Spirit Publik
Jurnal Administrasi Publik

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

# Towards Inclusive Learning: Evaluation of Disability Accommodation Policies for Educational Equity

**Esa Septian**[1], **Septi Wulandari**[1]*
[1]Department of Public Administration, Faculty of Social & Political Sciences, Universitas Bojonegoro, Bojonegoro, Indonesia
*Corresponding author: septiwuland09@gmail.com

## Abstract
This study aims to evaluate government policy in the form of Government Regulation Number 13 of 2020 concerning Appropriate Accommodation for Learners with Disabilities and the changes brought about by the policy. To support education for children with disabilities in getting an education by guaranteeing accommodation in disability limitations, there are physical, intellectual, mental, and sensory abilities. It consists of budget or funding assistance, facilities and infrastructure, educators, education personnel, and an education curriculum that supports the learning process of children with disabilities. This research method uses a systematic literature review and meta-analysis for policy evaluation by determining strategies and criteria for systematic literature review searches. The results of the literature review were then analyzed using formal evaluation to produce reliable and valid information about policy outcomes that have been officially announced as policy program objectives. The results of this study show promising early results in inclusive education, where students with disabilities can participate well in learning activities. People with disabilities have equally strong passion for learning independence and social equity. Coordination between institutions, stakeholders, and parties related to learners with disabilities must be formulated to support social engagement. The policy affects objective mapping, value clarification and Critique, Cross-impact analysis, and discounting.

**Keywords:** Accommodation; Disabilities; Education; Regulation

## Introduction

The government has the task of organizing a community environment with a democratic and fair legal order, including organizing equal and fair education for all Indonesians (Ningsih et al. 2022). The government enacted various policies to support the achievement of quality education for the entire nation, including the implementation of educators, socialization, and procurement of facilities and infrastructure needed to support the teaching and learning processes in the field (Efendi et al., 2022). Article 31 Paragraphs 1 and 2 of the 1945 Constitution state that education is the right of all nations. All Indonesians have the same right to education, regardless of their background, gender, or physical and mental status. This means that education is the right of everyone who is part of the Indonesian nation, including disabled people (Ningsih et al., 2022; Patnaik et al., 2022). People with disabilities include individuals who have physical, intellectual, mental, and/or sensory limitations that prevent them from carrying out their daily activities in the way they normally do or require the support of certain tools to carry out normal activities (Edwards et al., 2022). This group is a minority group that has difficulty participating in learning, similar to the majority

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

community. The existence of these limitations makes people with disabilities face difficulties even when performing daily activities (MacEachern et al., 2022) such as bathing, eating, walking, and socializing, especially in getting education (Hendry et al., 2022; Ravichandran et al., 2022).

Children with disabilities have difficult obstacles in inclusive education, including not only physical ones like building accessibility and assistance equipment, but also frequently unfavorable cultural attitudes and opinions. Many people still question the capacity of children with impairments, which fuels disparities in their educational possibilities (Carrington et al., 2022). Furthermore, aggravating the problem are institutional obstacles, such as unfair resource allocation and unsupportive educational practices, which may leave children with disabilities excluded from the mainstream educational system (Sharma et al., 2019). In this regard, it is crucial to remove stigma and raise awareness among teachers and the public about the advantages of inclusive education, which not only helps children with disabilities but also enhances their learning experience for every student (Mamas et al., 2019). To guarantee that every child, regardless of ability, has equitable access to excellent education, efforts to provide an inclusive educational environment must involve sufficient training for teachers and support from policies (Mucherah et al., 2024).

Based on data on the education level of children with disabilities, more children with disabilities do not fulfill the nine-year compulsory education, which amounts to 70.35% of the total number of children with disabilities in Indonesia. A total of 13.02% of this figure consists of children with disabilities who do not receive any education. A total of 10.26% of the children with disabilities fulfilled their nine-year compulsory education until they graduated from junior high school. Of all the total number of children with disabilities, 13.02% graduated from senior high school. Only a small number of people with disabilities attained university education (5.12 %). This is the smallest group of people with disabilities according to education level (Bappenas, 2021).

Education for persons with disabilities has been regulated in Law Number 8/2016 Article 43 concerning persons with disabilities. However, this policy cannot be implemented effectively because of the lack of accommodation required by persons with disabilities (Firdaus, 2010; Maftuhin & Aminah, 2020; Prasetyo & Supena, 2021a). To support children with disabilities in their education, the government enacted

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

Government Regulation No. 13/2020 on appropriate accommodations for disabled learners. PP No. 13/2020 regulates the obligations of the central and regional governments as well as Education Providers to provide proper accommodation for children with disabilities.

It consists of budget or funding assistance, facilities and infrastructure, educators, education personnel, and an education curriculum that supports the learning process of children with disabilities. The availability of accommodation for people with disabilities is expected to support learning activities comfortably in schools or other educational institutions (Edwards et al., 2018; Edwards et al., 2022). This research aims to evaluate a specific government policy, namely PP No. 13 of 2020 concerning Appropriate Accommodation for Learners with Disabilities to determine the implementation and the impact of changes caused during the implementation of the policy. The results of this study are expected to be an evaluation tool for policymakers, especially in terms of accommodating students with disabilities.

This study makes an important contribution by evaluating the implementation of Government Regulation No. 13/2020 on appropriate accommodations for disabled learners. Although Indonesia has regulations that guarantee the right to education for children with disabilities, there are still gaps in the implementation of this policy, particularly in the provision of adequate accommodation. This research focuses on analyzing the successes and challenges faced in providing the facilities, trained human resources, and infrastructure support needed to ensure that inclusive education can be optimally implemented. The results of this study are expected to provide a new perspective for policymakers, especially regarding their efforts to strengthen the inclusive education system in Indonesia.

The novelty of this research lies in a more comprehensive evaluation approach related to PP No. 13/2020 policy. This study identified gaps that still exist in the implementation of the policy, such as limited funding, lack of disability-friendly physical facilities, and inadequate training for educators in handling students with special needs. It also provides strategic recommendations that can help improve the quality of education for students with disabilities, thereby accelerating inclusive and equal education in Indonesia.

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

## Method

This study employs a systematic literature review (SLR) combined with a meta-analysis to evaluate policies. To conduct an SLR, researchers systematically gathered and reviewed all relevant studies related to a specific topic. The goal was to critically assess and synthesize the findings, considering the quality of each study in the process. A meta-analysis was then applied to quantitatively combine the results from different studies, ensuring that the analysis was both objective and scientifically rigorous, thus enhancing the reliability of the conclusions drawn (Kang, 2015). This combination of SLR and meta-analysis allows for a comprehensive understanding of the literature, where the findings are statistically evaluated based on their quality.

