

*Accessibility of Inclusive Education in Indonesia:
A Trajectory From Classroom Practice to Policy Recommendation*

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Abstract

Based on statistical data for Special Education (2020), there are a total of 2,270 Special Schools (SLB) at various levels of education units throughout Indonesia. With details of 593 schools owned by the government and 1,677 schools owned by the private sector. The number of SLB mentioned above is compared with the number of predictions based on prevalence (more than 10 million children) and data recorded by the Ministry of Education and Culture (1.6 million), indicating limited access to education and many children with disabilities are not enrolled in school. This study employs descriptive analysis and uses online surveys for teachers who want to participate in this study (convenience sampling). The instrument used is a survey with the following components: perception, pedagogy, and facilities, with sub-components concerning the 'teacher-student', 'student-student', and 'student-content' aspects. There are a total of 35 (thirty-five) statement items as measured by a Likert scale. It was recorded that 229 teachers participated in the online survey which was conducted from December 2020 to February 2021. The survey results show that only 50% to a maximum of 70% of the ideal conditions of inclusive schools have been fulfilled. Cooperation and communication with parents is an aspect that has been carried out a lot and of course, this still needs to be expanded toward active participation. The hope is that in the future, the education budget can also begin to be directed to meet facilities and infrastructure, and services towards a sustainable Inclusive School.

Keywords: Inclusive Education, Accessibility, Indonesia Education System, Classroom, Teachers' Perceptions, Policy Recommendation

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Introduction

Indonesia's education system has been evolving from time to time, from the curriculum until its trajectory to accommodate the needs of all, the progress to becoming more inclusive has been doing quite well. Based on the statistical data for Special Education (2020), there are a total of 2,270 Special Education Schools in all levels of education in Indonesia. There were 593 schools owned by the government and 1,677 schools owned by private sector. The number of SLB mentioned above in comparison with the prevalence prediction of the number of children with special needs (which above 10 million children), as well as the data recorded by the Ministry of Education and Culture (around 1.6 million) reveal an indication of limited access of education for children with special needs (WHO, 2011). Based on World Health Organization (WHO) data (2011), there is around a 50% gap between disabled students and non-disabled students who attend primary school (*Sekolah Dasar* or SD) and junior high school (*Sekolah Menengah Atas* or SMP) levels. It shows that students with special needs or disabled students in Indonesia do not have access to junior high school, hence, this might show the reason behind the government being only able to record 1.6 million children with disabilities attending school.

Furthermore, in statistics it is also reported that there are a total of 144,102 students in the 2019/2020 school year. Meanwhile, data for 2017 states that there are around 32 thousand inclusive regular schools in various regions in Indonesia (Maulipaksi, 2017). The large number of inclusive regular schools in Indonesia shows that the need for teaching personals who are involved in the teaching and learning process is also greater. Therefore, it is considered necessary to expand professional development for teachers on inclusive pedagogical matters, especially in inclusive regular schools. Increasing awareness and equipping teachers with practical skills, regardless of special schools or regular inclusive schools. This can be a good endeavour to guarantee of the right to equal access of education for children with disabilities as it also a part of national education policy agenda.

Apart from the urgency at the national level, the priority of providing inclusive spaces for all children is one of the key indicators in SDGs (Sustainable Development Goals) number 4, namely ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (United Nations, 2022). It is clear here that studying the direction of government policies in creating an inclusive environment is a matter of concern. Departing from the needs to create an inclusive environment, an initial step would be investigating teachers' perceptions toward their practices and some aspects in schools. In more depth, the study that we carried out was drawn from an analysis of teacher perceptions at various levels of education, in experiencing, dealing with, and reacting to teaching practices in schools with inclusive or non-inclusive environments, and the relation to their teaching practices with students with special needs.

Some studies present that investigating teachers' perception has a major influence on the performance of teachers in the classroom and overall professional developments (Vorkapic and Katic 2015; Hegde and Cassidy 2009; Hegde et al. 2014; Fang 1996, in Bubikova-Moan et.al., 2019). In this study, the perception's aspect includes communication aspect between teachers and students, as well as students and students; and perceptions related to pedagogy and facilities. Specifically, this study aims to answer these following research questions:

1. What are teachers' perceptions in general, regarding the existence and interaction between teachers and students, as well as students and students in inclusive classes?

2. What are teachers' perceptions regarding teaching (pedagogy) as well as facilities and infrastructure to support teaching and learning activities in inclusive school?

Theoretical Framework

Inclusive Education in Indonesia

Education is a basic right for all citizen, Indonesia implements 9 (nine) years of basic education for all. However, the concept and practices of inclusive education in Indonesia are meant to accommodate further specific conditions of children in public schools. Most of children with special needs are still struggling to access education in many parts of the world. There are many definitions of inclusive education, in the western part, they define inclusive by having children with special needs in inclusive schools, on the other hand, according to Salamanca World Conference on Special Needs Education define inclusive education as a space to give equal access for children with special needs in public or mainstream learning environment (Nishio, 2017 cited in Susana, et.al, 2020).

