in line with international conventions such as the Convention on the Rights of Persons with Disabilities (CRPD) which recognizes that inclusive education is a form of human rights inquiry manusia dan keadilan sosial (Kementerian Education and Culture, 2022).

Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 is the main foundation for the implementation of inclusive education in educational units (United Nations, 2006). Furthermore, the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Basic Education, and Secondary Education strengthens the integration of inclusive education with the Independent Curriculum as part of the transformation of education in Indonesia (Ministry of Education, Culture, Research, and Technology, 2024). This national policy framework reflects the concrete steps taken by the Indonesian government in realizing a more inclusive, responsive, and equitable education system.

On the other hand, the regional context of East Kalimantan shows an urgent and real need to strengthen inclusive education policies at the regional level. The limited availability of inclusive education schools forces students with special needs to look for educational alternatives outside their area of residence, thereby increasing the economic burden on families (Ministry of Education, Culture, Research, and Technology, 2024). In addition, the role of Special Guidance Teachers (GPK) as the main companion in the learning process still depends on school initiatives with limited support from the government, even though the provincial government has provided support in the form of scholarships to people with disabilities (United Nations, 2015). This disparity shows that there needs to be an in-depth study of the policies that have been formulated to ensure that their implementation runs optimally.

The systematic literature review approach of regional regulatory documents (systematic literature review) was chosen because it allows a comprehensive identification of policy elements, implementation, obstacles, and development opportunities contained in regional legal instruments (Ministry of National Education, 2009). This method also allows researchers to identify policy *gaps and* provide recommendations that can be acted upon by decision-makers.

LITERATURE REVIEW

Concept and Definition of Inclusive Education

Definition of Inclusive Education

Inclusive education is an education system that integrates all students, including those with special needs, into regular education units with the support of special services tailored to their abilities and needs (UNESCO, 2009). This concept is not only about the physical placement of students in regular schools, but represents a fundamental paradigm shift in the perspective of diversity, social inclusion, and human rights (Armstrong, 2006). Inclusive education recognizes that all learners have the equal right to access quality education in an environment that supports and respects diversity (UNESCO, 2009).

UNESCO (2005) defines inclusive education as an ongoing process to respond to the diverse needs of learners through increased participation in learning, culture, and community, as well as reducing marginalization in and from education (Anderson, 2015). This definition emphasizes that inclusive education is not just about children with special needs, but about creating an education system that is responsive to the diversity of all students (Dunn, 2015). In Indonesia, Permendiknas Number 70 of 2009 defines inclusive education as an education delivery system that provides opportunities for all students who have physical, emotional, mental, social, or special intelligence disorders to learn with regular students in regular schools (Stoker, 1995). This definition demonstrates Indonesia's commitment to creating an education system that integrates all students without discrimination.

Characteristics of Inclusive Education

Inclusive education has several key characteristics that distinguish it from segregative or integrative educational models. First, inclusive education focuses on changing the school system and structure to accommodate the diversity of students, not expecting students to adapt to the existing system (Pressman, 1973). Second, inclusive education recognizes and values diversity as a positive asset that can enrich the learning experience of all students (Fraser, 1997).

The third characteristic is the emphasis on physical, curricular, and social accessibility to ensure that all learners can fully participate in the learning process. Fourth, inclusive education requires comprehensive support from various stakeholders, including teachers, special workers, parents, and the community (Ministry of Education, Culture, Research, and Technology, 2024). Fifth, inclusive education is oriented towards empowering students with special needs to develop their potential to the maximum (Handayani et al, 2015).

Legal Basis and Inclusive Policy

Inclusive education in Indonesia has a strong and comprehensive legal foundation. Article 31 of the 1945 Constitution is the constitutional foundation, stating that every citizen has the right to receive education and the government is obliged to strive for a national education system that increases faith and piety as well as noble morals in order to educate the life of the nation (Suanto, 2022). Law Number 20 of 2003 concerning the National Education System (UUSPN) further guarantees that education is a right for all citizens without discrimination.

Article 5 of the UUSPN states that every citizen has the same right to quality education, and this article is then strengthened through various derivative regulations (Rahman et al, 2024).