The research methodology began with the identification of clear inclusion and exclusion criteria, ensuring that only studies that aligned with the research objectives were included. The search for relevant studies is thorough, following a replicable and transparent strategy defined by predetermined boundaries, which helps maintain objectivity (Mengist et al., 2020). After collecting relevant studies, a thematic coding approach was employed to extract key data and identify recurring themes, patterns, and relationships within the literature. This qualitative analysis is supported by a narrative approach that focuses on understanding the context and meaning of the findings.

In addition to thematic analysis, the quality of the included studies was assessed rigorously. Criteria such as methodological clarity, validity of the findings, and relevance to the research topic were considered when evaluating the strength of each study. By combining these methods, this research not only provides a broad, evidence-based overview of the topic but also highlights existing gaps, opportunities, and challenges in the field. This approach ensures a deep and nuanced understanding of the phenomenon under investigation and offers valuable insights for future research and policy development.

The inclusion criteria for the literature search were as follows.

a) Search for all journal articles on "reasonable accommodation for learners with disabilities" in the Google Scholar database.
b) Search for articles published between 2020 and 2024.
c) Retrieved all journal articles that referenced Government Regulation No. 13/2020 on reasonable accommodation for disabled learners.

The exclusion criteria were as follows:

Spirit Publik
Jurnal Administrasi Publik

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

a) Documents that are not journals, such as books.
b) Research that does not discuss PP Number 13 of 2020 concerning Reasonable Accommodation for Learners with Disabilities.
c) Research that discusses topics outside reasonable accommodation for students with disabilities.

The synthesis step consists of extracting and classifying relevant data from the selected papers to derive knowledge and conclusions. The data extraction process involved the identification and extraction of relevant data from the selected articles. The results of the literature review were then analyzed using a formal evaluation. Formal evaluations use descriptive methods to produce reliable and valid information about policy outcomes that have been officially announced as policy program objectives. Researchers use the retrospective process evaluation type in monitoring and evaluating PP Number 13 of 2020 concerning the Appropriate Accommodation for Learners with Disabilities policy after running it for about a year. In this evaluation, researchers monitored and evaluated the results without directly manipulating the objects (Dunn, 2018).

**Results and Discussion**

The preliminary bibliometric mapping that supports the review is presented in Figures 1 and 2.

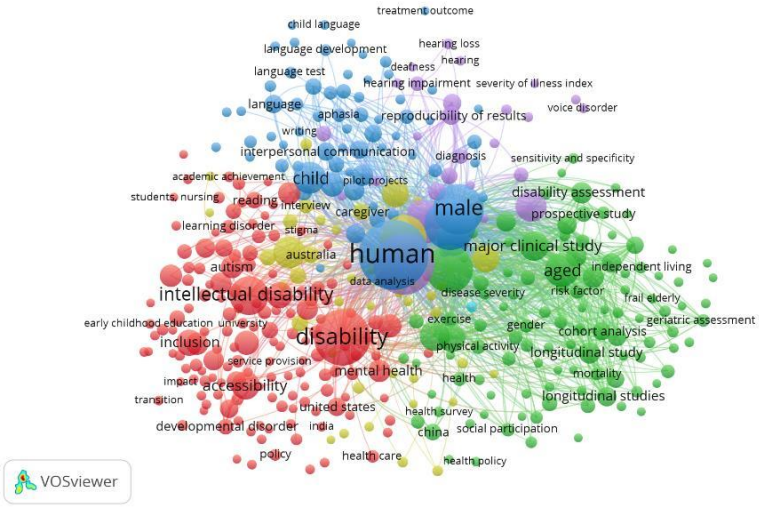


**Figure 1.** Network Visualization by Vos Viewer, 2025

Spirit Publik
Jurnal Administrasi Publik

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

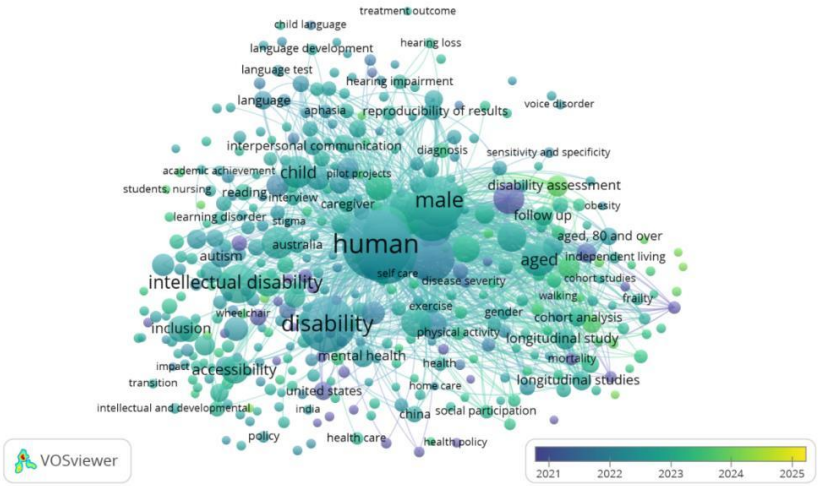


**Figure 2.** Overlay Visualization Network by Vos Viewer, 2025

In Figure 1, the clustering network visualization illustrates the relationships between various nodes based on searched keywords. Examining the keywords "evaluation," "policy," and "disabilities," disabilities, the results indicate that these keywords do not form a connected network. This suggests that these terms are rarely used in the existing literature (Verma et al., 2021). The lack of connectivity between these keywords indicates that the intersection of evaluation, policy, and disability remains underexplored in the current body of research, pointing to a potential gap in the literature.

Figure 2, which presents an overlay visualization, offers insights into the historical progression of relevant articles. This figure highlights the timeline of research over a specific period (Nurul and Winoto, 2022; Ma et al., 2022). The results revealed that the majority of research on this topic was conducted in 2021, represented by purple-colored nodes, while the least research occurred in 2025, marked by yellow nodes. This overlay further illustrates the trends and shifts in research focus over time, providing a temporal context for understanding the evolution of the topic.

A closer examination of the node for the keyword "disabilities" reveals that it was primarily studied in 2022, with no significant connections to the keywords "evaluation" and "policy." This finding strengthens the argument that research in this area is still emerging and that the intersection of these keywords has not been widely explored. Based on this observation and the apparent novelty of the topic, the researcher intends to further investigate the evaluation of disability accommodation policies, which have been relatively understudied in conjunction with other key terms.

