

## Editorial Team

### EDITOR IN-CHIEF

- Assoc. Prof. Dr. Drs. Abubakar Ajalil, M.Si, SCOPUS ID. [58634461600](#), Universitas Serambi Mekkah, Indonesia

### MANAGING EDITOR

- Assoc. Prof. Dr. Dian Aswita, S.Pd, M. Pd, Universitas Serambi Mekkah, Aceh, ID SCOPUS : [57202957850](#), Indonesia

### SECTION EDITORS

- Prof. Dr. Magdalena Mo Ching Mok, M. Ed, Educational University of Hongkong, ID SCOPUS 7006024212, Hong Kong
- Dr. Asriani, S. Pd., M. Pd, Universitas Serambi Mekkah, Indonesia
- Dr. Hj. Rani Siti Fitriani, S.S., M. Hum, Universitas Pasundan, Bandung, Indonesia
- Dr. Wahyu Khafidah, S.Pd.I, MA, Serambi Mekkah University, Indonesia
- Dr. Usman Effendi, S.Sos., MM, Universitas Persada Indonesia YAI Jakarta, Indonesia, Indonesia
- Dr. Hj. Darmawati, M. Pd, Universitas Serambi Mekkah, Banda Aceh, Indonesia
- Dr. Arfriani Maifizar S,E, M.Si., Universitas Teuku Umar Aceh Barat, Indonesia, ID SCOPUS [57210744149](#)., Indonesia
- Zhao Jing, M. ED, Gizhou Education University, China, China
- Nurlaili Ramli, S. SiT., MPH, Health Polytechnic of the Ministry of Health in Aceh, Aceh Besar. ID SCOPUS [57195919249](#), Indonesia
- Zaiyana Zaiyana Putri, Universitas Serambi Mekkah, ID SCOPUS [57211267424](#), Indonesia
- Fitri Wulandari, S.Pd., M. Hum, Universitas Islam Riau, ID SINTA 6704089, Indonesia
- JUNAIDI S, PD., M.PD., Universitas Serambi Mekkah, Indonesia
- Said Ali Akbar, S. Pd., M. Si, Universitas Serambi Mekkah, Banda Aceh ID SCOPUS [57190374979](#), Indonesia
- Muhammad Fajrin Pane, SH.I., M. Hum, Politeknik Tanjung Balai, Sumatera Utara, Indonesia
- Anita Noviyanti, S. Pd., M. Pd, Universitas Serambi Mekkah, Banda Aceh, Indonesia, ID SCOPUS [57219092073](#), Indonesia
- Drs. Burhanuddin AG,. M. Pd, Universitas Serambi Mekkah, Aceh Indonesia, ID SCOPUS [57219343469](#), Indonesia
- Drs. Jailani, M. Pd, Universitas Serambi Mekkah ID SCOPUS [57219098536](#) Indonesia
- [Drs. Ridhwan Ismail, M. Pd, Universitas Serambi Mekkah ID SCOPUS 57219091724, Indonesia](#)
- Drs. Yulsafli - MA, Universitas Serambi Mekkah, ID SCOPUS , Indonesia
- Drs. Anwar S. Pd., M. Pd, Universitas Serambi Mekkah, Banda Aceh ID SCOPUS [58634699300](#), Indonesia

- Drs. Muhammad Isa, M. Pd, Universitas Serambi Mekkah, Aceh ID SCOPUS [57205735891](#), Indonesia
- Prof. Mahendran, P.hD, Universitas Pendidikan Sultan Idris, Malaysia
- Dr. J. Karthikeyan, Ph.D, National College, Tiruchirappali, India
- Sophia Manning, Ph.D, Kean University New Jersey, USA

### **WEB AND OJS MANAGER**

- Munawir Munawir, ST., MT, Universitas Serambi Mekkah, ID SCOPUS [57194214483](#) Indonesia