Providing inclusive education, meaning a long process in accommodating the needs of all children in public schools. In line with the idea of inclusive education shared by Khan et.al (2019) that focuses on the role of inclusive education is an obligation to provide quality education for children in public schools by giving maximum educational services. As a developing country, Indonesia has been facing some challenges in related to its implementation, one is in a policy, and another one how to integrate it with international conventions.

Some studies related to inclusive education practices in Indonesia are not many and mainly focus on specific subject matters (English language teaching, natural science, mathematics, and Indonesian language) and/or abilities (e.g., teaching students with autism spectrum disorder). Some studies focus on exploring specific teaching approaches, such as individual education plan, the use of visual media, quantum teaching strategic, and transformational teaching approaches (Susana, et.al, 2020).

Teachers' readiness was also highlighted in some studies, in most of the developing countries, teachers' capacity and awareness to teach in inclusive setting has been considered low, as found in some studies that teachers tend to feel reluctant to teach students with special needs. Apart from teachers, to successfully create inclusive learning environment, some parties are crucial to provide support, such as parents, school leaders and administrators, and counsellors. According to Baguisa & Ang-Manaig (2019 in Susana, 2020) stated that supportive parents, nurses, doctors, local government, and counsellors are essential to create action plans with teachers to accommodate the need of all children.

Teachers' Perception Toward Inclusive Education

Teachers' perception is one of the essential components to create successful learning environment. Starting from what teachers' belief to what approaches they take in running their class, that is how we understand a significant impact the teachers give to the class. According to Sowiyah & Perdana (2022), there are two aspects that give significant affect to their perception; first is teachers' current teaching situation (for example teachers experience with at least one student with disabilities in their classrooms and size of the school) with the former being favourable and the latter being negative.

Teachers' positive perception and attitude are important, as it influences the success of inclusive education. Since the positive perception has a positive impact on classroom practice and all students can derive benefits of inclusive education (Avramidis, 2013; Choate, 2004; MacFarlane & Woolfson, 2013; Moran et al., 2012; Song, 2016, cited in Sowiyah & Perdana, 2022).

According to a study done in Lampung, Indonesia, inclusive education is not compatible with primary or secondary educational institutions. They disprove the claim that it is challenging to achieve inclusion within the framework of the present academic curriculum. In other words, they disagree that being included makes them perform less well. As a result, it is simple for them to modify their teaching methods to accommodate the needs of students with disabilities.

Methodology

Research Design

The purpose of this study was to examine the practices in inclusive classroom setting and how education policy influences an overall classroom implementation. This study employed descriptive qualitative approach with online survey as one of the data collection instruments. Qualitative approach allows researcher to get in-depth view on specific case, especially when it takes place in real-life context (Lichtman, 2013; Khan, 2014, cited in Ramsey, 2018). The online survey contains the components of perception, pedagogy, and facilities, with sub-components namely 'teacher-students', 'students-students', and 'students-contents'. There are 34 (thirty-four) items or statements delivered in Bahasa Indonesia which were measured with Likert scale, with 5 for 'strongly agree' / '*sangat setuju*' and 1 for 'strongly disagree' / '*sangat tidak setuju*'.

Sampling

There were 229 (two hundreds twenty-nine) teachers participated in our online survey with chosen by convenience purposive sampling. Prior to our study, we had conducted inclusive education webinar (conducted by Overseas Indonesian Students' Association) with more than 1000 (one thousand) teachers across Indonesia from different education levels. Hence, as our post-webinar activity, we sent them survey as they already fulfilled the sample criteria. The survey was conducted from December 2020 to February 2021. The sample criteria included: teacher with more than 2 years teaching experience, has experienced in teaching students with special needs, and/or has joined professional development related to inclusive pedagogy training.

Procedure

Prior to the dissemination of the online survey, a webinar on inclusive education was conducted to understand an overall context of inclusive practices in Indonesia education system, then a survey was drafted and pilot, and finally sent to all the former participants of our webinar.