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

**1. Government Regulation Number 13 of 2020 concerning Reasonable Accommodation for Learners with Disabilities**

Government regulation no. 13/2020 Article 1 defines the meanings of reasonable accommodation, learners, and persons with disabilities. Reasonable accommodation is defined as "modifications and adjustments that are appropriate and necessary to ensure the enjoyment or exercise of all human rights and fundamental freedoms for Persons with Disabilities based on equality." Learners are "all members of the community to develop their potential through the learning process available at certain paths, levels, and types of education." Whereas Persons with Disabilities are "every person who experiences physical, intellectual, mental, and/or sensory limitations for a long time who in interacting with the environment may experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights." Based on the same regulations, Article 9 (3) states that persons with disabilities are divided into four major groups: persons with physical disabilities, intellectual disabilities, mental disabilities, and/or sensory disabilities.

This policy was based on empirical conditions of ineffectiveness in inclusive schools. Inadequate accommodation is the main cause of education for people with disabilities experiencing major obstacles (Indianto & Hasanuddin, 2021; Prasetyo & Supena, 2021b; Wardhani & Andika, 2021). Inadequate accommodation includes physical buildings that are not disability-friendly, traffic that does not consider the needs of people with disabilities, and traffic facilities and public transportation that do not provide information or assistance that can be accessed by people with disabilities with certain barriers (Indianto & Hasanuddin, 2021). In Government regulation no. 13/2020 on Proper Accommodation for Learners with Disabilities, especially in Articles 11-14, this has begun to be regulated in detail regarding what needs to be modified from existing facilities to be disability friendly. In general, reasonable accommodations for learners with disabilities are specified as follows.

a. Affirmation of admission selection at the Education Provider Institution by the physical condition of Students with Disabilities, based on the statement of a doctor and/or specialist doctor by the provisions of laws and regulations.
b. Flexibility of the learning process.
c. Flexibility in the form of learning materials according to needs.
d. Flexibility in the formulation of graduate competencies and/or learning outcomes.

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

e. Flexibility in competency evaluation and assessment.

f. Flexibility in task completion and evaluation time.

Facility arrangements based on various disabilities are described as follows.

1. Reasonable Accommodation for Persons with Physical Disabilities

2. People with physical disabilities are persons with disabilities who experience disabilities in parts of their body so that they have difficulty carrying out daily activities reasonably. Government Regulation No. 13/2020 Article 11 regulates the construction or changes to existing facilities to provide access for persons with physical disabilities to reach higher places in the form of inclined planes, elevators, or other forms, in addition to meeting the needs of persons with disabilities in general. In addition, people with physical disabilities also have the right to receive assistance in the learning and evaluation process and/or other forms that can guarantee learners with physical disabilities to receive education services.

3. Reasonable Accommodation for Persons with Intellectual Disabilities

4. Intellectual disability refers to people with disabilities who have impairments that cause them to have different levels of understanding of the information. Article 12 of Government Regulation no. 13/2020 regulates education providers to accommodate people with intellectual disabilities with the general needs of students with disabilities, as mentioned earlier. Government and education provider institutions must conduct the following:

a) Adjustment of the ratio between the number of teachers/lecturers and the number of learners with intellectual disabilities in the class.

b) Adjustment of the learning outcomes to be achieved in the education process with the abilities of each learner with intellectual disabilities.

c) Provision of teaching to build daily life skills, domestic skills, and skills to interact in society and the workplace.

d) Flexibility of time for completion of assignments and evaluations.

e) Flexibility of study period

f) Provision of space to release tension and relaxation.

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

g) Diplomas and/or certificates of competence inform the achievement of the abilities of learners with intellectual disabilities in descriptive and numerical forms.

h) Other forms can guarantee that learners with intellectual disabilities receive education services.

a. Reasonable Accommodation for Persons with Mental Disabilities

People with mental disabilities are people with disabilities have emotional imbalances, causing them to experience interference in carrying out normal daily functions. Government Regulation No. 13/2020 Article 13 regulates education providers to accommodate people with intellectual disabilities to the general needs of students with disabilities mentioned above. People with intellectual disabilities also have the right to obtain

1) Flexibility of the study period based on the mental condition of Learners with Disabilities according to medical certificates.
2) Flexibility of time to complete assignments and evaluations.
3) Flexibility of time to not participate in learning when Learners with Disabilities undergo mental treatment.
4) Learning materials were obtained before the learning process took place.
5) Flexibility of the sitting position and rest time following the learning process.
6) Availability of tutorial services by Educators or other Learners to assist in understanding the learning materials.
7) Provide assistance when learners with mental disabilities experience conditions that make it impossible to participate in learning.
8) Provision of space to release tension/relaxation space.
9) Flexibility in learning and evaluation processes.
10) Flexibility in place of evaluation.
11) Other forms that can guarantee learners with mental disabilities receive educational services.

b. Reasonable Accommodation for Persons with Sensory Disabilities

People with sensory disabilities are people with disabilities have obstacles in reaching information or communicating with the surrounding environment. This form of

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

disability consists of visual, hearing, and speech disabilities. For people with visual disabilities, government and education providers must provide the following:

1) General conditions mentioned earlier.
2) Implementation of accessible website standards for the use of technology, applications, and technology-based equipment in the registration system, administration, teaching and learning processes, and evaluation.
3) Provision of an embossed floor plan/package depicting the physical environment of the school or campus of the Education Provider institution.
4) Assistance services for orientation of the physical environment of the school/campus of the education provider institution.
5) Socialization of the learning system, including the library service system on the campus of the education provider institution.
6) Submission of learning/lecture materials before learning or lecture activities began.
7) Adjustment of Media Forms, Learning Materials, and Accessible Learning Resources.
8) Adjustment of learning strategies for learning content, especially math, physics, chemistry, and statistics; modification of learning materials, assignments, and evaluations for learning content, especially sports, fine arts, cinematography, drawing, and so on.
9) Availability of educators or media tools that can read the writing presented on the blackboard or screen in the classroom learning process.
10) Provision of reading resources, information, and library services that are easily accessible.
11) Adjustments to the method, form of presentation, and timing of assignments and evaluations, including through the presentation of texts in braille format, especially for texts that use many special symbols such as mathematics, chemistry, and Arabic; modification of the presentation of questions that display images and charts in the form of simplified embossed images, image descriptions, or the use of props; and presentation of exam questions in the form of sofi. copy, which is operated and performed using a talking computer, namely, a computer equipped with layer reader

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

software, reading of test questions by the reader officer, extension of time in completing the task, and extension of time by at least 50% (50 percent) of the time specified for the implementation of evaluations that use braille or reading format.