### **ADMINISTRATOR OFFICE AND LAYOUT TEAM**

- Dra. Ismawirna M. Pd, Universitas Serambi Mekkah, Banda Aceh, Indonesia. ID SINTA 6167918, Indonesia
- Dra. Armi M, Si, Universitas Serambi Mekkah, Aceh. Indonesia ID SCOPUS [57219094630](#), Indonesia
- Said Ali Akbar, S. Pd., M. Si, Universitas Serambi Mekkah, Banda Aceh ID SCOPUS 57190374979, Indonesia

### **ENGLISH LANGUAGE ADVISORS**

- Septhia Irmada, S.Pd., M.Tsol., Ph.D, Unversitas Serambi Mekkah, Aceh ID SCOPUS 5720957372, Indonesia
- Sabrina, S. Pd., M. Appling., M. Tran, Universitas Serambi Mekkah, Banda Aceh, Indonesia
- Muhammad Aulia, S.Pd., MTSOL.,MA.(Res)., Ph.D, Syiah Kuala University, Aceh, ID Scopus 58785862800, Indonesia

### **LAYOUT EDITORS**

- Samsuddin Samsuddin, Program Studi Teknik Komputer - Universitas Serambi Mekkah
- Dr. Nasir Ibrahim, SE., M. Si, Universitas Serambi Mekkah, Bld, Ekonomi dan Design Grafis
- Elvitriana Elvitriana, Prodi Teknik Lingkungan- Fakultas Teknik Universitas Serambi Mekkah
- Firdaus Firdaus, Designer Grafis Zoom Printing, Aceh, Indonesia

### **PROOFREADERS**

- Prof. Dr. Asnawi Abdullah, BSc.PH, MHSM, MSc.HPPF, DLSHTM, Ph.D, Universitas Muhammadiyah, Aceh, ID SCOPUS : 57202957850, Indonesia
- Ery Utomo, P.hD, Universitas Negeri Jakarta
- Muslem Daud, S. Ag., M. Ed., Ph.D, Universitas Serambi Mekkah, Aceh, Indonesia, Indonesia
- Dr. Faradiba Sari Harahap, S. Pd., M. Pd, Politeknik Tanjung Balai, Sumatera Utara, Indonesia
- Dr. Muhammad Subhan, Ph.D., M.Sc., B.Eng., MLogM, Aff.M.ASCE, King Abdul Aziz University, Saudi Arabia
- Muhammad Aulia, S.Pd., MTSOL.,MA.(Res)., Ph.D, Syiah Kuala University, Aceh, ID ORCHID, Indonesia
- Exkarach Denang, M. Ed., Ph,D, Udom Tani University, Thailand
- Sabrina, S. Pd., M. Appling., M. Tran, Universitas Serambi Mekkah, Banda Aceh, Indonesia
- Yunisrina Qismullah Yusuf, S. Pd., M. Ed., Ph.D, Universitas Syiah Kuala, Aceh, ID SCOPUS : 55351138500, Indonesia
- Dr. H. Muhammad Alfatih Suryadilaga, S.Ag., M. Ag, Universitas Islam Negeri Sunan Kalijaga, Depok, Indonesia

## **Evaluation of the Implementation of Inclusive Education Policy at Piyeung State Elementary School, Aceh Besar District**

**Insan Nuhari<sup>1</sup>, Jalaluddin<sup>2</sup>, Putra Ilhamsyah<sup>3</sup>, Azwir<sup>4</sup>**

<sup>1</sup>Insan Nuhari is Lecturer of Serambi Mekkah University, Banda Aceh, Indonesia  
Email. [insannuhari@serambimekkah.ac.id](mailto:insannuhari@serambimekkah.ac.id)

<sup>2</sup>Jalaluddin is Lecturer of Serambi Mekkah University, Banda Aceh, Indonesia  
Email. [jalaluddin@serambimekkah.ac.id](mailto:jalaluddin@serambimekkah.ac.id)