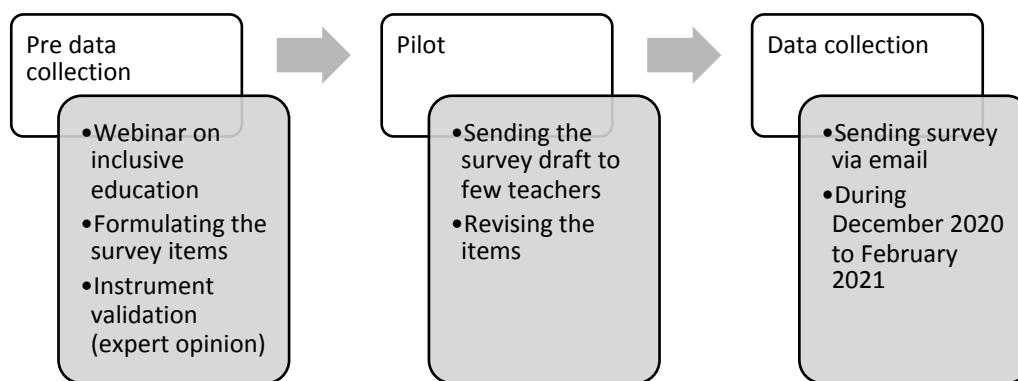


Figure 1. Research flow (Source: *own elaboration*)

Findings and Discussions

This part describes an overall data collection finding which consists of demographic information, description, and brief data collection summary.

As mentioned briefly in the sampling that our participants consist of teachers from all levels of education. It was recorded that 62% (sixty two percent) of participant came from Elementary School level (*Sekolah Dasar*), and the rest of percentage (38%) came from Junior high school (*Sekolah Menengah Pertama*), Senior high school (*Sekolah Menengah Atas*), and Higher education (*Perguruan Tinggi*). Most of the participants were female teachers with 1 (one) to 5 (five) years of teaching experience.

Regarding inclusive education training, there was an almost equal number of teachers who received training (42.8%) although the percentage did not receive training was several percent higher (57.2%). Hence, it can be stated that the provision of training must continue and be expanded in the future.

Table 1. *The perception components*

Sub-components	Statements in Bahasa Indonesia and English
General perception on inclusive education	<ol style="list-style-type: none"> 1. <i>Siswa berkebutuhan khusus sebaiknya duduk di sekolah reguler bersama dengan siswa reguler pada umumnya</i> / Students with special needs should be placed in regular schools with regular students. 2. <i>Mengajar siswa dengan kebutuhan khusus lebih sulit dibanding mengajar siswa reguler di kelas reguler</i> / Teaching students with special needs is more difficult than teaching mainstream students in regular classes. 3. <i>Saya percaya perlunya pendekatan berbeda untuk anak berkebutuhan khusus, baik secara akademik maupun emosional</i> / I believe a different approach is needed for children with special needs, both academically and emotionally. 4. <i>Saya percaya pentingnya memahami emosi dan cara mengelola emosi (saya dan siswa) ketika mengajar di kelas dengan anak kebutuhan khusus.</i> / I believe in the importance of understanding emotions and how to manage emotions (myself and students) when teaching a class with special needs children.