12) Other forms that can guarantee learners with visual disabilities receive educational services. Learners with speech disabilities are entitled to receive the

a) Communication, information, and/or instruction in the learning and evaluation process are based on the choice of each learner with a hearing disability or speech disability.

b) Assistance in class is provided either by sign language interpreters or by note takers if the educator is unable to communicate using sign language.

c) Flexibility of assignments and evaluations using writing, oral presentations with the help of sign language interpreters, video presentations, animations, and other audiovisual forms.

d) Flexibility in the timing of assignments and evaluations.

e) Modification of assignments and evaluation of foreign language lessons were converted into written assignments.

f) Flexibility of seating positions according to the needs and abilities of learners with hearing disabilities or speech disabilities and the position of educators facing learners with hearing disabilities or speech disabilities in delivering learning materials.

g) Other forms that can guarantee learners with hearing or speech disabilities receive educational services.

The aforementioned general accommodations are necessary for learners with hearing disabilities. Additionally, learners with hearing or speech disabilities require flexibility in their sitting positions based on their needs and abilities. Finally, learners with hearing or speech disabilities require educators to be aware of their position when delivering learning materials. Government Regulation Number 13 of 2020 stipulates that adequate accommodation must be provided, particularly for educational institutions that receive funding from the national and local governments. This regulation outlines the administrative penalties that will occur if the requirements for providing reasonable accommodation for students with disabilities are not met, particularly for relevant

Spirit Publik
Jurnal Administrasi Publik
**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

educational institutions. Articles 38–41 of Government Regulation Number 13 of 2020 provide regulations on this topic.

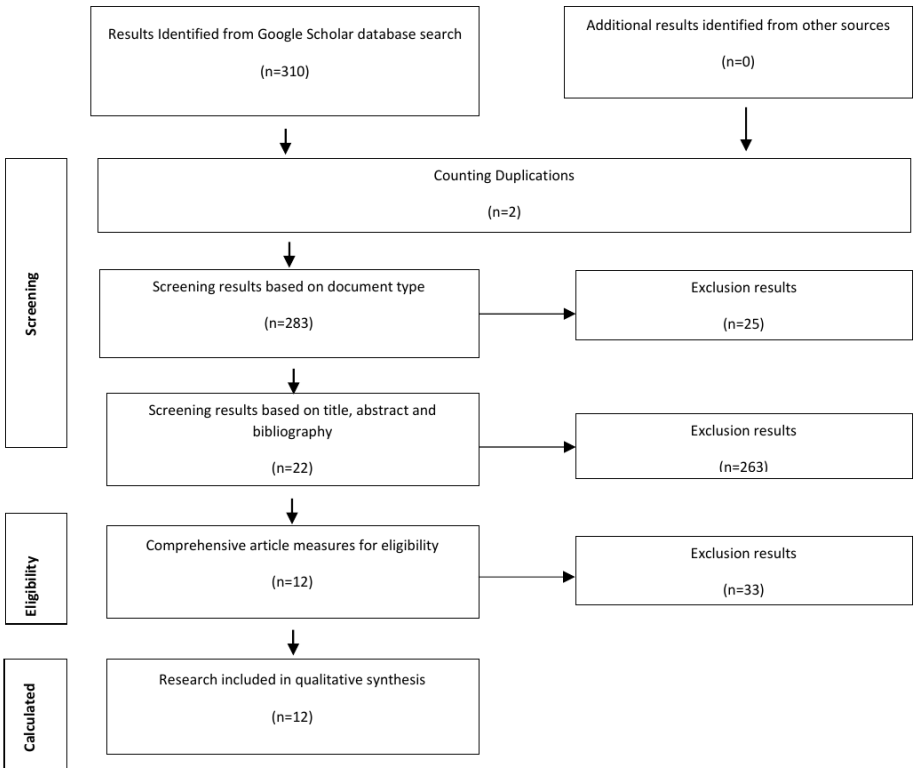


**Figure 3.** Systematic Literature Review
*Source: processed by the authors, 2025*

The researcher applied predefined inclusion and exclusion criteria to select papers for further study and content evaluation, as shown in Figure 3. The inclusion criteria specifically focused on publications published between 2020 and 2022, which corresponded to the period after the implementation of PP No. 13/2020. This selection ensured that the reviewed literature was directly relevant to the policy's impact and its subsequent implementation, providing a clearer understanding of the policy's outcomes.

On the other hand, articles addressing reasonable accommodation for students with disabilities were excluded if they did not explicitly reference PP No. 13/2020. This exclusion was necessary to maintain the focus of the systematic review and to ensure that only studies directly related to the policy were included, thereby ensuring the relevance and precision of the research findings.

Figure 3 shows the number of scientific articles retrieved through a systematic literature review. The general screening process and the relevant literature selection flow are presented in Figure 3. Initially, 310 articles from Google Scholar were identified using an advanced search. The researcher then removed literature in the form

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

of books, PowerPoint (PPT), or Word (. doc). From the remaining 283 articles, we searched for articles that discussed PP No. 13/2020 through the title, abstract, and bibliography. The results obtained were Only 22 articles met the inclusion criteria. This result is small because this policy is still new. The researchers then eliminated articles that had too broad a discussion related to people with disabilities. We conducted a journal eligibility search and identified 12 articles. The final list of relevant publications was downloaded for further analysis. The articles used for further investigation comprised 3.8% of the original articles from Google Scholar.

The selected studies are summarized in Table 1.

**Table 1.** Research Article List

| Name & Year | Title | Methods | Research Focus | Findings |
|---|---|---|---|---|
| (Wijaya & Anggriawan, 2022) | Tinjauan Yuridis Tentang Pemenuhan Hak Anak Yang Mengalami Cacat Jiwa Dan Fisik Dalam Memperoleh Rehabilitasi | Systematic Literature Review | Digital learning model based on Deep Learning to facilitate inclusive students in regular schools and assist teachers in delivering learning materials. | Teaching with teaching aids can help children with disabilities learn in the classroom. |
| (Andriana, 2021) | Model Pembelajaran Berbasis Deep Learning Bagi Siswa Inklusi di Pendidikan Vokasi | Systematic Literature Review | Facilitation of inclusive students in regular schools. | Deep Learning-based Digital Learning Model helps students with special needs in inclusive classroom settings supported by the right expert system. |
| (Ma'ruf et al., 2021) | Local Government Strategies in Health Protocol Education for People with Mental Disabilities in Ponorogo Regency by Strengthening Social Non-Governmental Organizations | Qualitative | Local government strategies to educate on health protocols for people with mental disabilities. | Optimization of the health protocol education process for people with disabilities is not well coordinated. |

