

CHAPTER I

INTRODUCTION

A. Background

The Youth Education and Sports Office is an institution responsible for assisting government affairs in the field of education and government affairs in youth and sports. The Office of Education, Youth, and Sports has several functions, such as the preparation of official work programs, formulation of technical policies in the field of youth and sports education, organizing or managing secondary education and special education, providing facilities for the implementation of special education, and much more. The role of the Youth and Sports Education Office is very much needed in cases like this, with the hope that the participation of the Youth and Sports Education Office in helping students with special needs can facilitate and help children with special needs to continue to access education as they should. (Olahraga, 2018)

Education is a basic need for all human beings without exception, even for those who have special needs or are commonly called disabled. As recorded in the Law of the Republic of Indonesia Number 20 the Year 2003 Article 5, "Citizens who have physical, emotional, mental, intellectual, and social abnormalities are entitled to special education, namely special education." Special education is intended for students who have physical deficiencies or disabilities, such as blind, deaf, or disabled, and also intended for children with mental disorders such as *tunagrahita*, *tunalaras*, autism, and so on. Opportunities and rights cannot be differentiated between learners without special needs and learners with special needs. It should also not be differentiated by the diversity of individual characteristics physically, mentally, socially, emotionally, and socio-economically. ((Damayanti, n.d.)

Inclusive education intends to help make it easier for students with various special needs, such as those experiencing physical limitations but still being able to follow the material provided in public schools. Not a few of these learners with special needs have extraordinary abilities that can even exceed ordinary students. The policy of not differentiating opportunities for students with and without special needs has been well

implemented by the Office of Education, Youth, and Sports. Quoted from a journal published by Semarang State University, it has been found that the aspect of strata or other levels that the number of SDLB students tends to be more than other levels; therefore, special elementary school facilities are needed that accommodate aspects of function and architecture.

The government must support inclusive school facilities for learners with special needs. To fulfill the demands, the government must ensure that learners with special needs can easily access every aspect of schooling and learning. Unfortunately, this is currently not well implemented. For example, there are many cases where learners are denied entry to schools. In contrast, others experience various obstacles in teaching and learning activities caused by schools that cannot meet their needs. The view that people with disabilities should only be in special schools that are differentiated from mainstream schools is still firmly held by the general public, education practitioners, and policymakers. Therefore, when students with disabilities can enroll in inclusive schools, it is expected to facilitate them so that students with special needs do not experience difficulties accessing education at any level (Indriyany, n.d.)

Inclusive education is described in the Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 with the following definition, "An education system that provides opportunities for all learners who have physical limitations to learn between general students and students with needs." When a learner with special needs enters the school, we cannot immediately observe clearly because identification and assessment of learners with special needs is needed. Permendiknas has carried out the identification process described in the Minister of National Education Number 70 Regulation of 2009 as "The screening process, which will result in learners who are abnormal and need educational services." Assessment is "screening," which refers to compiling information for learning program materials by understanding students' strengths and weaknesses. As for the implementation of inclusive schools, it is more aimed at the role of teachers in classifying children with special needs with normal children according to the needs of children.

The problems local governments face regarding implementing inclusive schools include the shortage of special assistance teachers. The Disability Services Unit (ULD)

needs to increase the number of Special Assistance Teachers to fill the shortage in various public and private schools. This aims to boost the quality of inclusive school implementation. Another problem that needs special attention from the local government is the city government's policy.

This is still considered not ideal; this was reported in the news on the internet media, which stated that several parents of students with disabilities complained that they experienced obstacles when they wanted to register their children in public schools, to those who complained that they had not received a certificate. (ANUGRAHANTO, n.d.)

B. Problem Formulation

The formulation of the problem aims to dig deeper into the implementation of the Education, Youth, and Sports Office in dealing with the problems of inclusive schools for students with special needs, namely:

“How to evaluate the implementation of inclusive schools in Yogyakarta City?”

