

**EVALUATION OF INCLUSIVE SCHOOL IMPLEMENTATION IN
YOGYAKARTA CITY IN REALISING SUSTAINABLE DEVELOPMENT
GOALS (SDGs)**

UNDERGRADUATE THESIS

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2024

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Yogyakarta, October 3th 2024



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EVALUATION OF INCLUSIVE SCHOOL IMPLEMENTATION IN YOGYAKARTA
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FOREWORD

With the most profound sense of gratitude and humility, I begin this dedication by offering my sincerest praise and endless gratitude to Allah SWT, the Most Gracious and the Most Merciful, who has blessed me with His boundless grace, guidance, and strength throughout this journey. Every step, every breath, and every success I have achieved is solely by His will and mercy. Without His divine presence, I would never have reached this point. Alhamdulillah, for everything He has bestowed upon me.

This thesis is dedicated with all my love and heartfelt thanks to:

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MOTTO

"Indeed, with hardship comes ease."

(Quran 94:6)

Life is a balance of challenges and blessings. This verse reminds us that no matter how overwhelming hardship may seem, it is not permanent. Allah ensures that ease will come, sometimes even within the hardship itself. This is a form of spiritual equilibrium, ensuring that we never lose hope, knowing ease will follow. For those who save this verse or hold it close to their hearts, it can serve as a constant source of strength. It reminds us that no matter how overwhelming life gets, the struggle is not without purpose, and Allah has already paired it with relief. This encourages us to be resilient in the face of adversity because Allah promises that things will get better. When we encounter tough situations—whether they are emotional struggles, financial hardships, or health issues—this verse reminds us to remain steadfast and hopeful. It teaches that our difficulties are not punishments but tests from Allah, and they are accompanied by relief that is on its way.

"I may not have all the answers, but I know I have the strength to keep moving forward, no matter how uncertain the path may be."

(Handaru Maya Yaseen)

This is my personal affirmation. In moments of doubt, I remind myself that resilience and courage will lead me to where I am meant to be. I am a testament to the power of persistence.

SYNOPSIS

This research explores the implementation of inclusive education in Yogyakarta City, Indonesia, assessing its effectiveness in achieving the Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). Inclusive education in this context refers to integrating students with special needs into mainstream schools, ensuring they receive equitable learning opportunities alongside their peers.

Employing a qualitative descriptive methodology, the study gathers data through interviews with key stakeholders, including officials from the Yogyakarta Office of Education, Youth, and Sports (Dikpora), special assistance teachers (GPK), parents, and students with special needs. Observations in inclusive schools and analysis of relevant policies and literature supplement the primary data.

Findings indicate that Yogyakarta City has made commendable efforts to promote inclusive education. The establishment of the Disability Services Unit (ULD) demonstrates the city's commitment to supporting students with disabilities. The ULD provides resources such as specialized teachers, adaptive curricula, and facilities like wheelchairs and learning aids. Legal frameworks like Indonesia's Law No. 20 of 2003 on the National Education System and Ministerial Regulation No. 70 of 2009 support these initiatives.

However, challenges persist. There is a shortage of GPKs, particularly in public schools, due to limited budgets. Some schools lack adequate facilities to accommodate students with disabilities, and societal attitudes sometimes hinder the acceptance of inclusive education. Parents of both students with and without special needs may lack awareness or hold misconceptions about inclusive education, affecting its successful implementation.

Using William Dunn's policy evaluation framework, the study assesses the inclusive education policy's effectiveness, efficiency, adequacy, equity, and responsiveness. The evaluation reveals that while progress has been made, there are areas needing improvement. Resources are not yet sufficient to meet all students' needs, and not all schools are fully equipped or staffed to provide an inclusive environment.

The research concludes by offering recommendations to enhance inclusive education in Yogyakarta City:

1. **Increase Special Assistance Teachers (GPK):** Allocate additional funds to hire more GPKs, ensuring all schools have sufficient support for students with special needs.
2. **Improve Infrastructure:** Upgrade school facilities to be more accessible, including ramps, adapted restrooms, and specialized learning materials.
3. **Enhance Public Awareness:** Conduct campaigns and workshops to educate parents, teachers, and the community about the importance and benefits of inclusive education.
4. **Continuous Training for Educators:** Provide ongoing professional development for teachers to effectively support diverse learners.
5. **Collaborate with Stakeholders:** Partner with non-governmental organizations and the private sector to supplement resources and expertise.

This study contributes valuable insights into the current state of inclusive education in Yogyakarta City. By highlighting successes and identifying challenges, it offers a roadmap for policymakers, educators, and the community to work collaboratively toward a more inclusive and equitable education system, aligning with the objectives of the Sustainable Development Goals.

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