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

| Name & Year | Title | Methods | Research Focus | Findings |
|---|---|---|---|---|
| (Marlina, 2021) | Pembelajaran Berdiferensiasi Sebagai Upaya Pemenuhan Aksesibilitas Psikologis Siswa Berkebutuhan Khusus Di Sekolah Inklusif | Qualitative | Involvement of children with disabilities in the learning process in inclusive schools. | The practice of inclusive education in Indonesia has been carried out at almost all levels of education. The implementation is still looking for patterns, techniques, strategies, and models that suit the conditions of students with special needs. |
| (Indianto & Hasanuddin, 2021) | Perwujudan Equality Before the Law Terhadap Penyandang Disabilitas | Normative juridical | Policy formulation and implementation of Equality Before the Law for persons with disabilities. | The provision of accommodation needed for people with disabilities is still not optimal. |
| (Prasetyo & Supena, 2021b) | Pelaksanaan Pembelajaran Peserta Didik Berkebutuhan Khusus di Sekolah Inklusif Selama Pandemik Covid-19 | Quantitative Case Study | Implementation of learning for students with special needs or (PDBK) in inclusive schools during the Covid-19 pandemic. | There was a decrease in the achievement of learning outcomes of PDBK, PDBK tantrum problems during online learning, and communication obstacles to providing learning understanding. |
| (Prasetyo & Supena, 2021a) | Pengembangan Learning Progression-Modeling Based Teaching (LP-MBT) Bagi Mahasiswa Kesulitan Belajar Di Kelas Inklusif | Model 4D | Learning Progression during Modeling-Based Teaching (LP-MBT) to help students with learning difficulties in higher education. | Teaching with teaching aids helps children with disabilities learn. |
| (Rosyid, 2021) | Menunggu Kinerja Komnas Difabel Bermitra Dengan Kepanduan Dalam | Descriptive Qualitative | Evaluation implementation of Law No. 8/2016 on Persons with | Public facilities are not yet maximally available due to a lack of coordination |

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

| Name & Year | Title | Methods | Research Focus | Findings |
|---|---|---|---|---|
| | Mengevaluasi Fasilitas Pasar Tradisional | | Disabilities. | between government agencies and social institutions. |
| (Rusdiyanto, 2021) | Sosialisasi Penerapan Peraturan Pemerintah Nomor 13 Tahun 2020 tentang Akomodasi yang Layak bagi Anak Berkebutuhan Khusus Sekolah Inklusi di SDN Wirolegi 1 Kabupaten Jember | Descriptive Qualitative | Implementation of Government Regulation Number 13 of 2020 concerning decent accommodation for children with special needs. | Related regulations have technically regulated the provision of accommodation, but still need socialization in the effectiveness of the policy. |
| (Suswardana, 2021) | Pelaksanaan Visi Dan Misi Sekolah Dalam Mewujudkan Kegiatan Belajar-Mengajar Di SDLBN Kedungkandang Malang | Qualitative Phenomenological | Implementation of Government Regulation Number 13 of 2020 concerning decent accommodation for children with special needs. | Special schools provide space and recognition for the existence of children with disabilities in developing intellectual and individual creativity. |
| (Wardhani & Andika, 2021) | Inclusive Education and Social Justice for All Indonesians | Qualitative | Implementation of inclusive education | Efforts to realize social justice for all Indonesians through inclusive education cannot emerge due to several things that can be achieved from culture, politics, and human resources. |
| (Maftuhin & Aminah, 2020) | Universitas Inklusif: Kisah Sukses Atau Gagal? | Case Study | Inclusive education in higher education through career track. | The university has provided accommodations for children with disabilities, so they have been successful |

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

| Name & Year | Title | Methods | Research Focus | Findings |
|---|---|---|---|---|
| | | | | in their studies, albeit for a longer period. |

*Source: processed by the authors, 2025*

Findings from various studies on inclusive education and disability rights policies show the importance of technology integration, improved policy implementation, and increased accessibility to the education system. Several studies that focus on the use of Deep Learning-based learning models (Wijaya & Anggriawan, 2022; Andriana, 2021) have highlighted the role of technology in supporting inclusive education. This technology not only serves as a learning tool but also as a means of creating equal access to education for people with disabilities. However, to deepen the understanding of these findings, it would be beneficial to link these results to the social inclusion theory, which emphasizes the importance of creating a fair and equal space for all individuals. With this approach, technology can be viewed as a bridge connecting all individuals, creating more equitable opportunities in education.

In addition, research discussing public policies related to the rights of persons with disabilities (Indianto & Hasanuddin, 2021; Rusdiyanto, 2021) reveals that, despite the existence of supportive regulations, policy implementation in the field still faces significant challenges. One of the main obstacles is the effectiveness of socialization and policy implementation, which has not yet been optimal. To strengthen this understanding, it is relevant to link these findings with public policy implementation models, such as the rational policy model or participation-based implementation model. This approach provides a clearer picture of the challenges faced in policy implementation, and the importance of involving various stakeholders to achieve optimal results in inclusive policies.

Furthermore, findings related to the implementation of inclusive education at primary and higher education levels (Prasetyo & Supena, 2021b; Maftuhin & Aminah, 2020) show that despite progress, many aspects need to be improved, such as communication and accessibility issues. These barriers remain a major challenge for realizing truly inclusive education. In this context, the theory of equality and social justice can be used to delve deeper into the structural barriers that exist in the education system. Using this theory, we can see how these barriers relate to broader social and

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

political structures, and how more effective policies can be implemented to achieve more holistic social inclusion goals.

**2. Reasonable Accommodation in Inclusive Education**

The government has implemented various regulations since 2002 to encourage inclusive education for children with disabilities (Wardhani & Andika, 2021). This form of education differs from special education, which was previously provided only for people with disabilities with specific complaints, where centralized educational facilities are provided using a special curriculum (Suswardana, 2021). In inclusive education, regular students and students with disabilities study in the same building and follow the same teaching and learning activities (Marlina 2021; Prasetyo and Supena 2021a).

Although children with disabilities have received special attention in previous forms of special education, which is a basic need for people with disabilities (Suswardana, 2021), this emphasizes the class of groups in society. In general, the implementation of inclusive education seeks to place people with disabilities side by side with the public so that it is expected to reduce discrimination against people with disabilities (Wardhani & Andika, 2021). However, the existence of inclusive education is not in line with the completeness of the infrastructure and the mindset of environmental acceptance for those who are different. Schools that accept inclusive children do not prepare for their presence, ignoring the need for the availability of supportive accessibility and the absence of learning support facilities such as braille, teaching aids, and accompanying teaching staff who can guide children with disabilities to manage their learning difficulties (Rusdiyanto, 2021). This creates complex problems for the continuity of children's education, both regular and inclusive (Rusdiyanto 2021; Wardhani and Andika 2021). The government responded to this condition with the enactment of Government regulation no. 13/2020 on Appropriate Accommodation for Learners with Disabilities. This policy specifically elaborates on reasonable accommodation for learners with disabilities based on each of the barriers experienced by the individual, namely, physical, intellectual, mental, and sensory disabilities that can be experienced singly or multiple times.