<sup>3</sup>Putra Ilhamsyah is Lecturer of Ubudiyah Indonesia University, Banda Aceh, Indonesia  
Email: [putra@uui.ac.id](mailto:putra@uui.ac.id)

<sup>4</sup>Azwir is Lecturer of Serambi Mekkah University, Banda Aceh, Indonesia  
Email. [azwir@serambimekkah.ac.id](mailto:azwir@serambimekkah.ac.id)

### **Abstract**

The purpose of this study was to evaluate the implementation of inclusive education policies at SD Negeri Piyeung, Aceh Besar Regency. This study uses a qualitative evaluative approach to the research subjects of SD Negeri Piyeung, Aceh Besar Regency. In-depth interviews, document studies, and observations were used to collect data which were then analyzed using the Edwards III implementation model which looked at communication, resources, and disposition. The results of the study showed that the implementation of inclusive education policies at SD Negeri Piyeung, Aceh Besar Regency was considered good, with an achievement of 65%. Communication is an aspect that still needs a lot of improvement, as is disposition which has not been implemented properly. Meanwhile, the aspect that is already the best is resources. The impact of this policy can be seen from the increasing number of students in regular schools from year to year and the reduction in discrimination experienced by students with special needs by peers, teachers, and the community.

*Keywords* : evaluation, inclusive education, policy implementation

### **INTRODUCTION**

The inclusive education model is one of the alternatives for caring for children with special needs (ABK) provided by the government. This education does not replace segregated education in special education in Indonesia which is currently organized by special schools (SLB) and integrated schools. This system allows ABK to attend regular schools, thus giving them broad access to education. Inclusive schools aim to shorten access to education so that ABK who usually live in SLBs far from the city center do not have to drop out of school. Subgya from Haryono (2015: 122-123) stated that there were 26,568 (79.37%) ABK in Central Java who had not attended school. These ABK are not educated for several reasons. B. ABK live far from special needs schools, ABK are not given access to the nearest school, and many ABK parents hide

their children with special needs and special needs. This is due to the low motivation of parents to send their children to school. It is true that the above problems cannot be solved by society alone, but must be addressed through public policy by the government. Public policy can be formulated as an action taken by political actors as a strategy to overcome public problems, by considering existing obstacles and the possibility of achieving the desired goals. The process of formulating public policy starts from policy problems, policy formulation, policy implementation, and policy evaluation. Nugroho (2009: 145) added that post-policy evaluation activities require further policy amendments to reformulate the policy.

The policy implementation phase is a very important phase in the policy process. Even if a policy is planned perfectly, the policy will fail if the implementation process carried out by its implementers is inadequate. (Moberg et al., 2020) Although strong national policy support and universal declarations are essential in enabling inclusive education, school systems do not become inclusive until key players, namely teachers, have acquired the necessary positive attitudes as well as the necessary skills and confidence in their ability to implement inclusive education successfully.. Policy implementation can be interpreted as an act of mutual cooperation between the government and the private sector to implement previously formulated policies in order to achieve predetermined goals. When policies are not implemented properly, an implementation gap will occur, which is defined as "the difference between the law and the actual written regulations." This implementation gap is usually visible and often seen at the lower level (Nakagaki, 2013: 1).

The causes of the implementation gap can be caused by political, economic, and socio-cultural factors. Closing the implementation gap requires an approach that focuses on policy quality and ensures that policies truly meet the needs of the target group (society). To close this implementation gap, cooperation is needed between the government, private sector, and society. George Edward III (1980) stated that if the implementation of public policy does not receive sufficient attention, then the implementation of the policy will not be effective. To ensure the success of policy implementation, there are four things that need to be considered: communication, resources, disposition.