C. Research Aims

This research was conducted with the aim of understanding what needs to be improved in the inclusive school system in Yogyakarta City. Inclusive schools aim to open opportunities for all children with special needs who have physical, mental, emotional, and social abnormalities to have the potential for unique intelligence or talent to obtain an education that suits the needs and abilities of students. This research also aims to provide greater insight to the community regarding inclusive schools; this is based on the lack of public knowledge about inclusive schools, so sometimes, it is still considered taboo by ordinary people.

The author also aims to find the reasons and causes of the ineffective implementation of inclusive schools in Yogyakarta City. Based on the results of an interview with a resource person who is the principal of one of the public elementary schools in Yogyakarta City, he said that the implementation could run imperfectly due to the lack of facilities and human resources for the capacity of inclusive schools

in Yogyakarta City.

D. Research Benefits

The benefits that can be obtained from the results of this research for the Indonesian government, especially in education, are to improve the quality of education in Indonesia, especially in the inclusive field. Other benefits that can be obtained in the birth of the potential for improving the regulation of the education system in Indonesia are related to the inclusive education program. Both of these can undoubtedly improve the quality of education in Indonesia. Improving the quality of education in Indonesia can also give birth to an educated generation that continues following the SDGs agenda.

Theoretical Benefits

The theoretical benefit of this research is that it contributes to developing concepts and theories about inclusive education, especially in the context of public policy evaluation. This research enriches the literature on how inclusive education policies are implemented in Yogyakarta and how factors such as resources, communication, and bureaucratic structure affect the success of these policies. In addition, this research also utilizes public policy evaluation theories such as William Dunn and Edward III, which can be the basis for developing more specific policy evaluation theories for the context of inclusive education in Indonesia.

Practical Benefits

This research benefits policymakers, local governments, and inclusive schools in Yogyakarta. By identifying strengths and weaknesses in implementing inclusive education, this research can provide a basis for improving policies and strategies to provide a more inclusive and equitable education. The results of this study can also help raise public awareness, particularly among parents and school communities, of the importance of inclusive education and their role in supporting the successful implementation

of the policy.

Another benefit the community can feel is that people can more easily access education, especially students with special needs. People will have easier access to education because, with inclusive schools, students with special needs no longer feel differentiated from students in general. Improving the education system that will be evaluated will open up opportunities for students to achieve the maximum education possible supported by qualified educational infrastructure.

In addition to the benefits that can be felt directly by these educational actors, this research also serves to add literature and broader insights related to the importance of equity in inclusive education. The role of the general public in inclusive education is important because if the general public understands inclusive education, learners with special needs will no longer feel differentiated, so they will feel more accepted and valued.

E. Literature Review

The author will present several previous studies that have the same discussion regarding implementing inclusive schools in realizing the Sustainable Development Goals (SDGs).

Table 1. 1 Literature Review

No.	Title	Researcher	Contents
1.	"Government Policy Towards Inclusive Education"	Mulyah & Khoiri	I was stating that inclusion policy in Indonesia depends on collaboration between the government, teachers and parents.
2.	"Evaluation of Policy Seen from the Impact Aspect of PKH"	Zakirin & Arifin	William Dunn's policy evaluation theory was used to assess the effectiveness of the inclusive education program in Barito Timur.

No.	Title	Researcher	Contents
3.	"Challenges in Implementing Inclusive Education"	Damayanti	We are identifying the lack of resources and teacher readiness as the main barriers to implementing inclusive education in Indonesia.
4.	"Barriers in Inclusive Education Implementation in Indonesia"	Indriyany	It found that community stigma and inconsistent policies are the main barriers to the acceptance of inclusive education.
5.	"TEACHER TRAINING TO MODIFY AND PROVIDE REASONABLE ACCOMMODATION FOR LEARNERS WITH SPECIAL NEEDS"	Nurul Hidayati Rofiah, Satrianawati, Elli Nur Hayati	Evaluations of inclusive education in schools show the need for improvement in the human resources aspect, especially the accompanying teachers.
6.	"Evaluation of Primary School Inclusion Program Implementation"	Lukitasari, S. W., Sulasmono, B. S., & Iriani, A.	Emphasized the importance of continuous evaluation to ensure the success of inclusion programs in primary schools and the need for government support.
7.	"EVALUATION OF PRIMARY SCHOOL INCLUSION PROGRAM IMPLEMENTATION"	Widyawati, R	This study aims to evaluate implementing an inclusive program in Public Elementary School 2 Klero (SD Negeri 2 Klero), Tengeran, Semarang. This study is an evaluation research using a descriptive qualitative