The implementation of this policy has shown promising initial results, where students with disabilities can participate well in learning activities. People with disabilities have equally strong passion for learning and independence. With proper accommodation, people with disabilities no longer experience problems in getting to the

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

learning location, using basic facilities such as bathrooms, and can follow learning well with the help of assistive devices according to their obstacles. Thus, students with disabilities have the same opportunities as regular students to obtain education, both in inclusive schools and universities (Maftuhin & Aminah, 2020; Wijaya & Anggriawan, 2022). The education obtained in inclusive schools/universities then becomes the capital for people with disabilities to obtain a decent job and life in the future (Maftuhin & Aminah, 2020).

**3. Socio-economic Impact of Decent Accommodation**

The fundamental foundation of the state's administration and populace is democracy, which is a manifestation of the principles of the Indonesian State. In an Indonesian democracy, the government must guarantee that everyone is rights and obligations are met, including providing adequate education without favoring any group over another. The government's attempts to accomplish this have not had positive results thus far, particularly considering that children with disabilities continue to be among most groups who do not complete the mandatory nine years of education. Despite having different demands than the public, people with disabilities are competent to participate in schools (Maftuhin & Aminah, 2020). It is possible to overcome obstacles faced by people with disabilities. Students with impairments can study more effectively if their psychological and physical accessibility needs are met (Marlina, 2021; Rosyid, 2021).

Coordination between institutions, stakeholders, and parties related to learners with disabilities must be formulated to support the social engagement of these learners for effective adaptation (Ma'ruf et al., 2021). Indonesian society and academics have supported the creation of tools and systems to assist learners with disabilities (Andriana, 2021; Prasetyo & Supena, 2021a). In this case, the government plays an important role in fulfilling the rights of persons with disabilities in obtaining places, assistance, facilities, and flexibility needed by persons with disabilities (Wijaya & Anggriawan, 2022).

The publication of policies on reasonable accommodation for persons with disabilities is an intermediate step in realizing social equity and education. The recognition of persons with disabilities by the government can be a signal to the surrounding community that persons with disabilities have equal status and their rights are protected by the state. Indirectly, this policy is expected to reduce discrimination or

Spirit Publik
Jurnal Administrasi Publik

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

exclusion of people with disabilities. People with disabilities no longer have difficulty reaching an intellectual level to contribute to their environment (Maftuhin & Aminah, 2020). This can increase the number of people with disabilities who have respected places in society.

## 4. Impact Analysis of Proper Accommodation Policy Evaluation for Persons with Disabilities

a. Objective mapping

Government Regulation No. 13/2020 on Proper Accommodation for Learners with Disabilities is intended for Central and Local Governments, Emergency Service Units, and schools or universities as parties responsible for providing proper accommodation for persons with disabilities in the school/university environment. The purpose of this policy is for students with disabilities to obtain the facilities needed in inclusive schools/universities so that they can participate comfortably in learning activities. This policy has high urgency and administrative sanctions for education providers who do not follow the rules mentioned above. The ideal form of policy implementation is shown in Figure 4.

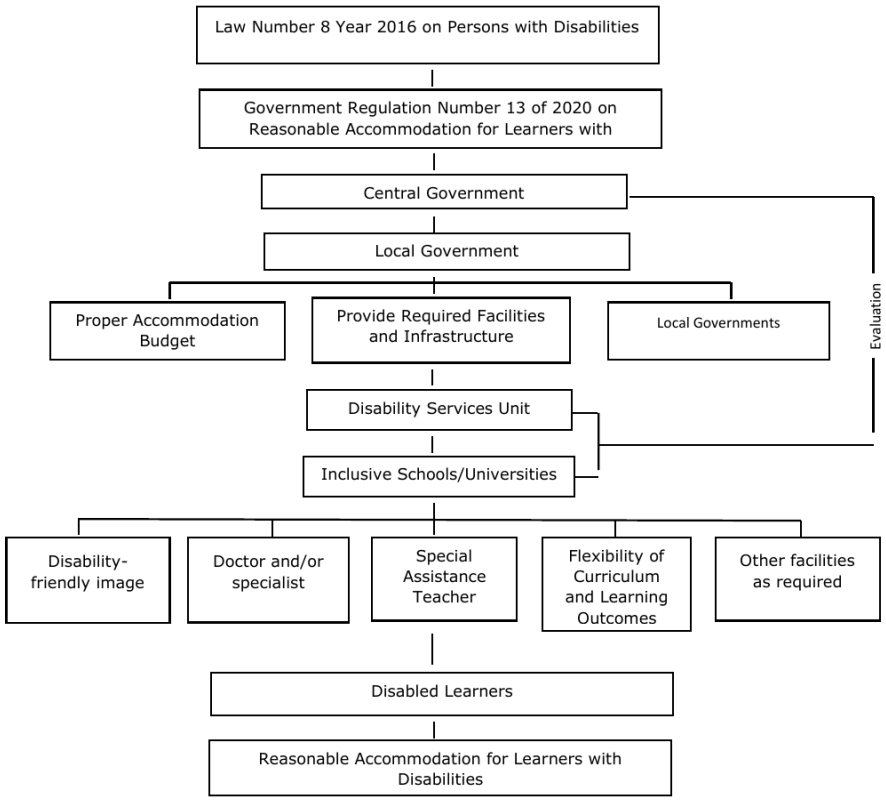


**Figure 4.** Policy flow of PP Number 13 of 2020 concerning Reasonable Accommodation for Learners with Disabilities
*Source: processed by the authors, 2025*

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

This figure shows the policy flow of government regulation no. 13/2020 on reasonable accommodation for disabled learners. It starts with the passing of Law No. 8/2016 on Persons with Disabilities, which provides the main legal basis for reasonable accommodation. The central government is responsible for coordinating this policy and allocating a budget for accommodations needed by disabled learners. This task is continued by local governments responsible for providing adequate facilities and infrastructure at the local level, both in schools and universities. Within this structure, the disability services unit plays an important role in ensuring that schools and universities can provide disability-friendly facilities. All of these measures aim to create an inclusive and accessible learning environment for learners with disabilities.