1. Policy communication is the process of conveying information about policies from policy makers to policy implementers (Widodo, 2011: 97). This is to help policy implementers understand the essence, content, objectives, direction, implementation methods, limitations, evaluations, target audiences, etc. of a policy, prepare for policy implementation, and ensure that the implementation process can be carried out smoothly and effectively. It is important for Key elements when communicating information are delivery, clarity, and consistency.
2. Resources refer to the presence or absence of supporting resources, especially the quality of human resources to implement policies effectively. Widodo (2011: 98)

states that even though there are clear and precise rules, their implementation will not be effective if the resources implementing the policy lack the responsibility to implement the policy. If the probability of resources is high, the implementation of the policy will be successful, but if the probability of resources is low, the implementation of the policy will fail. These resources consist of people, budget, equipment, information, and authority.

3. Placement. Edward (1980: 89) defines temperament as the character, personality, views, and ideology that implement public policy. The willingness and commitment of policy implementers and their characteristics are very important for the sustainability of policy implementation.
4. The term bureaucratic structure refers to all organizational facilities that are structured as a whole. This organizational structure has two aspects, namely mechanism and bureaucracy. This mechanism is usually set out in standard operating procedures (SOP). SOP is a guideline for steps in the form of a consistent pattern in implementing a policy so as not to deviate from what has been determined. Another important aspect of the bureaucratic structure is the question of whether there is fragmentation or division in the policy implementation bureaucracy. Fragmentation in the policy implementation bureaucracy raises implementation problems.

Inclusive education is explained by Smith (2006: 43) as the integration of children with disabilities into regular school programs. Furthermore, inclusion can be interpreted as the acceptance of students with limitations in the school curriculum, environment, social interaction, and self-image. The same thing was also expressed by Valle and Connor in Santrock (2014: 226) who stated that inclusion means providing full-time special education to children in regular classes. However, he noted that this varies depending on the level of disability. On the other hand, Article 1 of Regulation Number 70 of 2009 states that inclusive education is interpreted as "providing opportunities for all students with disabilities and potential intelligence or special talents to participate in the teaching and learning process together with other students." An education delivery system that provides opportunities. Participate in the educational environment. "Students with physical, emotional, mental, or social disabilities, or who have intellectual potential or special talents, have the right to receive inclusive education in schools that are appropriate to their needs and abilities. Currently, disabilities include visual impairment, hearing impairment, speech impairment, intellectual impairment, physical impairment, hearing impairment, learning impairment, slow learners, autism, movement disorders, substance abuse, illegal drugs and others. substances and people with other disorders. wrong twice. Based on the definition above, the author defines inclusive education as an educational service for children with special needs, whether physical, mental, or special abilities, drug victims, minority groups, and learning disabilities.

Inclusion is needed to ensure equal education by reducing access to special education and realizing children's rights to education. This helps students pursue quality education and maximize their potential to contribute to the community and society. Inclusion also aims to encourage social change and values and reduce discrimination in society. By equating ABK students with ordinary students, it is hoped that society will be able to recognize the differences that exist as social diversity (Walker, tth: 15) Mangunsong (2009: 4) Explains that children with special needs and children with special needs are different children. Mental characteristics, senses, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of two or more of these. However, only if changes in schoolwork, learning methods, or other related services are needed with the aim of maximizing the student's potential and performance. Diretcgov describes ABK as children with learning disabilities who have more difficulty learning and accessing education than most children their age. According to the author, ABK children have physical and mental disorders that make it more difficult for them to learn and receive education than other children.

Disability is closely related to poverty. There is a recurring cycle. People with disabilities have the opportunity to become part of the weak economic group (Walker, n.d.: 13). Because ABK and people with disabilities need proper and quality education to reduce poverty and improve their standard of living. Inclusive education targets children with special needs and intelligent and specially gifted children (CIBI). Munandar in Wulan (2011: 260) explains that CIBI children require special treatment in education because they have several characteristics that distinguish them from other students. To develop their potential optimally, they need different curricula and teaching methods depending on their interests and talents. Services outside of public schools are needed so that they are not considered 'strange' or underachieving (performance does not match ability). Hertzog in Santrock (2014: 232-233) describes several programs to deal with gifted children: special classes, acceleration and enrichment in regular classes, mentoring and internship programs, and employment programs. Inclusive education policy in Indonesia. Indonesia began implementing inclusive education on January 20, 2003 by issuing a Circular Letter of the Director General of Basic Education of the Ministry of National Education No. 380/C.C6/MN/2003 which was later strengthened by the issuance of the Minister of National Education Regulation. Edition 70 of 2009 concerning Inclusive Education and the Potential Intelligence and Special Talents of Students with Disabilities. This is in accordance with the results of the 2016 World Congress consensus.