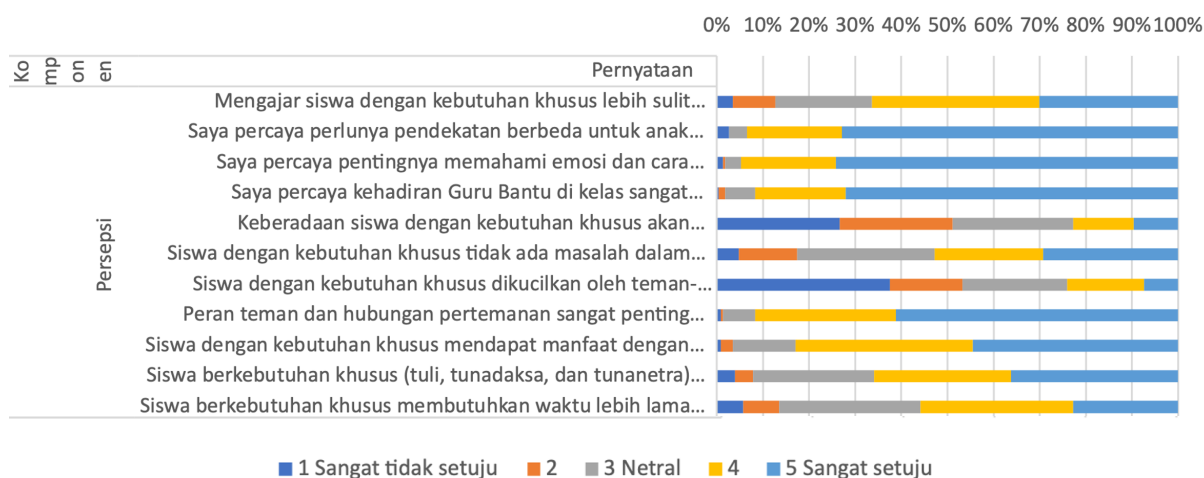
	<ol style="list-style-type: none"> 5. <i>Saya percaya kehadiran Guru Bantu di kelas sangat diperlukan jika terdapat anak dengan kebutuhan khusus. / I believe the presence of an Assistant Teacher in class is very necessary if there are children with special needs.</i> 6. <i>Keberadaan siswa dengan kebutuhan khusus akan mengganggu pembelajaran siswa dengan kebutuhan reguler dan mereka sendiri / The presence of students with special needs will disrupt the learning of students with regular needs and their own.</i> 7. <i>Siswa dengan kebutuhan khusus tidak ada masalah dalam menjalin pertemanan dengan teman-teman sebaya di kelas dan sekolah. / Students with special needs have no problem making friends with peers in class and school.</i> 8. <i>Siswa dengan kebutuhan khusus dikucilkan oleh teman-temannya di kelas maupun di sekolah. / Students with special needs are ostracized by their peers in class and at school.</i> 9. <i>Peran teman dan hubungan pertemanan sangat penting untuk anak-anak dengan kebutuhan khusus di dalam kelas dan di sekolah. / The role of friends and friendships is very important for children with special needs in the classroom and at school.</i> 10. <i>Siswa dengan kebutuhan khusus mendapat manfaat dengan berteman dengan siswa reguler. / Students with special needs benefit from making friends with regular students.</i> 11. <i>Siswa berkebutuhan khusus (tuli, tunadaksa, dan tunanetra) memiliki tingkat kecerdasan tidak lebih rendah dengan siswa reguler. / Students with special needs (deaf, quadriplegic, and blind) have an intelligence level not lower than regular students.</i> 12. <i>Siswa berkebutuhan khusus membutuhkan waktu lebih lama dalam menyelesaikan tugas. / Students with special needs take longer to complete assignments.</i> 13. <i>Siswa berkebutuhan khusus lebih sulit mencapai target pembelajaran pada kurikulum reguler. / Students with special needs have more difficulty achieving learning targets in the regular curriculum.</i>
<p>Perception on pedagogy aspect</p>	<ol style="list-style-type: none"> 1. <i>Saya mempunyai pengalaman mengajar anak dengan kebutuhan khusus di kelas reguler. / I have experience teaching children with special needs in regular classes.</i> 2. <i>Saya mampu merancang pembelajaran khusus untuk memenuhi kebutuhan khusus siswa penyandang disabilitas (pembelajaran personal) agar mampu mencapai target yang sama dengan siswa-siswa dengan kebutuhan reguler. / I can design special learning to meet the special needs of students with disabilities (personalized learning) so that I am able to achieve the same targets as students with regular needs.</i> 3. <i>Saya melakukan personalisasi materi pembelajaran untuk siswa berkebutuhan khusus sesuai kebutuhan mereka (contoh: ukuran huruf yang lebih besar untuk anak-anak dengan disleksia). / I personalize learning materials for students with special needs according to their needs (example: larger font size for children with dyslexia).</i>

	<ol style="list-style-type: none"> 4. <i>Saya mengetahui beberapa metode pengajaran yang bisa diaplikasikan di dalam kelas reguler yang terdapat siswa dengan penyandang disabilitas di dalamnya. / I know of several teaching methods that can be applied in regular classes where there are students with disabilities in them.</i> 5. <i>Saya mempersiapkan rancangan penilaian yang berbeda untuk siswa berkebutuhan khusus di kelas saya. / I prepare different assessment designs for students with special needs in my class.</i> 6. <i>Saya mengintegrasikan teknologi pembelajaran tertentu untuk membantu saya dalam memonitor perkembangan anak dengan kebutuhan khusus. / I integrate certain learning technologies to assist me in monitoring the development of children with special needs.</i> 7. <i>Saya mengetahui manajemen kelas inklusi yang dapat mendorong terciptanya interaksi antar siswa penyandang disabilitas dan siswa reguler. / I know of inclusive classroom management that can encourage interaction between students with disabilities and regular students.</i> 8. <i>Dalam pelaksanaan tugas kelompok, siswa dengan kebutuhan khusus saya pasangkan atau gabungkan dengan siswa reguler. / In carrying out group assignments, I pair students with special needs with regular students.</i> 9. <i>Saya mengetahui cara menyelesaikan konflik yang terjadi antar siswa berkebutuhan khusus dan siswa reguler di kelas (ataupun keduanya). / I know how to resolve conflicts that occur between students with special needs and regular students in class (or both).</i> 10. <i>Saya mampu menyesuaikan metode pengajaran yang sesuai dengan kebutuhan khusus siswa dengan disabilitas sehingga mereka tetap bisa menguasai capaian pembelajaran yang sama dengan siswa reguler. / I can adapt teaching methods to suit the special needs of students with disabilities so that they can still master the same learning outcomes as regular students.</i> 11. <i>Dari hasil penilaian dan evaluasi akhir menunjukkan bahwa siswa berkebutuhan khusus (tuli, tunadaksa, dan tunanetra) memiliki tingkat kecerdasan yang sama dibandingkan dengan anak-anak lain di kelas reguler. / The results of the final assessment and evaluation show that students with special needs (deaf, quadriplegic, and blind) have the same level of intelligence compared to other children in the regular class.</i>
Perception on facilities	<ol style="list-style-type: none"> 1. <i>Sekolah saya memberikan fasilitas pengajaran yang dapat membantu memenuhi kebutuhan khusus siswa penyandang disabilitas (misal, mesin penerjemah suara untuk siswa tuli, alat pembesar tulisan untuk siswa disleksia, dan mesin pembaca untuk siswa buta). / My school provides teaching facilities that can help meet the special needs of students with disabilities (e.g., voice translation machines for deaf students, amplification devices for select students, and machine readers for blind students).</i> 2. <i>Sekolah saya menyediakan guru bantu minimal satu orang untuk satu kelas. / My school provides at least one assistant teacher for one class.</i>