No.	Title	Researcher	Contents
			<p>approach. The data source consisted of teachers, principals, and school committees.</p>
8.	<p>“Inclusive Education Policy for Persons with Disabilities: Experiences from DKI Jakarta”</p>	Kamalfuadi	<p>The document discusses implementing an inclusive education policy for students with disabilities in DKI Jakarta province, Indonesia. It provides an overview of the legal framework, models, and challenges in implementing inclusive education. Key points include: The government has issued regulations such as the 2009 Ministerial Regulation on Inclusive Education to promote inclusive education for students with disabilities and special needs.- There are different inclusive education models, including full inclusion, partial inclusion, and a moderate model that combines integrated and complete inclusion approaches.</p>
9.	<p>“INCLUSIVE EDUCATION MANAGEMENT”</p>	Drs. Sunaryo, M.Pd.	<p>In this article, the author explains that the 1945 Constitution of the Republic of Indonesia clearly and unequivocally</p>

No.	Title	Researcher	Contents
			<p>guarantees that every Indonesian citizen has the right to education, which is emphasized in Law No. 20/2003 on the National Education System, as well as in the National Education emphasized in Law No. 20 of 2003 on the National Education System, as well as in Minister of Education Regulation No. 70 of 2009 on Inclusive Education for Learners.</p> <p>Minister of National Education Regulation No. 70 of 2009 concerning Inclusive Education for Learners with abnormalities and the potential for intelligence and unique talents.</p>
10.	<p>“Inclusive education is another country; developments, obstacles, and resistance to inclusive education.”</p>	<p>Ilektra Spandagou</p>	<p>This article explores the challenges and outcomes of inclusive education policies. It examines how these policies impact students with disabilities and other marginalized groups in mainstream educational settings. The research focuses on the effectiveness of policy implementation and the barriers</p>

No.	Title	Researcher	Contents
			educators face, such as lack of resources and training. It also highlights the need for better collaboration between educators, policymakers, and families to ensure successful inclusion.
11.	Inclusion and exclusion during COVID-19 school closures	Karen Wistoft and Lars Qvortrup	It likely discusses a recent development in inclusive education, focusing on policy or practice changes in 2024 and their implications for students with disabilities in mainstream education settings.

In this research, Inclusive education seeks to provide equal learning opportunities for all students, including those with disabilities. As defined by Ainscow et al. (2006), it involves restructuring schools and educational systems to accommodate the diverse needs of all learners, enabling them to participate fully in the educational process. According to the UNESCO Global Education Monitoring Report (2020), inclusive education is fundamental to achieving the Sustainable Development Goals (SDGs), particularly SDG 4, which calls for equitable and inclusive quality education for all by 2030.

In Indonesia, inclusive education has been supported by various legal frameworks, including Permendiknas No. 70/2009, which mandates that children with special needs be educated alongside their peers in mainstream schools. However, effective implementation remains challenging due to gaps in teacher preparedness, resource allocation, and public understanding of inclusive education (Damayanti, 2021).

E.1. Legal Framework for Inclusive Education in Indonesia

The Indonesian government has established several regulations aimed at promoting inclusive education, including:

Law No. 20 of 2003 on the National Education System guarantees every citizen's right to education, including those with physical, mental, emotional, and social disabilities.

Permendiknas No. 70/2009 sets guidelines for inclusive education, ensuring that children with disabilities are provided with the necessary accommodations in mainstream schools.

Perwal Yogyakarta No. 96/2016, specific to Yogyakarta, establishes the Disability Services Unit (ULD) to support schools in implementing inclusive education and providing necessary resources.