Permendiknas Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Students with Special Intelligence Potential is the main regulation that regulates the implementation of inclusive education in regular schools (Heera et al, 2019). This regulation mandates that each local government must appoint at least one school at each level of education to provide inclusive education (Rahman et al, 2024). Permendikbudristek Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Basic Education, and Secondary Education strengthens the integration of inclusive education with the Independent Curriculum (Rahman et al, 2024). This regulation underlines that inclusivity must be an integral part of the transformation of education in Indonesia through the regulation of curriculum flexibility and the support of special services (Ministry of Education, Culture, Research, and Technology, 2022).

International Foundations

Indonesia's commitment to inclusive education is also reflected in the international conventions that have been ratified. The Convention on the Rights of Persons with Disabilities (CRPD) ratified by Indonesia through Law Number 19 of 2011 recognizes that inclusive education is a form of fulfilling human rights and social justice (Ministry of Education, Culture, Research, and Technology, 2024). Article 24 of the CRPD explicitly recognizes the right of persons with disabilities to inclusive education at all levels. The Sustainable Development Goals (SDGs), especially Target 4, mandate that inclusive and quality education must be accessible to all groups, including children with special needs and other vulnerable groups (United Nations, 2015). Target 4.5 specifically emphasizes the importance of eliminating discrimination and disparities in education, as well as ensuring access to education for all, including people with disabilities.

The Salamanca Declaration (1994) on Education for All emphasizes that every child has the fundamental right to education, and governments must take the necessary steps to ensure access to education for all children (UNESCO, 1995). This declaration has become an international reference in the development of inclusive education policies in various countries, including Indonesia.

National Policy Framework

The inclusive education policy framework in Indonesia includes a comprehensive range of legal and regulatory instruments. The Government of Indonesia has developed a policy system that not only regulates the implementation aspects, but also includes the dimensions of accessibility, support for special services, educator training, and financing (Ministry of Education and Culture, 2016). Permendiknas Number 70 of 2009 is the main foundation and regulates various aspects of inclusive education, including:

1. Definition and principles of inclusive education
2. Mechanism for identifying students with special needs
3. Requirements for inclusive education providers (schools, educators, infrastructure)
4. Responsive curriculum and learning
5. Accommodating rating system
6. The Role of Special Supervisors (GPK)
7. Financing support from central and local governments

In addition, various other education regulations also integrate the principle of inclusivity. Permendikbudristek Number 12 of 2024 emphasizes that the Independent Curriculum must be designed with the diversity of students in mind, including those with special needs. These regulations leave room for flexibility in curriculum design, learning, and assessment to accommodate the individual needs of learners.

Key Components of Inclusive Education Policy

Inclusive education policy in Indonesia has several main components that are interrelated (Ministry of Education and Culture, 2016):

1. Physical and Curricular Accessibility

Physical accessibility includes the provision of facilities that are accessible to all learners, including ramps, accessible toilets, and classrooms designed with the needs of students with special needs in mind. Curricular accessibility refers to adjusting curriculum, learning methods, and teaching materials so that they can be accessed by all students with varying levels of ability.

2. Dedicated Service Support

Special services include the presence of Special Supervisors (GPK), counselors, and other support staff who have special competencies to assist students with special needs. Permendiknas Number 70 of 2009 mandates that every school that provides inclusive education must have at least one GPK.

3. Training and Competency Development of Educators

Regular educators and GPK need continuous training to improve competence in dealing with the diversity of students. This training includes an understanding of different types of special needs, differentiated learning strategies, and the use of technology in inclusive learning (Ministry of Education and Culture, 2016).

4. Financing and Resource Allocation

Permendiknas Number 70 of 2009 Article 18 explains that inclusive education financing is a critical aspect in policy implementation. The central and regional governments must allocate sufficient funds to support the operation of inclusive schools, including for GPK salaries, the procurement of special infrastructure, and the training of educators.