This policy highlights the importance of integrating various aspects of inclusive education. These include providing the right budget for accommodation, adequate facilities, and having educators who have the competence to support the needs of learners with disabilities, such as assistant teachers or specialists. The curriculum and learning flexibility are also important elements of this policy, allowing students with disabilities to learn in ways that suit their abilities. All of these elements form an interconnected system and aim to create education that is not only accessible but also of high quality, providing equal opportunities for all learners without discrimination.

b. Value Clarification and Critique

Proper accommodation is a major issue in inclusive education systems (Ma'ruf et al., 2021; Marlina, 2021; Rusdiyanto, 2021). This policy is a hope for the implementation of education that is friendlier to people with disabilities. This policy answers the problems that have arisen from previous inclusive education. However, the socialization of an inclusive environment for people with disabilities is still not regulated. People with disabilities do not only need adequate facilities to participate in education properly. Flexibility for people with disabilities is also regulated in this policy, which generally includes learning processes, learning methods, and study periods that do not restrict students with disabilities. There is no clear statement of form or time regarding the amount or limit of flexibility given to disabled people.

c. Constraint mapping

This policy responds well to the needs of persons with disabilities for proper and necessary accommodation, as well as for the implementation of education for all. However, its implementation in the field is still suboptimal. One of the obstacles is the

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

lack of socialization in inclusive schools regarding regulation (Rusdiyanto, 2021). There are still many schools that do not know of the policy. Another obstacle is the lack of accompanying teachers needed to properly accommodate persons with disabilities, both in quantity and quality (Rusdiyanto, 2021; Wardhani & Andika, 2021).

d. Cross-impact analysis

The policy of reasonable accommodation for students with disabilities has not yet shown a negative opinion because there has been no cross-impact analysis of this policy. Fulfillment of proper accommodation financially will require considerable costs because there is the potential for renovation or construction in inclusive schools/universities to be accessible to people with disabilities, as well as the cost of human resources such as support staff and special assistants for people with disabilities, as well as other costs. This budget has been provided by the government through APBN and APBD, which are channeled to inclusive schools/universities according to the facilities needed.

e. Discounting

The discontent regarding reasonable accommodation policy, especially related to Government Regulation no. 13/2020, has not yet been reported in detail by the government. The implementation of the policy should have begun to be widely applied and targeted after two years of policy publication, which was in February 2022. This regulation is relatively new, especially after the COVID-19 pandemic; there is still an adaptation of online schools to return to offline schools.

## Conclusion

State support to provide space for persons with disabilities to become a significant part of society has been formulated through various policies. The existence of special regulations that describe the fulfillment of proper accommodation, which is a basic need for persons with disabilities, is a very important first step in supporting persons with disabilities to obtain proper education. The policy of Reasonable Accommodation for Learners with Disabilities through Government regulation no. 13/2020 is considered to have responded well to the needs of persons with disabilities in an inclusive school environment. The implementation is under Government Regulation no. 13/2020 Article 43 of which states that reasonable accommodation for learners has been implemented two years after the enactment of the policy; thus, there has been a visible change in the quality of education for people with disabilities. The availability of

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

proper accommodation has an impact on people with disabilities, making it easier to carry out normal daily activities and learning.

Researchers have recommended wider socialization of this policy. Government Regulation No. 13/2020 responded well to the educational needs of people with disabilities and provided clear information to education providers. Proper accommodation for persons with disabilities depends mainly on accompanying teachers, who guide and support the learning activities of persons with disabilities. Meanwhile, the number of accompanying teachers still cannot meet existing needs. Researchers recommend that the government take steps at the upstream stage to establish qualified and highly empathetic mentor teachers.

The next challenge is to implement policies so that people with disabilities no longer experience significant barriers to learning outside the home, whether physically, psychologically, or socially. In addition to the government, educational institutions, and parents of children with disabilities, the public also needs to be socialized to become more familiar with the needs of people with disabilities and how to collaborate appropriately, so that there is no fear or concern to socialize normally with people with disabilities.

## References

Andriana. (2021). Model Pembelajaran Berbasis Deep Learning Bagi Siswa Inklusi di Pendidikan Vokasi Systematic Literature Review. JurnalTiarsie, 18(4), 127–135.

Bappenas. (2021). PENYANDANG DISABILITAS INDONESIA : ASPEK SOSIOEKONOMI DAN YURIDIS.

Bhandari, M., & Hilaman, A. B. (2018). CRITICAL REVIEW ON THE POLICIES AND LEGISLATIVE MEASURES FOR THE CHILDREN WITH SPECIAL NEEDS IN INDIA. IJRAR-International Journal of Research and Analytical Reviews, 5(3), 1582–1588.

Carrington, S., Lassig, C., Maia-Pike, L., Mann, G., Mavropoulou, S., & Saggers, B. (2022). Societal, systemic, school and family drivers for and barriers to inclusive education. Australian Journal of Education, 66(3). https://doi.org/https://doi.org/10.1177/00049441221125282

Dunn, W. N. (2018). sixth edition: Public Policy Analysis an Integrated Approach (6th ed.). Routledge.

Edwards, M., Poed, S., Al-Nawab, H., & Penna, O. (2022). Academic accommodations for university students living with disability and the potential of universal design to address their needs. Higher Education. https://doi.org/10.1007/s10734-021-00800-w

Efendi, M., Malang, U. N., Pradipta, R. F., Malang, U. N., Dewantoro, D. A., Malang, U. N., Ummah, U. S., Malang, U. N., Ediyanto, E., Malang, U. N., Hanafi, M., & Yasin, M. (2022). Inclusive Education for Student with Special Needs at Indonesian Public Schools. International Journal of Instruction, 15(2), 967–980.

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

Firdaus, E. (2010). PENDIDIKAN INKLUSIF DAN IMPLEMENTASINYA DI INDONESIA *. Seminar Nasional Pendidikan, 24–36.

Hendry, G., Wilson, C., Orr, M., & Scullion, R. (2022). "I Just Stay in the House So I Don't Need to Explain": A Qualitative Investigation of Persons with Invisible Disabilities. Disabilities, 2(1), 145–163. https://doi.org/10.3390/disabilities2010012

Indianto, & Hasanuddin. (2021). PERWUJUDAN EQUALITY BEFORE THE LAW TERHADAP PENYANDANG DISABILITAS. JURNAL THENGKYANG, 6(1), 7–34.

Kang H. (2015). Statistical considerations in meta-analysis. Hanyang Med Rev, 35, 23–32.