These regulations reflect the Indonesian government's commitment to inclusive education. However, research shows that policy implementation is inconsistent, with significant disparities in access to quality education for students with special needs (Indriyany, 2020).

Mulyah and Khoiri (2023), in their study titled "Government Policy Towards Inclusive Education," emphasize the state's guarantee for children with special needs to receive an education. Their research highlights the provisions in the 1945 State Constitution (Article 31, Paragraph 1) and Law No. 20/2003 on the national education system, which ensure that all children, including those with disabilities, have the right to education. Furthermore, Permendiknas No. 70/2009 supports this right by mandating inclusive education at all levels, from primary to secondary education.

According to the researchers, these policies' success depends mainly on the collaboration between government institutions, teachers, and parents. They stress that without this cooperation, the inclusive education system cannot achieve its full potential (Mulyah & Khoiri, 2023).

Meanwhile, Zakirin and Arifin (2022) conducted a policy evaluation titled "Evaluation of Policy Seen from the Impact Aspect of the Hope Family Program (PKH)," focusing on the education component in Hayaping, East Barito. Using William Dunn's theory of Policy Evaluation, they examined the effectiveness of the PKH in improving access to

education. The study found that evaluating policies through Dunn's framework—using indicators such as effectiveness, efficiency, adequacy, equity, and responsiveness—provides a comprehensive view of how impactful policies are in achieving their goals. This approach can also be applied to evaluate the success of inclusive education policies in Indonesia, particularly in understanding the gaps in resource distribution, teacher training, and community awareness (Zakirin & Arifin, 2022).

E.2. Challenges in Implementing Inclusive Education

The implementation of inclusive education in Indonesia faces several challenges, including:

Teacher Preparedness: Many teachers lack the training to support students with special needs. As Mulyah and Khoiri (2023) suggest, the success of inclusive education depends significantly on teacher readiness and their ability to adapt lessons to meet diverse learning needs.

Limited Resources: Inclusive schools require specialized resources such as assistive technology, physical infrastructure modifications, and trained personnel. However, Damayanti (2021) and Indriyany (2020) note that many schools in Indonesia are under-resourced, particularly in rural areas, making it difficult to support students with disabilities fully.

Social and Cultural Barriers: Public perception and cultural stigma around disabilities remain obstacles to the successful implementation of inclusive education. Indriyany (2020) found that many parents and educators still believe that children with disabilities are better suited for special schools, limiting the acceptance of inclusive education in mainstream settings.

Policy Implementation Gaps: Although policies are in place, the enforcement and execution of inclusive education laws often face bureaucratic hurdles. Zakirin and Arifin (2022) emphasize the need for thorough policy evaluation to ensure that inclusive education policies effectively address the needs of students with disabilities.

The Role of Disability Services Units (ULD)

In Yogyakarta, the Disability Services Unit (ULD) supports inclusive education by providing psychological assessments, vocational training, and consultations for teachers, students, and parents. Perwal No. 96/2016 defines the ULD's responsibilities, which include assisting schools in accommodating students with special needs. However, Anugrahanto (2021) highlights that the ULD is often limited by a lack of staff, inadequate resources, and challenges coordinating with schools, particularly in remote areas.

Policy Evaluation in Inclusive Education

Using William Dunn's policy evaluation framework, it is possible to assess the effectiveness of inclusive education policies in Yogyakarta. Dunn's approach involves several critical criteria:

Effectiveness: Evaluating whether inclusive education policies have achieved their goals, such as ensuring equal access for students with special needs.

Efficiency: Assessing whether resources are being allocated and used optimally in inclusive schools.

Equity: Determining whether all students, regardless of their abilities, have access to quality education.

Adequacy: Evaluating whether the policies are sufficient to address the diverse needs of students with disabilities.

As noted by Zakirin and Arifin (2022), Dunn's policy evaluation framework provides a comprehensive approach to assessing the impact of educational policies. It can be applied to evaluate the success of inclusive education initiatives.