General Situation of Inclusive Education in East Kalimantan

East Kalimantan Province has demonstrated its commitment to inclusive education through various policy initiatives. However, the regional context presents real challenges in implementation that require in-depth study. The availability of schools that provide inclusive education is still limited, so many students with special needs have to look for educational alternatives outside their area of residence, which significantly increases the economic burden on families (Governor's Regulation No. 17, 2023). The disparity between national policy regulations and implementation at the local level demonstrates the need for a comprehensive analysis of regional policy documents[41]. The East Kalimantan Provincial Government has taken several concrete steps, including issuing a Governor's Regulation regulating the implementation of inclusive education (Governor's Regulation No. 17, 2023).

a. Regional Policy for Inclusive Education in East Kalimantan

East Kalimantan Provincial Governor Regulation Number 17 of 2023 concerning the Standardization of the Implementation of Inclusive Education in Secondary Education is a specific regional regulation regulating inclusive education. This regulation regulates various aspects, including:

1. Division of government affairs between provinces and districts/cities
2. Requirements for schools that provide inclusive education
3. Support an inclusive school environment
4. Monitoring and evaluation system
5. Financing mechanism and operational fund support
6. The role of teachers and education staff in inclusive education

In addition to provincial regulations, several districts/cities in East Kalimantan have also issued local regulations related to inclusive education. For example, the Balikpapan Mayor Regulation Number 9 of 2018 regulates the implementation of inclusive education in the city with a focus on accessibility, curriculum, educators, and infrastructure.

b. The Role of Teachers and Special Supervisors (GPK) in East Kalimantan

Special Supervisors (GPK) are educators who have special competencies in assisting students with special needs. The main functions of GPK include identifying learners' needs, learning planning, implementing differentiated learning, and collaborating with regular teachers. In East Kalimantan, the existence of GPK still depends on school initiatives with limited government support. Although the East Kalimantan Provincial Government has provided support in the form of scholarships to people with disabilities, the infrastructure for GPK competency development still needs to be strengthened.

Structural Barriers

In many schools, physical facilities have not been designed with accessibility in mind for students with different types of special needs. In addition, the curriculum that is still rigid and not flexible enough to accommodate the diversity of students is a significant obstacle. Although the Independent Curriculum opens up space for flexibility, its implementation in the regions still faces challenges in terms of teacher understanding and capacity (Ministry of Education and Culture, 2016).

Negative public perception of children with special needs and social stigma are still obstacles to creating an inclusive school environment. Some schools and teachers still maintain a deficit paradigm that views students with special needs as a burden rather than an asset for the school. Lack of awareness about the rights of students with special needs and the importance of inclusive education also contribute to the slow implementation of policies at the *grassroots* level (Ministry of Education and Culture, 2016).

Inadequate allocation of financing to support inclusive school operations is a significant obstacle. Additional costs for GPK salaries, procurement of special infrastructure facilities, and educator training are often not covered in the regular school budget (Ministry of Education and Culture, 2023).

The implementation of the Independent Curriculum opens up opportunities for the development of learning that is more flexible and responsive to the diversity of students. Project-based learning models, contextual learning, and the use of technology can be designed to accommodate a wide range of learning styles and abilities (Ministry of Education and Culture, 2023).

The development of partnerships between schools, local governments, civil society organizations, and the private sector can strengthen support for the implementation of inclusive education. This collaboration can include funding support, educator training, and policy advocacy.

The Use of Technology in Inclusive Learning

Digital technology opens up new opportunities to create more inclusive and accessible learning. The use of *assistive technology*, accessible digital learning platforms, and varied learning media can support the learning of students with various needs (Ministry of Education and Culture, 2023).

Previous Research on Inclusive Education Policy

Several recent studies have examined this topic:

1. Cerenas (2016). This comprehensive book is compiled by 10 authors from various educational institutions and includes 10 chapters on concepts, history, principles, models, characteristics of learners, implementation, curriculum, cultural values, the role of parents/society/government, and the future of inclusive education. This book is the main academic reference to understand the philosophical and practical foundations of inclusive education in Indonesia.
2. Firdausy (2024) examines the quality of the implementation of inclusive education in public schools, focusing on quality indicators. The data shows that the quality of inclusive education is still low in the majority of

public schools, particularly in the dimensions of special services support and accessibility