3. *Sekolah merancang bangunan sekolah yang ramah untuk siswa berkebutuhan khusus (contoh: lantai landai dan toilet untuk pengguna alat bantu kursi roda). / The design of school buildings is friendly for students with special needs (for example: sloping floors and toilets for wheelchair users).*
4. *Guru diberikan pelatihan dan pengembangan profesional untuk mengajar anak-anak dengan kebutuhan khusus. / Teachers are provided with training and professional development to teach children with special needs.*
5. *Sekolah memberikan dan mempunyai program khusus dalam perancangan pembelajaran personal untuk anak-anak dengan kebutuhan khusus. / Schools provide and have special programs in personal learning design for children with special needs.*
6. *Sekolah saya memiliki program "sahabat mentor" yang membantu siswa penyandang disabilitas untuk bersosialisasi dengan siswa reguler di luar jam pelajaran. / My school has a "peer mentor" program that helps students with disabilities to socialize with regular students outside of school hours.*
7. *Sekolah memberikan pelatihan bagi orangtua untuk memahami peran orangtua dalam membantu kesuksesan pembelajaran anak dengan kebutuhan khusus. / Schools provide training for parents to understand the role of parents in helping the successful learning of children with special needs.*
8. *Sekolah dan pihak orangtua bekerjasama dalam memfasilitasi tersedianya guru bantu di sekolah. / Schools and parents cooperate in facilitating the availability of assistant teachers at schools.*
9. *Adanya pertemuan antar orangtua, guru, guru bantu, siswa berkebutuhan khusus, dan siswa reguler dalam upaya pengenalan lingkungan inklusif di sekolah. / There are meetings between parents, teachers, teacher assistants, students with special needs, and regular students to introduce an inclusive environment in schools.*
10. *Sekolah saya menyediakan fasilitas olahraga dan kesenian yang dapat memenuhi minat dan bakat siswa penyandang disabilitas. / My school provides sports and arts facilities that can meet the interests and talents of students with disabilities.*
11. *Sekolah mempunyai program khusus untuk peningkatan kapasitas belajar siswa-siswa dengan kebutuhan khusus. / Schools have special programs to increase the learning capacity of students with special needs.*
12. *Sekolah memfasilitasi buku-buku dengan huruf braille, video belajar dengan teks, dan bahan belajar pendukung lainnya di perpustakaan atau di kelas. / Schools facilitate books in Braille, learning videos with text, and other supporting learning materials in the library or in the classroom.*

Teachers' Perception About Inclusive Education

Table 2. General perception on inclusive education



The table above shows that there is a total of 69 teachers (30.1%) stated that they strongly agreed that "teaching students with special needs is more difficult than teaching regular students in regular classes". This is most likely related to the lack of teacher pedagogy supplies in designing learning activities or making personalised learning with students with special needs in regular classes. It could also be related to environmental support and facilities at school.

However, the second statement "I believe a different approach is needed for children with special needs, both academically and emotionally" shows that most teachers (72.9%) strongly agree with this condition. This illustrates that there is a real understanding of the need for personalized learning or Individual Learning Programs (ILP) for students who need it. 74.2% of teachers strongly agree with the statement on the importance of understanding emotions and how to manage emotions (teachers and students) when teaching classes with children with special needs. This result is in line with study conducted by Padmadewi & Artini (2017) stated that the Individual education plan (IEP) which is equipped with visual media through a "buddy program" is very suitable in helping students learn English. This strategy is very effective in implementing inclusive class programs.

The existence of assistive teachers is also a real need, referring to the justification stated by most teachers (72.1%). Several phenomena in non-public schools, assistive teachers are usually provided from the parents, but not all parents are able to provide assistive teachers in public schools. Of course, this needs to be a real consideration by the government.

Regarding the condition "The presence of students with special needs will disrupt the learning of students with regular and their own needs", it seems that teachers are still confused about this condition, as seen from the survey results which showed that 26.6% stated that they strongly disagreed, 26.2% are neutral, and more than 13% agree with this condition. This shows that some teachers still see children with special needs as an obstacle in the teaching and learning process in inclusive classrooms.