Ma'ruf, M. F., Pradana, G. W., Eprlianto, D. F., & Megawati, S. (2021). Local Government Strategies in Health Protocol Education for People with Mental Disabilities in Ponorogo Regency by Strengthening Social Non-Governmental Organizations. Advances in Social Science, Education and Humanities Research, 618, 600–606.

Ma, T.-J., Lee, G.-G., Liu, J., & Lae, R. (2022). Bibliographic coupling: a main path analysis from 1963 to 2020. Information Research: An International Electronic Journal, 27(1). https://doi.org/10.47989/irpaper918

MacEachern, S., Forkert, N. D., Lemay, J.-F., & Dewey, D. (2022). Physical Activity Participation and Barriers for Children and Adolescents with Disabilities. International Journal of Disability, Development and Education, 69(1), 204–216. https://doi.org/10.1080/1034912X.2021.1952939

Maftuhin, A., & Aminah, S. (2020). Universitas Inklusif: Kisah Sukses atau Gagal? INKLUSI, 7(2), 293. https://doi.org/10.14421/ijds.070206

Mamas, C., Daly, A. J., & Schaelli, G. H. (2019). Socially responsive classrooms for students with special educational needs and disabilities. Learning, Culture and Social Interaction, 23(October 2018), 100334. https://doi.org/10.1016/j.lcsi.2019.100334

Marlina. (2021). PIDATO PENGUKUHAN PEMBELAJARAN BERDIFERENSIASI SEBAGAI UPAYA PEMENUHAN AKSESIBILITAS PSIKOLOGIS SISWA BERKEBUTUHAN KHUSUS DI SEKOLAH INKLUSIF. Universitas Negeri Padang.

Mengist, W., Soromessa, T., & Legese, G. (2020). Ecosystem services research in mountainous regions: A systematic literature review on current knowledge and research gaps. In Science of the Total Environment (Vol. 702). Elsevier B.V. https://doi.org/10.1016/j.scitotenv.2019.134581

Mucherah, W., Finch, H., Bota, K., & Thomas, R. N. (2024). Teacher Attitudes and Perceived Preparedness Towards Inclusive Education in Kenya. International Journal of Teacher Education and Professional Development, 6(1), 1–20. https://doi.org/10.4018/ijtepd.335922

Ningsih, C. S. Y., Achmad, S. S., & Fitrilinda, D. (2022). Hak Asasi bagi Anak Berkebutuhan Khusus dalam Mendapatkan Pembelajaran pada Masa Pandemi Covid-19 di SLB Pelita Hati Tampan Pekanbaru. Ideas: Jurnal Pendidikan, Sosial, Dan Budaya, 8(1), 203. https://doi.org/10.32884/ideas.v8i1.628

Nurul, F., & Winoto, Y. (2022). Pemetaan Bibliometrik terhadap Perkembangan Penelitian dengan Topik Arsitektur Informasi pada Google Scholar menggunakan Vosviewer. 2(1), 43–60. https://doi.org/https://doi.org/10.24198/inf.v2i1.37766

Patnaik, S., Sharma, U., & Subban, P. (2022). Who Is Responsible for Students' Challenging Behaviour? A Study of the Causal Attributions of Teachers to Challenging Behaviour in Primary Schools in West Bengal, India. Disabilities, 2(1), 56–72. https://doi.org/10.3390/disabilities2010005

**Spirit Publik Volume 20, Nomor 1, 2025**, Halaman 80-106
P-ISSN. 1907-0489 E-ISSN 2580-3875
URL : https://jurnal.uns.ac.id/spirit-publik/article/view/99919
DOI : https://doi.org/10.20961/sp.v20i1.99919

Prasetyo, T., & Supena, A. (2021a). Pengembangan Learning Progression-Modeling Based Teaching (Lp-Mbt) Bagi Mahasiswa Kesulitan Belajar Di Kelas Inklusif Development Of Learning Progression Modeling-Based Teaching (Lp-Mbt) For Students With Learning Difficulties In Inclusive Classrooms. Pedagogi: Jurnal Penelitian Pendidikan, 8(1), 1–14. https://doi.org/10.25134/pedagogi.v8i1.4075

Prasetyo, T., & Supena, A. (2021b). Learning Implementation for Students with Special Needs in Inclusive Schools During the Covid-19 Pandemic. Musamus Journal of Primary Education, 90–103. https://doi.org/10.35724/musjpe.v3i2.3313

Ravichandran, S., Calder, A., Ingham, T., Jones, B., & Perry, M. (2022). "Someone Like Anyone Else": A Qualitative Exploration of New Zealand Health Professional Students' Understanding of Disability. Disabilities, 2(1), 131–144. https://doi.org/10.3390/disabilities2010011

Rosyid, M. (2021). MENUNGGU KINERJA KOMNAS DIFABEL BERMITRA DENGAN KEPANDUAN DALAM MENGEVALUASI FASILITAS PASAR TRADISIONAL. Wacana Publik, 15(02), 87–93. https://doi.org/10.37295/wp.v15i2.65

Rusdiyanto. (2021). Aplication Socialization of Government Regulation Number 13 Of 2020 Concerning Appropriate Accommodation for Children With Special Needs in Inclusive Schools atElementary School of Wirolegi 1 Jember Regency. Jurnal Pengabdian Masyarakat, 1(2), 109–118.

Sharma, U., Armstrong, A. C., Merumeru, L., Simi, J., & Yared, H. (2019). Addressing barriers to implementing inclusive education in the Pacific. International Journal of Inclusive Education, 23(1), 65–78. https://doi.org/10.1080/13603116.2018.1514751

Suswardana, G. (2021). Pelaksanaan Visi Dan Misi Sekolah Dalam Mewujudkan Kegiatan Belajar-Mengajar Di Sdlbn Kedungkandang Malang. VOCAT: Jurnal Pendidikan Katolik, 1(2), 88–98.

Verma, R., Lobos-Ossandón, V., Merigó, J. M., Cancino, C., & Sienz, J. (2021). Forty years of applied mathematical modelling: A bibliometric study. Applied Mathematical Modelling, 89, 1177–1197. https://doi.org/10.1016/j.apm.2020.07.004

Wardhani, N. W., & Andika, M. F. F. (2021). Inclusive Education and Social Justice for All Indonesians. Advances in Social Science, Education and Humanities Research, 619, 135–139.

Wijaya, A. D., & Anggriawan, T. P. (2022). Tinjauan Yuridis Tentang Pemenuhan Hak Anak Yang Mengalami Cacat Jiwa Dan Fisik Dalam Memperoleh Rehabilitasi. WIDYA PRANATA HUKUM, 4(1), 15–23.