3. Hai Nguyen Xuan et al. (2023) this study analyzes the experience of other countries (Vietnam) in developing inclusive education models with a focus on systematic support structures and physical space design. The study provides recommendations on the "support chamber" model that is a combination of a dedicated space for intensive support and regular classroom learning[14]
4. Jauhari (2017) this literature review analyzes how the still strong social stigma against people with disabilities hinders the effectiveness of the implementation of inclusive education. Stigma not only creates psychological barriers, but also affects the admission of ABK students in regular schools
5. Juntak et al. (2023) examined the significant gap between inclusive education policies at the national level and their implementation practices in education units. The study found that fragments in policy management at the local level, lack of coordination across sectors, and weak monitoring systems are the main causes of suboptimal implementation.
6. Putri et al. (2025) this descriptive survey research found that the literacy of PAUD teachers towards inclusive education policies and concepts is still very low. Teachers' low understanding of inclusive policies is a significant obstacle in implementation in the field.
7. Phytanza et al. (2023) this comprehensive book is compiled by 10 authors from various educational institutions and includes 10 chapters on concepts, history, principles, models, characteristics of learners, implementation, curriculum, cultural values, the role of parents/society/government, and the future of inclusive education. This book is the main academic reference to understand the philosophical and practical foundations of inclusive education in Indonesia.
8. Sukbunpant et al. (2013) This qualitative study explored Thai pre-school teachers' perceptions of inclusive education. The findings show that although teachers have a positive attitude towards inclusion, this positive attitude has not been supported by adequate training and resources[16].
9. Unwin (2020) this academic book explores the development of inclusive education theory and practice in the 21st century, emphasizing the importance of continuous teacher training, community participation, and adaptation to social change[26].
10. Zaskia et al. (2024) this literature review analyzes how the still strong social stigma against people with disabilities hinders the effectiveness of the implementation of inclusive education. Stigma not only creates psychological barriers, but also affects the admission of ABK students in regular schools.

Research Thinking Framework

This framework aims to structure the analysis of inclusive education policies in East Kalimantan through three main perspectives:

1. *Contextual Perspective*

The contextual perspective analyzes the background and conditions behind policy formation. The aspects analyzed include:

1. Socio-Demographic Conditions
1. Regional Education Challenges
1. National Policy Dynamics

1. Normative-Regulatory Perspective

This perspective analyzes the legal dimension, principles, and regulatory mechanisms of policy. The aspects analyzed include:

1. Hierarchy of Laws and Regulations
1. Underlying Legal Principles
1. Regulatory Mechanism
1. Policy Instruments:

METHODOLOGY

This study uses a literature review method with a narrative-qualitative approach. This method was chosen because the purpose of the research is to synthesize the latest research results and theories regarding the role of school principals in improving the performance of teachers and education personnel for inclusive school management without conducting direct field data collection. The literature approach allows researchers to identify patterns, thematic tendencies, gaps, and theoretical and practical implications of various studies published in the 2021–2025 period related to inclusive education policies.

RESEARCH RESULT

The results of a systematic literature review show that inclusive education policies in East Kalimantan Province have obtained a strong legal basis at the provincial and district/city levels, although the level of regulatory power and scope of regulation are not yet completely uniform at all levels of government (East Kalimantan Governor Regulation No. 17 of 2023). In general, the existence of regulations shows the formal commitment of local governments to the fulfillment of educational rights for children with special needs (ABK), but its implementation still faces various limitations in resources, coordination, and supervision. The main findings from the analysis of regulatory documents show that East Kalimantan Province has issued formal regulatory instruments that regulate inclusive education at various levels of education, both through Regional Regulations (Perda) and Governor's Regulations (Pergub) that are more technical and operational.

A review of the Regional Regulation of East Kalimantan Province on the implementation of education shows that the issue of special and inclusive education has been recognized as an integral part of the authority of the provincial government within the framework of regional autonomy.

In the regulation, special education and inclusion education at the primary and secondary levels are emphasized as a form of formal service that is the joint responsibility of provincial, district, and city governments, including in the provision of special operational financing for students with special needs. This regional regulation recognizes various categories of special needs, including students who have a level of difficulty in participating in the learning process due to physical, emotional, intellectual, mental, and/or social disorders. This recognition shows a fairly comprehensive understanding of the spectrum needs of students with disabilities, although it has not yet detailed the specific identification and assessment mechanism for each category.