Implementation of inclusive education policy is one of the activities in the public policy process that determines whether the policy interacts with the public interest and is acceptable to the public. In this case, it can be emphasized that it could be done as well as possible in the planning and formulation stages of the policy, but if

the optimization is not considered at the implementation stage, then it is certainly not clear what is expected from a policy product. Education is more than just teaching, which can be said to be a process of knowledge transfer, value transformation, and personality formation with all the aspects it includes. (Rahmi, et al. 2022).

From the results of interviews with the Principal of SD N Piyeung, Aceh Besar Regency in November 2024 & the Coordinator of the Acceleration Program, it appears that there are still several problems that occur in the implementation of the inclusion program. The government, for example, is less focused on handling inclusive schools at SD N Piyeung, Aceh Besar Regency, starting from funding, Special Assistant Teachers & others. In addition, many inclusive schools have not run properly because there are no Special Assistant Teachers, for example, as required. So it is questionable whether SD N Piyeung, Aceh Besar Regency is still worthy of being considered an Inclusive school, & whether the inclusion model is effective in answering the educational needs of children with special needs. Based on the background above, the researcher is interested in evaluating the implementation of the inclusive education policy at SD N Piyeung, Aceh Besar Regency using the problem formulation "How is the implementation of the inclusive program at SD N Piyeung, Aceh Besar Regency seen from communication, source of power & disposition?"

## **RESEARCH METHOD**

This research is an evaluation research. Evaluation of the implementation of this policy was conducted using a systematic policy evaluation model in terms of communication elements, resources, nature, and bureaucratic structure, as stated in the Edwards III implementation model. This research was conducted at SD N Piyeung, Aceh Besar Regency, which implemented an inclusion program. Research data were obtained through in-depth interviews, document studies, questionnaires, and observations. The validation techniques used in this study were source triangulation and technique triangulation. Source triangulation is a way for researchers to check the accuracy of data from various sources. Data is described, categorized, and searched for similar, different, and more specific displays. After analysis and conclusions were made, data sources were asked for data approval (member review).

## **RESULTS AND DISCUSSION**

### **RESULTS**

The launch of the inclusive program at SD N Piyeung, Aceh Besar Regency on November 12, 2024. Since then, SD N Piyeung, Aceh Besar Regency has started implementing inclusive education in several schools designated as pilot projects. See Table 1.1 for the results of the evaluation of the implementation of the inclusive program policy. Overall, the implementation of this inclusive program policy is in the

'good' category with a success rate of 65%. Communication has the lowest rating compared to other dimensions, while resources are the highest dimension.

Table 1:  
Results of the Evaluation of the Implementation of the Inclusive Program Policy at  
Piyeung Public Elementary School, Aceh Besar Regency

No	Aspect	Value of Each Aspect	Achievements %
1	Program Objectives	3-4	75 %
2	Communication	11-20	55 %
3	Resource	14-20	70 %
4	Disposition	5-8	63 %
5	Impact	9-12	75 %
	<b>Total</b>	<b>47-72</b>	<b>65 %</b>

Data Source: Research Results, 2024

From the research results above, related to communication, evaluation data shows that there are problems in almost all aspects, with 4 out of 5 items rated low. These aspects include communication channels, clarity of information received, completeness of information received by target groups, and consistency of policy information. A good evaluation comes from the aspect that political decision makers and policy implementers have the same understanding of the policy steps implemented.

