
Implementation Of Inclusive Education Policy At The High School/Vocational School (STATE) Level In Jombang Regency

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Abstract : This study aims to describe and analyze comprehensively and in detail about: Implementation of Inclusive Education at the High School/Vocational School (State) Level in Jombang Regency and factors that affect the Implementation of Inclusive Education at the High School/Vocational School (State) Level in Jombang Regency. This research is a qualitative research, with data collection techniques using interviews, observations, and documentation. Data analysis techniques Interactive data analysis. The results of the study show that the Implementation of Inclusive Education at the High School/Vocational School (State) Level in Jombang Regency is carried out in several stages, namely inclusive education planning, inclusive education organization, inclusive education management, and inclusion education evaluation. Factors Affecting the Implementation of Inclusive Education at the High School/Vocational (State) level in Jombang Regency include: The first factor is the Communication Aspect which is carried out by means of socialization of the Inclusion education policy carried out by the Jombang Regency Education Office to school principals, staff, committees and teachers, the second factor is the Resource Aspect that is supported 715 staff including educators and non-educators who are ready to support the Inclusive Education Policy, the Third Factor of the Commitment Aspects, the Jombang Regency Education Office makes a policy that All High Schools/Vocational Schools in Jombang are Required to Accept Students with Mild Disabilities, the Fourth Factor of the Bureaucratic Structure which is marked by the existence of The Jombang Regency Education Office has coordinated with Supervisors, Principals and Teachers in implementing the Inclusion education policy.

Keywords: Implementation, Public Policy, Inclusive Education

1. INTRODUCTION

Education is one of the important aspects and a priority in human life. Education can guarantee the opening of the way for every individual human being to achieve what is the goal of his life. Education also plays an important role in the life of the nation, namely as a means of achieving state goals. Education is the foundation for the formation of quality human resources (HR). The availability of quality human resources will have a positive impact on development, which is an important step in achieving the State's goals (Kustiningrum, et al 2024)

The Indonesian government pays great attention to the education sector. This is evidenced by the small allocation of the education budget According to data owned by the World Health Organization (WHO), the number of people with disabilities in the world is more than 1 billion people or about 15% of the total population of the world, of which almost 25% of this number or around 250 million people are school-age children. In Indonesia itself, based on data from the Central Statistics Agency (BPS) in 2023, the number of people with disabilities in Indonesia is recorded at 22.97 million people, or around 8.5% of the total population. Indonesia, with the highest number of disabilities in the elderly. The large number of people with disabilities in Indonesia requires the government to continue to strive to provide

the rights of people with disabilities as citizens. Inclusive education is an educational service system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general.

The 1945 Constitution article 32 paragraph (1) which affirms that "every citizen has the right to education", the 1945 Constitution article 32 paragraph (2) which affirms that "every citizen child is obliged to attend basic education, and the government is obliged to pay for it". Law Number 20 of 2003 concerning the National Education System, article 5 paragraph (1) which affirms that "every citizen has the same right to obtain quality education". Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2023 concerning proper accommodation for students with disabilities in formal early childhood education units, Primary Education, Secondary Education, and Higher Education. This law is a strong proof of the presence of inclusive education in the community. Therefore, because of the law, the state is obliged to carry out education for all to educate the nation's children equally and fairly. To achieve equitable education, there needs to be a strategic way, namely through an inclusive education implementation system that is organized and on the side of students.

Inclusive education aims to create an inclusive learning environment, where all individuals can learn together, support each other, and reach their maximum potential (Sakinah & Andry, 2024). The implementation of inclusive education policies is an approach in the education system that aims to provide equal and decent educational opportunities for all individuals, including those with special needs or disabilities (Julia et al., 2024). The basic principle of the inclusive education policy is to integrate students with special needs into the general education environment, so that they can learn together with their peers who do not have disabilities (Sudarto, 2017). The direction of this policy is to introduce to the wider community the principles of equality, togetherness and the importance of education for all individuals regardless of economic background, physical form and cognitive or psychomotor competence.

The Education Policy of inclusion is for an approach in the education system that aims to provide equal and decent educational opportunities for all individuals, including those with special needs or disabilities. The basic principle of the inclusive education policy is to integrate students with special needs into a common educational environment, so that they can learn together with their peers who do not have disabilities. The main goal of this policy is to promote equality, participation, and advancement in Education for all individuals, regardless of their background, ability, or need.