The analysis identified East Kalimantan Governor Regulation (Pergub) Number 17 of 2023 concerning the Standardization of the Implementation of Inclusive Education in Secondary Education as the most comprehensive and technical regulatory instrument in the regulation of inclusive education at the provincial level. The Governor's Regulation, which was established on May 24, 2023, is the result of a fairly long development process, involving various stakeholders including organizations for people with disabilities and education experts. The substantive structure of Governor's Regulation 17/2023 includes eight main chapters, namely: (1) General Provisions; (2) Division of Government Affairs in the Implementation of Inclusive Education; (3) Implementation of Inclusive Education; (4) School Environment Support; (5) Monitoring and Evaluation; (6) Information on the Implementation of Inclusive Education; (7) Complaints; and (8) Financing.

1. Scope and Substance of the Policy

Governor's Regulation No. 17 of 2023 places inclusive education as a service that must meet certain standards at the secondary education level. This regulation explicitly regulates the implementation mechanism which includes: (a) the determination of inclusive education schools through a strict selection process; (b) the availability of special assistant teachers (GPK) with appropriate qualifications; (c) the provision of accessible facilities and infrastructure for students with special needs; and (d) the implementation of learning strategies tailored to the individual needs of students. In particular, this Governor's Regulation emphasizes that the adjustment of curriculum and learning materials must involve the role of students' parents, in line with a person-centered and family-inclusive approach. This principle of family involvement is important because families have in-depth information about the child's learning needs, potentials, and preferences.

This diversity-responsive school environment is in line with the view that disability is not just an individual medical condition, but the result of interactions between individuals and non-adaptive environments. Therefore, changes in the school environment are a critical factor to ensure the full participation of students with special needs.

1. Monitoring, Evaluation, and Complaints System

This Governor's Regulation requires local governments to: (1) collect integrated data on the number and distribution of implementing schools; (2) tracking the number of students with special needs served; (3) measuring the learning outcomes of students; and (4) identify implementation barriers. In addition, the Governor's Regulation also establishes a formal complaint channel for the public, including students, families, and other stakeholders, to report obstacles or violations in the implementation of inclusive education. This complaint mechanism is important to ensure accountability and responsivitas education system for the needs of service users (Governor's Regulation No. 17 of 2023)

Financing Dimensions and Responsibilities

The analysis shows that both Regional Regulation and Governor's Regulation 17/2023 regulate inclusive education financing policies as part of the government's responsibility. Specifically, this regulation stipulates that:

1. Provincial Governments are obliged to build and/or develop special and inclusive education, as well as provide special operational financing.
2. Regency/City Governments are obliged to facilitate the implementation of inclusive education, including providing special assistant teachers and supporting the accessibility of facilities.
3. The Host School is responsible for providing quality educational services that are responsive to the needs of students with special needs, with government support.

This division of responsibility reflects the understanding that fulfilling the right to inclusive education requires commitment and resource allocation from various levels of government.

Conformity with the Principles of Inclusive Education

1. Principles of Access and Formal Identification

When viewed from the fundamental principles of inclusive education—access, participation, and equal learning outcomes—regulations in East Kalimantan have accommodated the aspect of access through the recognition of inclusive education as a form of legitimate formal education service at all district/city levels. This recognition is important because it gives legitimacy to the rights of students with special needs to access public education in regular schools. Governor's Regulation No. 17 of 2023 strengthens this access by setting clear implementation standards, so that students with special needs can expect consistency in the quality of inclusive education services in various secondary schools in the province (Governor's Regulation No. 17 of 2023).

2.Participation Support through a Responsive Environment

This arrangement is in line with the universal design for learning (UDL) approach which emphasizes that learning design from the beginning must consider the diversity of learners, not as additional modifications after the fact. However, the literature suggests that fulfilling the principles of equal participation and learning outcomes requires more than just formal recognition; A profound transformation in school culture, substantive curriculum adaptation, and strengthening teachers' capacity to implement differentiated and inclusive

pedagogical practices are needed. Various studies on the implementation of inclusive education in Indonesia indicate that teachers still face significant difficulties in adjusting learning strategies and assessment mechanisms for students with special needs (Governor's Regulation No. 17 of 2023)

Gap Analysis between Normative Policy and Factual Implementation

1. Gap at the Regulatory Level

An in-depth analysis of the substance of the regulation shows that there is a difference in the level of specification and depth between the Regional Regulation and the Governor's Regulation. Provincial Regulations tend to be general and normative, recognizing special and inclusive education as a right without thoroughly detailing operational mechanisms such as: (1) standardized student needs assessment procedures; (2) determination of quotas for admission of students with special needs; (3) minimum qualifications of special assistant teachers; and (4) the mechanism for strengthening disability service units in each education unit. Governor's Regulation 17/2023 tries to fill this gap by regulating more technical aspects, but its scope is limited to secondary education and is not yet fully detailed in certain implementable aspects, such as specific physical accessibility standards or criteria for selecting special assistant teachers.