Communication in the form of one-way outreach to policy implementers and target groups includes formal meetings and socialization to schools, seminars, exhibitions, consultation centers, mass media, parent associations, brochures, registration forms, and other ways. However, the provision of information regarding the inclusion program policy to implementers and target groups is still considered lacking, resulting in a lack of understanding and ignorance about the program. Apart from the school itself, there are still many residents who do not know about this program. This is reflected in the low number of students with disabilities in public schools. There are still many parents who do not know that their children with disabilities can attend regular schools with their normal friends.

Meanwhile, in terms of clarity, this policy is still evaluated as not good. Although this policy is easy to understand and the controversy over this policy has subsided, the existing guidelines and technical instructions are still considered unclear for some policy implementers. The information received is also unclear. Previously, the guidance provided was considered less than optimal as a result, the understanding of GPK was still lacking in implementing inclusive education.

This SOP program is a general guideline for the implementation of inclusive education issued by the PPK-LK Directorate General of Basic Education, Ministry of

Education and Culture. This guideline is used by inclusive schools to guide them in implementing inclusion in their respective schools. Almost all schools have received this guideline and implemented it according to the instructions in the book. This guideline contains detailed instructions that only apply to inclusive schools/classes whose students with special needs experience learning delays. However, support for students with special intelligence and talents is still lacking. Regarding resources, the assessment shows that the resources for policy implementation are overall in the "good" category, with four out of five evaluation indicators showing a good rating. Indicators of achieving good results are the number of human resources, supporting facilities, adequacy of information and budget for program/policy implementation. The quality of human resources implementing this policy has not been evaluated enough.

Regarding the motivation of policy implementers, the efforts of policy implementers in implementing this program are considered good, but there are still problems in terms of remuneration of policy implementers and school efforts. The implementation of the inclusion program and the willingness of teachers to carry out their main duties as GPK. The school's commitment to inclusive education is reflected in the fact that no school rejects the acceptance of students with special needs. Several schools apply criteria for the type of disability that can be accepted, namely the "mild" category, and does not interfere with other peers. Unfortunately, this approach is contrary to the environment of a school that is friendly to children with special needs, especially in terms of providing facilities that are friendly to children with special needs.

### **Communication in the Implementation of Inclusive Education Policy at Piyeung Public Elementary School, Aceh Besar Regency**

The results of the study found that in terms of communication, the transmission aspect was considered less than good and the clarity aspect was considered less than good, while the consistency aspect was considered quite good. Therefore, it is natural that there are still gaps in the implementation of inclusive education policies at Piyeung Public Elementary School, Aceh Besar Regency. This can be seen from Edward III's theory. (Winarno, 2011: 181) states: The decision of parents to send children with special needs to school can be explained by Nagaki's opinion (2013: 4), which mentions the implementation gap as one of the reasons. Socio-cultural factors. The existence of cultural heritage that has been ingrained for several generations gives rise to cultural stereotypes. This means that it is difficult to change the paradigm of society with something new.

A similar thing happened in segregation education that has existed in Indonesia for more than a century. Blind schools for students with special needs already exist in Banda Aceh, education for special needs is guaranteed by Law Number 12 of 1954 concerning Special Education and Special Education. This law creates SLB as an educational service for people with disabilities (Sunanto: 6). Therefore, a breakthrough is needed to introduce the concept of inclusive education to the community so that ABK

can change the community paradigm that there is no need to attend special schools. Nagakaki (2013: 7) explains that the active role of the community can reduce the implementation gap.

One option is to partner with a larger and more experienced organization. In order to implement inclusive education, the participation of families and other community members is very important. Collaboration can be achieved through partnerships between departments such as social services, human resources, and health services. In addition to institutions, partnerships must also reach interested communities, parents, business owners, and community leaders. This can be done at the individual and organizational levels, both in government community organizations (GO) and non-governmental organizations (NGO) (Wasliman, 2009: 137-138).