Furthermore, in terms of friendships (social interaction with peers), teachers' opinions are also quite diverse, although around a total of more than 50% of teacher participants agreed that "Students with special needs have no problem making friends with peers in class and in

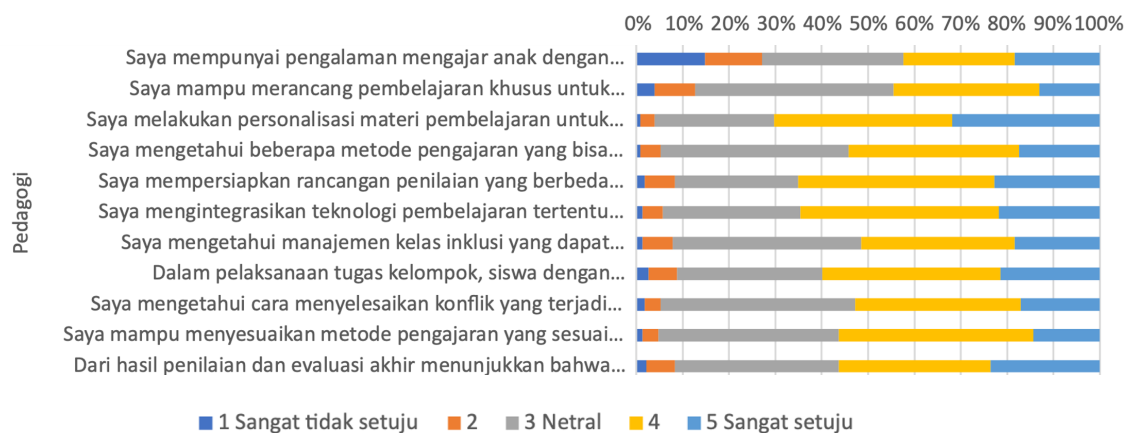
school”, and there were still around 17.5% who stated otherwise. This illustrates that in some conditions, students with special needs still have difficulty building friendships and/or may be accepted in their learning environment. However, assumptions related to acceptance are felt to be not entirely correct, seeing from the responses of teachers who disagree (about more than 50%) on the statement "Students with special needs are ostracized by their friends in class and at school". It was identified that there is a big role for friends and friendships both inside and outside the classroom, and more than 90% of teachers agree with this condition.

Finally, regarding cognitive abilities for some special needs (such as deaf, quadriplegic, and blind), teachers believe that they have no lower intelligence than other children in inclusive classes. So, this indirectly also does not affect the length of time they need to complete the assignments given by the teacher. However, regarding overall academic achievement, more than 45% of teachers confirmed that "Students with special needs have more difficulty achieving learning targets in the regular curriculum". This could be related to the assessment standards that must be followed by all students at the school. Even though learning can be personalized, most schools are still not ready for the implementation of an inclusive curriculum which will also have an impact on the assessment framework and achievement standards for children with special needs.

Teachers' Perception on Pedagogy

In this section, the analysis will focus more on aspects of teacher perceptions in teaching (pedagogy).

Table 3. Teachers' perception on pedagogy aspect



Departing from teachers' general perception about inclusive classroom environment, this part gets deeper on exploring teachers' knowledge and perception on inclusive pedagogy. The table shows that there is about 27% of teachers have no experience teaching students with special needs in regular classes and more than 40% say they have experience. Almost all teachers teach children with special needs in regular classes. Hence, you can imagine that teachers who teach in regular classes need inclusive pedagogical capacity, facilities, and full support to be able to create inclusive classes for students in those classes. Regarding the opinion of personal learning design, almost half of the participants did not take a position of agreeing or disagreeing (neutral). This shows the possibility that the teacher has not fully designed personal learning or maybe even does not know about the personal learning design intended for an inclusive classroom environment. However, regarding statements about