F. Theoretical Framework

F.1. Inclusive Education Theory

Inclusive education is a system that integrates students with special needs into regular education settings. It emphasizes equality in educational opportunities and the elimination of barriers that may limit access for students with disabilities. According to the Salamanca Statement (1994), Inclusive education is the most effective means of combating discriminatory attitudes, creating welcoming communities, and achieving

education for all. This aligns with SDG 4 (Quality Education), which calls for inclusive and equitable quality education and lifelong learning opportunities for all.

F.2. William Dunn's Policy Evaluation Theory

Dunn's theory of policy evaluation outlines five critical criteria to evaluate public policies: effectiveness, efficiency, adequacy, equity, and responsiveness. These criteria will be used to evaluate the implementation of inclusive education in Yogyakarta. Through Dunn's framework, the evaluation will focus on whether the policy has been successfully implemented, if it addresses the needs of children with disabilities, and how efficiently the resources have been utilized.

F.3. Social Justice Theory by John Rawl

Rawls' theory of social justice highlights that societal inequalities must benefit the least advantaged members. In the context of inclusive education, this theory underpins the need for public policies and school systems to be structured to maximize the welfare of students with special needs, ensuring they are given equitable opportunities to succeed academically.

F.4. Human Capital Theory by Gary Becker

Becker's theory suggests that educational investment enhances an individual's productivity and future earnings. By providing inclusive education to students with special needs, society can help them develop skills that contribute to economic growth and personal well-being.

F. Conceptual Definition and Operational Definition

Conceptual definition is a part of research that explains the characteristics of a problem to be studied. Based on the use of the theoretical basis above, it can be concluded that the conceptual definitions of these variables are:

Inclusive Education:

A system of education where students with special needs and disabilities are taught alongside their non-disabled peers in the same environment. Inclusive education aims to reduce educational discrimination and promote equal learning opportunities.

Special Needs Students:

Students with physical, mental, intellectual, or emotional challenges require

exceptional educational support to receive the same opportunities as their peers.

Policy Evaluation:

A systematic assessment of a public policy's processes, implementation, and outcomes, in this case, the inclusive education policy in Yogyakarta. This involves analyzing the implementation's effectiveness, efficiency, and adequacy in achieving its objectives.

Sustainable Development Goals (SDGs):

A set of 17 global goals set by the United Nations aimed at addressing various social, economic, and environmental challenges. This research is linked explicitly to SDG 4 (Quality Education) and SDG 10 (Reducing Inequality).

G. Operational Definition

Inclusive Schools (SPPI)

Schools in Yogyakarta adopt an inclusive education model, integrating students with special needs into general education settings.

Disability Services Unit (ULD)

A division within the Yogyakarta Office of Education, Youth, and Sports is responsible for providing specialized services and resources to ensure the successful implementation of inclusive education policies.

Effectiveness of Inclusive Education Implementation

Measured by the extent to which schools in Yogyakarta accommodate students with special needs through resources, teacher training, and facilities, ensuring their full participation in the educational process.

Equity in Education

Ensuring all students, regardless of their physical, mental, or emotional challenges, have equal access to quality education and resources, as mandated by laws and policies such as Permendiknas No. 70/2009.

Table 1. 2 Operational Definition

VARIABLE	INDICATOR	EXPLAINING
Implementation of the policy	Effectiveness	Achievement of inclusive education goals measures how well the policies help students with special needs integrate into mainstream education.
	Efficiency	Resource allocation and use assesses whether resources for inclusive education are being used optimally.
	Adequacy	The sufficiency of facilities and staff determines whether there are enough special education teachers and facilities to meet student needs.
	Equity	Fair access to education ensures that all students, regardless of abilities, have equal access to quality education.
	Responsiveness	Stakeholder feedback examines how well policies respond to the needs of students, parents, and teachers.