1. The Gap between Regulation and Implementation in the Field

The findings of previous studies confirm that there is a significant gap between normatively progressive policy formulation and implementation practices on the ground that still face complex structural and cultural barriers. In East Kalimantan, although Governor's Regulation 17/2023 explicitly regulates monitoring, evaluation, and complaints, implementation practices are still limited by several critical factors:

2. Limitations of Integrated Data

Although the Governor's Regulation requires data collection, there are still gaps in the availability of integrated data on: (1) the number and distribution of inclusive schools at the district/city level; (2) the demographics of students with special needs served; (3) profiles of special assistant teachers and their competencies; and (4) the learning outcomes of students with special needs compared to their peers.

3. Limited and Uneven Availability of Inclusive Schools

One of the most significant challenges is that the availability of schools that provide inclusive education is still very scarce and concentrated in large cities. This condition forces some students with disabilities from remote or semi-urban areas to seek schools outside their area of residence, with significant financial, emotional, and social implications. This inequality is not only a formal access issue, but also shows a substantive injustice in the fulfillment of the right to education, as some students with special needs have to travel long distances or be separated from their families and communities to access inclusive education services.

4. Capacity of Teachers and Special Educators

The literature shows that the lack of availability of special assistant teachers (GPK) with adequate competence is a major obstacle to implementation in various regions, including East Kalimantan. Although the Governor's Regulation stipulates the obligation of the district/city government to provide a minimum of one GPK in each host school, implementation is still constrained by: (1) the limited number of GPK candidates available; (2) the non-uniform GPK training program; (3) the gap between the competencies needed and the qualifications possessed by current educators. In addition, research shows that regular classroom teachers also require significant capacity building in inclusive pedagogical practices, but training for classroom teachers is still not systematic and sustainable in many areas.

5. Integration with Other Supporting Ecosystems

The fulfillment of the right to inclusive education depends not only on the existence of education regulations, but also on integration with social welfare programs, health services, transportation accessibility, and family support. This condition indicates that the silo approach in the planning and implementation of inclusive education policies has the potential to produce suboptimal outcomes.

CONCLUSIONS

The inclusive education policy in East Kalimantan Province is formulated through the East Kalimantan Provincial Regulation Number 3 of 2010 concerning the Management and Implementation of Education, especially Article 7 which requires inclusive education for ABK in SLB or integrated regular schools at the expense of the local government.

The implementation of inclusive education policies is carried out through Disability Service Units (ULD) in schools such as SMPN 25 Balikpapan for assessment, counseling, and assistance for slow *learner crew members* by the Education and Culture Department.

Obstacles and challenges in the implementation of inclusive education policies in East Kalimantan such as the lack of trained assistant teachers (low ratio, for example, 380 teachers to 2,507 children) and lack of specialization for types of disabilities such as autism/deaf and non-disability-friendly facilities in schools, especially in remote districts (Mahakam Ulu, Paser), such as ramps, toilets, and learning aids that should be evenly held in each school.

Strategic opportunities and recommendations that can be developed to strengthen regional inclusive education policies such as: Improving inclusive teacher training by the Education and Culture Department in collaboration with universities including special course modules, Allocating a special provincial/district budget for GPK, facilities, and ABK quotas in regular schools and developing priority SLB/inclusion schools in each sub-district with routine psychologist assessments and national collaboration.

RECOMMENDATIONS

School principals can conduct routine training for Special Supervisor Teachers (GPK) through inclusion management workshops, such as those held by the East Kalimantan Education and Culture Office for school principals, in order to improve the competence of handling ABK. The education office can allocate a special budget for public and private inclusive schools/SLBs, including GPK quotas and regional regulation updates for physical assistance, considering that only 11 state SLBs out of 34 total in East Kalimantan. It is recommended to develop empirical study research (mixed methods) at the East Kalimantan Inclusion School to evaluate the effectiveness of regulatory implementation, not just document review, so that the research is more real with the conditions in the field.

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