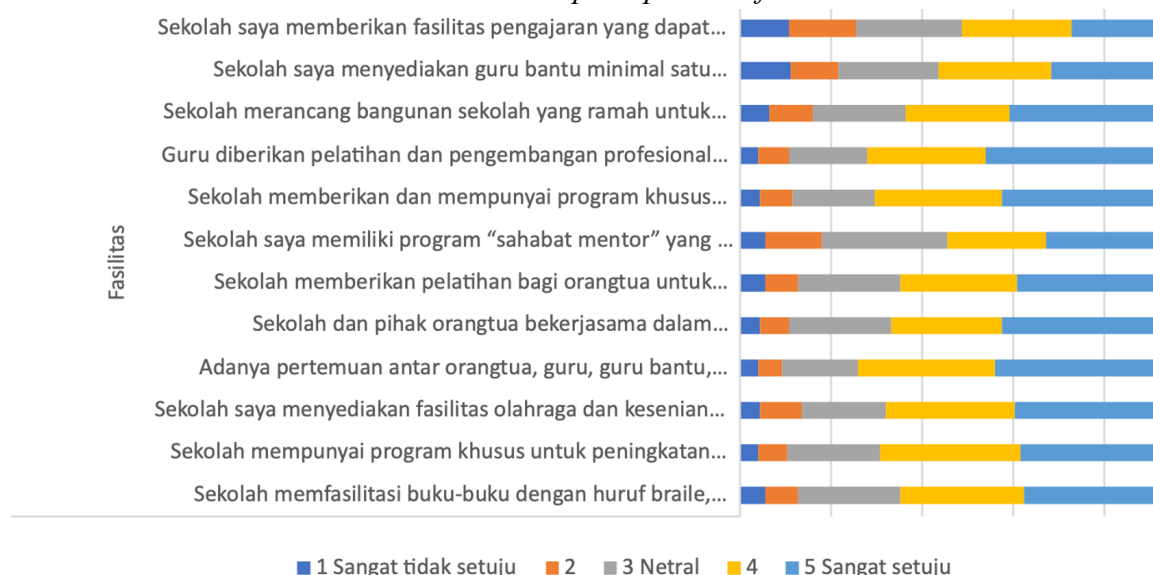
personal learning materials, more than 60% of participants stated that they had personalized learning materials. Lastly, in relation to inclusive teaching methods (pedagogy), which can be applied in inclusive classrooms, it was noted that more than 50% of the participants said they knew and around more than 40% had doubts about inclusive pedagogy.

More than 60% of participants stated that they had integrated technology to assist learning in inclusive classes, one of which was to monitor the progress of the children in their class. Several studies related to teacher perceptions and the integration of technology in inclusive classrooms are indeed diverse, one of which is the use of Robot Mouse at the PAUD (Early Childhood Education) level to make students (not only those with special needs) more understanding and easier to learn basic programming skills (Utami & Hidalgo, 2020). Other things such as live captioner technology can assist deaf students in accessing text from sound media during online learning. Additionally, in classroom management and in building relationships between students, around 59% of participants encourage students with special needs to work together with their peers in regular classes. This can be a pro or con for both parties, such as the possibility of an unbalanced workload or conflict between students when the process of working together. However, it should be realized that such problems do not only occur with students with special needs. The teacher is expected to be able to make the classroom a place for collaboration without barriers for every student in it.

Teachers' Perception on Facilities

It is fully understandable that inclusive conditions do not only come from the teacher's decent knowledge and positive perceptions on teaching practices in the classroom, but also how facilities in schools support the continuity of the learning and teaching process. In this section, teachers' perceptions regarding the existence and support of facilities in classroom management or efforts to create an inclusive learning environment will be discussed.

Table 4. Teachers' perception on facilities



For the statement "My school provides teaching facilities that can help meet the special needs of students with disabilities (for example, a speech translator machine for deaf students, an amplification device for select students, and a reader machine for blind students)", the participants answered variously. There were around 11.8% of participants who stated,

'strongly disagree'; 16.2% stated 'disagree'; 25.3% 'neutral'; 26.2% 'agreed'; and 20.5% 'strongly agree'. The larger percentage of 'neutral' to 'strongly disagree' statements can illustrate that most of the facilities in the participating schools are still not fully supportive for an inclusive environment. Additionally, teaching assistant personnel is also considered essential, and survey results show that more than 50% of participants agree that their school already provides teacher assistant personnel. On the building infrastructure aspect, the statement "*Schools design school buildings that are friendly for students with special needs (for example: sloping floors and toilets for wheelchair users)*" with more than 60% of participants agreeing on this condition. This illustrates that although in detail the facilities such as teaching aids have not been completed, the physical condition of most of the school buildings has provided more access to special conditions for school members. Regarding professional development, around 68% of participants stated that they had been given training and development to teach children with special needs. Coupled with the existence of a special program to help design personal learning in inclusive classes (about 67% of participants gave this statement).

This result is in line with the study conducted by Rasmitadila & Tambunan (2018) that shows, 90% of schools lack supporting infrastructure, 94% lack exceptional teachers, 72% haven't received information about inclusive schools, 80% haven't worked with organisations that are relevant to inclusive education, and 82% don't yet have an inclusive school administration system. Only 60% of school principals are prepared to implement inclusive schools. Obstacle-causing factors include the following: the availability of infrastructure and facilities (24.35%), teacher expertise (23.48%), the presence of special educators (20%), community attitudes (14.78%), financial difficulties (9.5%), and government involvement (7.82%).