In terms of resources, the quality of GPK is a special concern when implementing inclusive education policies at SD Negeri Piyeung, Aceh Besar Regency. GPK plays an important role in the success of inclusive education in schools because they are directly involved and respond to students with special needs. The implementation of GPK in inclusive programs is a common issue (see Sulasmono and Zanueta Indah, 2015; Dwi Sartika and Bambang Ismanto, 2016; Sulasmono and Tri Sulistyowati, 2016; Widyawati, 2017). According to Subgya (2011: 9), ideally GPK is not a class teacher, subject teacher, orientation teacher or mentor teacher, but rather "special educational qualifications/backgrounds tasked with overcoming difficulties". ABK and class - specialist teachers who are in the process of learning and carrying out certain tasks that are not carried out by regular teachers. "Special missions are missions related to the special needs of the crew." In fact, it is currently very difficult to meet these ideal requirements in public schools. In addition to the lack of existing resources, funding will also be a problem in the future. Therefore, the policy stipulates that in addition to specially educated teachers, teachers who take part in training can also obtain GPK. These teachers can be class teachers, subject teachers, or advisory teachers who already work at schools. Another problem that arises is that GPK has limited time that can be devoted to fostering ABK students outside of its main mission.

The dilemma is that GPK comes from a special GPK with a PLB background. The main problem is funding. Inclusion efforts cannot be funded by BOS funds, so schools must make their own efforts. Private schools do not have this problem. Substitute teachers for students who need help are usually funded by the parents of affected students. On the other hand, ABK students in public schools tend to come from weak economic backgrounds and are unable to do the same. The concept of a companion teacher has not been an option in inclusive schools at SD Negeri Piyeung, Aceh Besar Regency.

The explanation above confirms Nagaki (2013: 3) that one of the factors in the implementation gap is the economic factor. Enforcing regulations requires large costs, but what is more important is how resources are allocated, not how much money is spent. Using the existing budget efficiently and in a targeted manner requires a very accurate determination of your needs and budget allocation. In a study conducted by

Haryono (2015: 124) regarding the inclusion program in Central Java, funding and infrastructure were the main factors prioritized in implementing the inclusion program. The results of the study showed that they still have the same facilities and infrastructure as regular students to support the learning process and develop their talents and interests. Efforts to improve the accessibility of inclusive schools at SD Negeri Piyeung, Aceh Besar Regency continue to be carried out. Accessibility refers to a simple and easily accessible environment and facilities, especially for students with special needs, such as roads in the school environment and toilets that can be used by children in wheelchairs. Almost all inclusive schools at SD Negeri Piyeung, Aceh Besar Regency do not have resource rooms due to funding constraints. In fact, according to Saepul (2013: 23-24), schools should pay attention to safety, comfort and convenience factors for those who use them when designing to achieve standards.

#### **Disposition in the Implementation of Inclusive Education Policy at Piyeung Elementary School, Aceh Besar Regency**

Evaluation of participant temperament showed good results. What still needs to be discussed here is the role of the principal. The role of the principal is very important for the success of the inclusion program at the school level. Establishing policies at the school level that create an inclusive environment requires a high level of commitment from the principal. It is hoped that the school management can utilize the existing potential. School management gives the principal the freedom to plan, organize, direct, coordinate, monitor and evaluate elements of education in the school so that inclusive education can be implemented optimally. School leaders are also expected to actively promote programs in their communities, look for children with special needs in their communities, and seek assistance from the community to support programs in their schools. This means that the ideal learning leader in an inclusive school is someone who is "approachable, simple, intelligent, supportive, humorous, loving, and caring," and parents.

This is in accordance with Yulastutik's research (2011) which found that the government and universities are leaders who are "approachable, simple, intelligent, supportive, humorous, full of affection, and caring. involved. Teachers maintain professional development. He also conveyed that the Director General of PMPTK and the Head of P4TK develop education and training for inclusive school leaders, especially in the field of learning leadership, and that the head of the office and education supervisor focus on this. socialization needs to be carried out based on socialization. About inclusive education.