H. Methodology

I.1. Research Design

The author will use the descriptive qualitative research method, which is based on related data that has been collected previously and filtered data to achieve maximum results for the research conducted. Descriptive Qualitative research methods can provide a clear picture of the problems of inclusive schools as the subject under study. The author conducts the data collection stage by conducting

literature studies using journals, media, and interviews with parties related to inclusive schools in Yogyakarta City. There are also research limitations used in this study from 2020-2023. The research boundaries will make it easier for the author to process data and get maximum results.

I.2. Locations:

This research was conducted in the city of Yogyakarta. The author chose this location is because the location is attractive, and the object of this research is also many that have not been met, both the infrastructure standards and the resources. Here are the locations of the research:

- Youth and Sports Education Office Yogyakarta City
- Early Childhood Education Development Section
- Curriculum for Elementary School Development
- Curriculum for Junior High School Development
- ULD YOGYAKARTA CITY
- SMP N 13 YOGYAKARTA
- SMP N 11 YOGYAKARTA
- SD N BALUWARTI
- SD N KARANGANYAR
- SD TUMBUH
- TK PEDAGOGJA

I.3. Data Collection Techniques

Data Analysis

In this section, the author will discuss the types of data used in this research and the sources from which these data were obtained. The research employs **primary** and **secondary data** to evaluate the implementation of inclusive education in Yogyakarta

City, focusing on the challenges, successes, and areas for improvement.

a. Primary Data

Primary data refers to the original data collected directly from the field by the researcher for this study. This includes information gathered through:

1. **Interviews:** Semi-structured interviews with key stakeholders, such as:
 - Representatives from the Yogyakarta Office of Education, Youth, and Sports.
 - Special education teachers and GPK (*Guru Pendamping Khusus.*)
 - Parents and students with special needs who are part of the inclusive education system. The interviews will help uncover the challenges and successes experienced by these stakeholders in implementing inclusive education.
2. **Observations:** On-site observations were conducted in selected inclusive schools to observe the infrastructure, teaching methods, and the interaction between teachers and students with disabilities.

b. Secondary Data

Secondary data consists of information that has already been collected and published by other organizations or researchers. This research utilized several sources of secondary data to support the analysis:

1. **Government Reports:** Data from the **Youth Education and Sports Office (DIKPORA)** and the Ministry of Education and Culture regarding the policies, budget allocations, and progress reports on inclusive education in Yogyakarta.
2. **Academic Journals and Research Papers:** Studies related to inclusive education policies, including the works of **Mulyah and Khoiri (2023)** and **Zakirin and Arifin (2022)**, which discuss government policies and the evaluation of education programs.
3. **Laws and Regulations:** Documents such as **Permendiknas No. 70 of 2009** and **Law No. 8 of 2016 on Persons with Disabilities** provide the legal framework for inclusive education in Indonesia.

Table 1. 3 Data and Data Sources

Data Type	Data Collection Method	Source	Description
Primary Data	Interviews	School Principals, Teachers, DIKPORA Officials, Parents	First-hand information about the implementation and challenges of inclusive education in Yogyakarta.
	Observations	Inclusive Schools in Yogyakarta such as: <ul style="list-style-type: none"> - SMP N 13 Yogyakarta - SMP N 11 Yogyakarta - SD N Baluwarti - SD N Karanganyar - SD Tumbuh - TK Pedagogja - Early Childhood Education Development Section - Curriculum for Elementary School Development - Curriculum for Junior High School Development 	Observations of facilities, teaching methods, and classroom interactions to assess inclusiveness.
Secondary	Government	DIKPORA, Ministry of	Official reports on

Data Type	Data Collection Method	Source	Description
Data	Reports	Education, ULD Yogyakarta	budget allocations, policy progress, and statistical data on inclusive education.
	Academic Journals	Research papers by Mulyah & Khoiri (2023), Zakirin & Arifin (2022), Karen Wistoft and Lars Qvortrup, Ilektra Spandagou, Kamalfadi, Drs. Sunaryo, M.Pd.	Studies analyzing the effectiveness of policies and the challenges in implementing inclusive education.
	Laws and Regulations	Government of Indonesia	National laws and ministerial regulations provide the legal framework for inclusive education.