The East Java Provincial Government has implemented this policy which is outlined in the Governor of East Java Regulation Number 30 of 2018 concerning the implementation of inclusive education in East Java. The implementation of inclusive education is carried out starting from the education level of kindergarten/early childhood education, elementary, junior high, and high school, vocational school. Jombang Regency is one of the regions in East Java that pays great attention to educational services for children with special needs, especially inclusive education. One of these is driven by the increasing need for quality special education services that can be reached by all people of Jombang Regency. The Jombang district government has implemented an inclusive education policy. The Jombang Government issued Jombang Regent Regulation Number 39 of 2014 which regulates Special Education and Special Service Education, including guidelines regarding inclusive education. In Jombang Regency itself, the total number of Students with Special Needs is 1,154 in 2024.

Some of the problems in the implementation of inclusive education in Jombang Regency are quite numerous. The implementation of the Governor of East Java Regulation Number 30 of 2018 concerning the implementation of inclusive education in East Java and the Jombang Regent Regulation Number 39 of 2014 which regulates Special Education and Special Service Education, in this case the implementation of inclusive education has experienced problems and obstacles, such as limited learning resources and financial limitations, there is still a lack of human resources for special teachers of ABK in schools that provide inclusive education in the city of Surabaya the increase in the number of crew members exceeds the capacity of human resources or schools to accept these crew members. In addition, there are several educational units that cannot be invited to cooperate well in the sense that the school does not want to receive directions from the Education Office regarding how to process inclusive education correctly and still feel comfortable with the model it brings. Because the children who enter also have various types of inclusion, sometimes it requires patience and patience because there are some schools that accept students beyond the capacity of teachers or GPK or spaces for children to learn. The inclusive education system plays a very important role in the socialization and academic development of children with special needs.

Based on the phenomenon of peace and order that has been described above, this study aims to describe and analyze comprehensively and in detail the Implementation of Inclusive Education at the high school/vocational (state) level in Jombang and the factors that affect the implementation of inclusive education at the high school/vocational (state) level in Jombang Regency.

2. THEORETICAL FRAMEWORK

We have often heard the term public policy in daily life and in academic activities, such as in political science lectures. However, before discussing further about the concept of public policy, we need to first examine the concept of policy or in English we often hear the term *policy*. Public Policy is a complex pattern of dependence of interdependent collective choices, including decisions to inaction, made by government agencies or offices (Dunn, 2008). Public policy as policies developed by government agencies and officials, where the implications of such policies are: 1) public policies always have a certain purpose or have action-oriented actions; 2) public policy contains government actions; 3) public policy is what the government really does, so it is not what is still intended to be done; 4) the public policy taken can be positive in the sense that it is the government's action on all certain issues, or negative in the sense that it is the government's decision not to do something; 5) Government policies at least in a positive sense are based on binding and coercive laws and regulations (Winarno, 2002)

Policy implementation is actions taken by individuals/officials or government or private groups that are directed to achieve the goals outlined in previous decisions. Furthermore, in the implementation process model proposed by Budi Winarno, there are 6 (six) variables that form a *linkage* between policy and achievement. The six variables are (1) Basic size and objectives, (2) Sources, (3) Communication between organizations and implementing activities, (4) Characteristics of implementing agencies, (5) Economic, social and political conditions, (6) Tendency of implementers (Winarno, 2002)

Policy implementation is an evaluative analysis, with dual objectives, namely: 1) providing information to policymakers on how their programs are implemented and 2) showing factors that can be changed to achieve better results, to then provide alternative new policies or just other ways of implementation (Wibawa, 2004)

Furthermore, Grindle (1980) stated that the content of the program implementation must describe: "(1) interests affected, (2) type of benefits, (3) extent of change envisioned, (4) site of decision making, (5) program implementers, (6) resources committed". That is, the content of the program must describe: (1) the interests affected by the program, (2) the type of benefits that will be produced, (3) the degree of change desired, (4) the status of the decision-maker, (5) who implements the program, and (6) the resources used (Tachjan, 2006)

Success in implementing a program, Van Meter and Van Horn (Subarsono, 2005) proposed six variables that affect implementation performance, namely:

1) Policy Standards and Objectives

Policy standards and objectives must be clear and measurable so that they can be realized. If the policy standards and objectives are blurred, there will be multiple implementations, and it is easy to cause conflicts among implementation agents.