Choosing a school leader who has expertise in inclusive school learning management. In addition, the principal must also act as a servant, motivator, and role model for the school community regarding the treatment and concern for students with special needs. As an administrator, the principal creates an inclusion program in the school to prepare the spirit of the school community to accept the presence of ABK,

both physically and non-physically, such as buildings and learning media. Support students and build relationships with them in the community. The role of the principal as a motivator to raise public awareness is also important. The school inclusion program will be implemented in stages based on the capacity and readiness of the school.

## **CONCLUSION**

The inclusion program meets the needs of the S education community. The implementation of the inclusion program policy at Piyeung Elementary School, Aceh Besar Regency is considered good with a success rate of 65%. The weakest aspect is communication, which is characterized by a lack of communication between political actors and target groups, as well as a lack of clarity in the information received. Although the bureaucratic structure is still not in good condition as stated in the central government guidelines (SOP), it is still fragmented because the Ministry of Religion and SLB are not actively involved in the program. The number of GPK exceeds the established standards and a good evaluation is obtained in terms of resources. These human resources have a background in PLB or have special training. GPK is supported by features that we consider very impressive. The budget comes from the APBN, the state APBD, and the city APBD, but there has been no community participation in the form of social assistance. GPK also acts as a class teacher, subject teacher, or career counselor, so that the time to teach ABK is limited. And the weakness of the valid and reliable ABK data and information center (Padati) is a bad point. Even with the implementation of this program, there are still some negative aspects from the perspective of GPKs who have not obtained credit points that can help them in promotion to positions/classes in the PNS. There are no awards given to policy implementers for their roles during the four years of this program.

## **REFERENCES**

- Sartika, Dwidan Ismanto, Bambang.2016. Evaluasi Penyelenggaraan Program Pendidikan Inklusif di Kota Palangkaraya. *Jurnal Kelola3* (1): 49-66
- Haryono, A. S. 2015. Evaluasi Pendidikan Inklusibagi Anak ABK di ProvinsiJawa Tengah. *Jurnal Penelitian Pendidikan*. 32 (2):119-126.
- Widyawati, R. 2017. Evaluasi Pelaksanaan Program Inklusi Sekolah Dasar. *Jurnal Kelola 4* (1): 109-120
- Tryas Wardani N. 2019. Implementasi Kebijakan Pendidikan Inklusif Di Sekolah Dasar. *JESS Volume 3* (2): 201-212
- Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education. *European journal of special needs education*, 35(1), 100-114.

- Rahmi, Ulfia. 2022. Implementation of the Program Keluarga Harapan (PKH) in Reducing Poverty and Preventing School Dropouts in Regions Great Aceh. *Jurnal Serambi Ilmu* 24 (1).
- Edward III, George C. 1980. *Implementing Public Policy*. USA: Congressional Quarterly Inc.
- Nakagaki, M. 2013. Closing the Implementation Gap. *CIPE Economic Reform*, June (15):1-8
- Nugroho, Riant. 2009. *Public Policy*. Jakarta: Elex Media Komputindo
- Santrock, W. John. 2014. *Psikologi Pendidikan*. Edisi 5-Buku 1. Jakarta: Salemba Humanika
- Stufflebeam D.L. dan Anthony J. Shinkfield(1985). *Systematic Evaluation: A Self-Instructional Guide to Theory and Practice (Evaluation in Education and Human Services)*1985th Edition. Boston : Kluwer-Nijhoff
- Sulasmono, B.S. dan Tri Sulistyowati. 2016. Context, Input, Process and Product Evaluation of the Inclusive Education Program in Public Elementary School. *ICERI 2016 Proceeding*. Yogyakarta: Universitas Negeri Yogyakarta.
- Winarno, Budi. 2011. *Kebijakan Publik (Teori Proses, dan Studi Kasus)*. Yogyakarta: CAPS

**Copyright © 2025, Insan Nuhari, Jalaluddin, Putra Ilhamsyah, Azwir**

The manuscript open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.