Data Analysis Techniques

1. Data Reduction

Data reduction is a crucial step in data analysis, where researchers simplify and condense large volumes of information to focus on relevant aspects. This process involves several key actions:

- **Selecting Data:** Identifying which data points are pertinent to the research question and eliminating irrelevant or redundant information.
- **Grouping:** Organizing data into categories or themes, making identifying

patterns and relationships within the data easier.

- **Summarizing:** Creating concise summaries highlighting the most significant findings, often using charts, tables, or bullet points.

This reduction is vital as it allows researchers to concentrate on the most critical data, minimizing the risk of information overload.

2. Data Display

Data display involves presenting the reduced data in a clear and accessible format. The aim is to organize the data in such a way that it facilitates understanding and analysis. Standard methods for displaying data include:

- **Tables:** Arranging data in rows and columns to facilitate easy comparison.
- **Graphs and Charts:** Utilizing visual representations like bar charts, pie charts, or line graphs to illustrate trends and relationships in the data.
- **Descriptive Narratives:** Providing detailed written explanations of the findings, clarifying the implications and meanings behind the data.

Effective data display lets readers quickly grasp the key insights and understand the findings.

3. Conclusion Drawing

Conclusion drawing is the final stage of data analysis, where researchers interpret the results and derive meaningful insights. This process includes several steps:

- **Identifying Patterns:** Analyzing the data to detect significant trends or themes from the analysis.
- **Relating to Theory or Previous Research:** Comparing the findings with existing theories or prior studies to provide a broader context and understanding.
- **Acknowledging Limitations:** Recognizing and stating the study's limitations or analysis, ensuring readers understand the context and applicability of the conclusions drawn.

This stage is critical for synthesizing the research findings and informing future action or further research.

Validity and Reliability

In research, validity refers to the extent to which an instrument measures what it is intended to measure. There are several types of validity to consider:

1. **Content validity:** This assesses the extent to which the measurement tool covers all relevant aspects of the measured concept. For example, a test to measure intelligence should cover different cognitive skills, including reasoning and problem-solving.
2. **Construct validity:** This assesses whether the instrument accurately measures the theoretical construct it claims to measure. Researchers often assess this by examining the relationships between measurement results and established theories.

3. **Criterion validity:** This looks at how well

For example, if a new mathematics test correlates highly with existing standardized mathematics exam scores, it has good criterion validity.

4. **Internal and external validity:**

Internal validity measures whether the study results can be attributed to the studied variables rather than external influences.

5. **The external validity:**

Triangulation ensures the credibility of findings by combining data from interviews, document analysis, and observations. Peer reviews with academic advisors and experts in the field of inclusive education will be carried out to ensure the accuracy and validity of the findings.

J. Research Objective

Based on the problem formulation above, this research aims to determine how the Education, Youth, and Sports Office can implement inclusive schools. The main objective of this research is to evaluate the implementation of inclusive education in

Yogyakarta City, focusing on its role in achieving the Sustainable Development Goals (SDGs). The specific objectives are:

1. **To analyze the effectiveness** of the inclusive education policy in Yogyakarta City, including how well it has been implemented in schools and whether it meets the educational needs of students with special needs.
2. **To assess the adequacy of resources** provided to inclusive schools, such as special assistance teachers (GPK), facilities, and materials that support students with disabilities.
3. **To evaluate the role of the Disability Services Unit (ULD)** in improving the implementation of inclusive education, especially in supporting teachers, parents, and students with special needs.
4. **To identify challenges and barriers** inclusive schools face in Yogyakarta, such as teacher readiness, infrastructure limitations, and public attitudes toward students with disabilities.
5. **To provide recommendations for policy improvement** based on the evaluation, aiming to enhance the quality and inclusivity of education for all students, especially those with special needs, in alignment with SDG 4 (Quality Education) and SDG 10 (Reduced Inequality) goals.

These objectives will help guide the research to comprehensively evaluate inclusive education in Yogyakarta, contributing to policy development and improvement.