In terms of social life support, only about 50% of participants stated that their school already had the *Sahabat Mentor program* (peer mentorship program) to help students with disabilities socialize with other students outside of class hours. Due to equal access to educational opportunities, inclusive education benefits both students with and without impairments. Students with impairments have more positive role models thanks to inclusion. They also think that to support impaired children in regular classes, special education and general education teachers ought to collaborate. Both their professional and personal lives can benefit from their joint teamwork (Sowiyah & Perdana, 2022).

Efforts to strengthen and involve parents in the learning process also seem to have been noticed. Such as training activities for parents related to parenting and learning assistance (more than a total of 60% of participants agreed and strongly agreed), the provision of Assistant Teachers in collaboration with parents (63% of participants agreed), and regular meetings between parents showed there was (71% participants agreed). Collaboration with parents seems to be enough concern and from a financial perspective it does not require a large amount of funding. So that this effort is one of the steps that many schools take and is also a very important element in creating a sustainable inclusive environment (from school to home, and vice versa). That way, efforts are not broken between all parties.

Making the proper individual learning programmes while paying attention to the response to intervention, incorporating parents in learning plans, and creating programmes for students with special needs are all extremely important in relation to the improvement of teaching tactics for teachers (Friend & Bursuck, 2015; Taylor, Smiley, & Richard, 2009; Vaughn, Bos, & Schumm, 2011, cited in Padmadewi & Artini (2017)).

Finally, the provision of sports and arts facilities, special learning programs, and teaching materials (books in braille, audio, videos with text, and other teaching materials) can be seen as a whole, more than 60% of participants stated that the facilities mentioned above were available.

Policy Recommendations

The following is a framework for policy recommendation basing to the results of the survey analysis that has been conducted.

1. It is necessary to provide debriefing (training or workshop) in collaboration not only with senior inclusive class teachers, but also with child psychologists and therapists or psychiatrists. Especially in giving teachers experience identifying children with special needs that are difficult to observe directly (such as high-grade autism spectrum disorder or learning difficulties caused by past trauma). Scientific training related to attitude observation and intervention design that can be integrated between classroom practice and therapists seems to be something that needs to be done. This can provide teachers with readiness to design Individual Learning Programs and better understand the socio-psychological conditions of students in class.
2. It is necessary to think about the professional recognition of the Assistant Teacher profession or class assistant for classes with children with special needs. So far, teaching assistants have not been seen as a profession, making their availability minimal and receiving less attention. In fact, the comfort of the class for both students, teachers and other students in the class can be greatly helped by having an Assisting Teacher.
3. There is no need to separate or clearly show the separation of additional classes for regular students and students with special needs. This further shows the existence of differences and makes social interaction between children very pronounced because their friends are considered different. Subsequent program development can be discussed with parents regarding additional programs, so additional classes should not be needed. With this, parents also continue to follow and understand the Individual Learning Program (ILP) that their children get.
4. The *Sahabat Mentor program* (peer mentorship program) can also be developed and expanded, with the help of Assistive Teachers and the age difference between children with special needs and their Friends Mentor partners. It is hoped that the age difference that is older than *Sahabat Mentor* can nurture and provide a reflection of emotional stability when interacting and socializing.
5. It is necessary to provide teaching materials and teaching aids in the classroom and school environment, as mentioned in the analysis section (such as technology or machine translation for deaf children, audiobooks, books with Braille). It is necessary to pay attention to the school buildings and completeness of the school facilities, starting from the school entrance gate (such as a sloping floor) to hygiene facilities (such as toilets). Collaboration with the development of educational technology, the local community, and parents should be able to create sufficient synergies to fulfil the completeness of the above facilities.
6. It is necessary to establish policies and guidelines for achievement indicators for Inclusive Schools (all levels) that can be directly implemented or followed by Regional Governments in creating or starting Inclusive Schools.

7. There needs to be a program to increase synergy between educational institutions, communities, community leaders, parents, and local governments in creating an inclusive environment. This is because the atmosphere, perceptions, and paradigms brought by students and teachers to school are the result of social interaction which will then be brought back to society. So there needs to be a focus on creating an inclusive environment not only in schools, but in society. An example that can be done community involvement in the construction of wheelchair-friendly facilities.

Conclusion

In creating an inclusive learning environment, knowing teacher perceptions regarding aspects of inclusive education practice is an essential first step. Understanding how the real conditions on the ground, the challenges faced, and the expectations to be achieved is an effort to provide responses and see the distance between the initial and ideal conditions that need to be closer. The analysis in this policy brief may not cover equally all levels of education, as well as aspects of inclusive education in Indonesia. However, at least the results of the survey above show that most of the components from the inclusive aspect only range from 50% to a maximum of 70% for the ideal conditions of inclusive schools that have been met. This shows how many components and conditions still need to be improved. Cooperation and communication with parents is an aspect that has been carried out a lot and of course this still needs to be expanded towards active participation. The hope is that in the future, the education budget can also begin to be directed to meet facilities and infrastructure and services towards a sustainable Inclusive School.

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