2) Resources

Policy implementation needs resource support, both human and non-human resources.

3) Communication between organizations and strengthening activities.

In the implementation of policies, support and coordination with other agencies are needed. For this, coordination and cooperation between agencies are needed for the success of a policy/program.

4) Characteristics of the executing agent

For the implementer to include the bureaucratic structure, norms, and relationship patterns that occur in the bureaucracy, all of which will affect the implementation of a program.

5) Social, economic and political conditions

These variables include economic resources, the environment that can support the successful implementation of the policy, the extent to which interest groups can provide support for the implementation of the policy, the characteristics of the participants, namely support or rejection, the nature of public opinion in the environment and whether the political elite supports the implementation of the policy.

6) Disposition of implementers

The disposition of the implementer includes three things, namely (a) the implementer's response to the policy, which will be influenced by his willingness to implement the policy, (b) cognition, which is his understanding of the policy, and (c) the intensity of the implementor's disposition, which is the value preference possessed by the implementor)

A top-down *policy implementation model* developed by George C. Edward III. (Agustino, 2008) named the public policy implementation model as *Direct and Indirect Impact on Implementation*. In this theoretical approach, there are four variables that affect the success of the implementation of a policy, namely: 1. Communication, 2. Resources, 3. Disposition, and 4. Bureaucratic structure

Inclusion education is an educator organizer who unites children with special needs with normal children in general to learn. According to Hildegun (Tarmansyah, 2007), inclusive education is that schools must accommodate all children regardless of physical, intellectual, social-emotional, linguistic or other conditions, this must include children with disabilities and talents. Meanwhile, according to Lay, (2007) inclusive education is "an educational service for students who have special educational needs in regular schools (elementary, junior high, high

school and vocational school) which is classified as extraordinary, good in the sense of abnormalities such as sluggishness

The implementation of the policy of implementing inclusive education in Indonesia is based on the 1945 Constitution article 31 paragraph (1), which is that every citizen has the right to education. The government's concern in easing the burden of parental costs and supporting the completion of the nine-year compulsory education is mandated in paragraph (2) of the same article, namely that every citizen is obliged to attend basic education, and the government is obliged to pay for it.

3. RESEARCH METHOD

Based on the goal to be achieved in the research, which is to be able to describe and analyze the results of the research in a complete and in-depth manner, the type of research used is qualitative research. The data collection techniques in this study include Interviews, Observations, Documentation and Focus Group Discussion (FGD). The informants in the study included authorized officials consisting of the Head of the Jombang Regency Education Office and the Head of the School Development Division of the Jombang Regency Education Office, the data analysis technique in the study using interactive model analysis was developed by Miles et al., (2014) with three procedures, namely data condensation, data display, and conclusion drawing.

4. RESULTS AND DISCUSSION

a. Implementation of Inclusive Education at the High School/Vocational High School (State) level in Jombang Regency

Inclusive education environment, inclusive school management is the implementation of management functions including inclusive education planning, inclusive education organization, inclusive education management, and inclusive education evaluation. The planning of inclusive education carried out at the Jombang Regency Education Office includes: (1) determining the number of students who can be accepted; (2) planning programs for students. Student planning at SMAN Jombang Regency includes determining the quota of students in each study group, with a quota of 4 students with special needs from the total number of students accepted. In addition, determining the program of activities for new students.

Organizing students, SMA/SMK (Negeri) in Jombang Regency carries out four activities that are carried out before students are accepted as students until students are accepted at

SMA/SMK (State) Jombang Regency. Activities in recruitment/admission of students at SMA/SMK (Negeri) Jombang Regency in general are the same as regular schools in general, including (1) the formation of a new student admission committee which includes all elements ranging from the principal, teachers, TU staff, and school committees, (2) determining the requirements for prospective new students, (3) creating and installing PPDB information, (4) implementing registration.

The process of recruitment/admission of students at the high school/vocational school (State) level in Jombang Regency by forming a PPDB committee. The formation of the committee involves all elements of educators and education staff in schools, including school principals. The committee formed consists of the person in charge, the chairman of the secretary, the treasurer, and members. The making and installation of registration announcements is adjusted to the decision of the school principal, while for school promotion, banners are installed, and brochures are also distributed to community members in the school environment. This is strengthened by the results of the documentation study obtained from the school profile brochure. In the brochure, it is clearly written that the school provides information about registration consisting of two waves, the requirements for prospective students, to information that the school accepts PDBK with a limited quota.

The selection of students carried out by the school is based on administrative requirements and academic selection. The selection in question includes the selection of the completeness of administrative documents required by the age of the students. The selection for ABK is the same as for students in general. In addition, there is also a requirement to submit assessment results. If students already have assessment results, then the school only needs to carry out an advanced assessment process carried out by a professional psychologist. At the High School/Vocational (State) Level of Jombang Regency (hereinafter referred to as the school), the placement of students in the classroom is randomized, including for children with disabilities after being mapped is also randomized with the number of two students each in each class. Except for students with special needs and with complex needs, only one student is placed in each class. The placement of ABK students at the school is divided into two study groups. Each study group is provided with two quotas for students with special needs with light obstacles and one quota for students with special needs with complex obstacles.

Student evaluation activities carried out in schools so far are to measure the progress and success of inclusive students in the learning process. Forms of assessment carried out by educators in schools on students include written assessments, attitude/behavior assessments, and oral assessments, including for ABK. The evaluation of students at school is carried out by

GPK with the help of ABK class teachers. The evaluations carried out include written assessments, attitude assessments, and oral assessments just like students in general. However, the assessment is carried out based on the ability of students with special needs. In schools, it does not emphasize assessment only on the academic aspect, but rather on attitude assessment, namely the progress of the independence of students with special needs. In addition to the results of the interview, the researcher also conducted a documentation study in the form of a worksheet to evaluate students with special needs. From the study, it is known that the worksheet is really adjusted to the ability of the students. This includes providing follow-up evaluations, namely when providing remedial to students if they have not been able to achieve the minimum expected score.

b. Factors Affecting the Implementation of Inclusive Education at the High School/Vocational (State) Level in Jombang Regency

1) Communication aspects carried out related to the Implementation of Inclusive Education at the High School/Vocational (State) Level in Jombang Regency

Communication is a very decisive thing for the success of achieving the goals of public policy implementation. Communication concerns the process of conveying or transmitting information, the clarity of the information and the consistency of the information conveyed. Knowledge of the things they are working on can run if communication goes well, so every policy decision and implementation regulations must be communicated to the appropriate personnel department.

Communication is very important, because a program can only be implemented properly if it is clear to the implementers, where communication is needed so that decision-makers and implementers will be more consistent in implementing every policy that will be implemented in the community. There are three indicators that can be used to measure the success of this aspect of communication, namely: 1) Transmission, namely the distribution of good communication will be able to produce a good implementation result. Often what happens in this transmission process is that there is a misunderstanding, this happens because the implementation communication has gone through several levels of bureaucracy, so that what is expected is distorted in the middle of the road. 2) Clarity of information, where communication or information received by policy implementers must be clear and not confusing. The clarity of policy information does not always hinder the implementation of policies, where at a certain level the implementers need flexibility in implementing policies, but at other levels it will distort the goals to be achieved by the policies that have been set. 3) Consistency of information

conveyed, namely orders or information provided in the implementation of a communication must be clear and consistent to be applied and carried out. If the orders given are often changing, it can cause confusion for the implementers in the field.

The findings of the study show that communication with the community is carried out by socializing the Inclusion education policy carried out by the Jombang Regency Education Office. Efforts to socialize inclusive education policies are a form of educational innovation which then formed an inclusive socialization team with the role of school principals, staff, committees and teachers, therefore a more in-depth assessment is needed so that the inclusive education implementation system becomes more optimal. Communication through socialization is carried out such as meeting activities or webinars via zoom, going directly to schools and at the Jombang Regency education office itself. Socialization and information related to inclusive education policies do not stop being delivered only to schools. The school then conveyed information about the implementation of PPDB and the existence of the Affirmation Path for Persons with Disabilities to the community around the school. The Jombang Regency Education Office also provides guides, rule files and official procedures that can be downloaded by the public to make it easier for the public to understand the flow and routes of PPDB registration.

Berdasarkan teori implementasi yang dikemukakan oleh Edward III, bahwa melalui aspek komunikasi berupa penyampaian informasi dengan baik dalam proses pelaksanaan suatu program atau kebijakan dapat menyadarkan semua pihak yang terlibat agar mereka tahu apa yang menjadi tujuan dan sasaran suatu program atau kebijakan, sehingga tidak ada ketimpangan dalam pelaksanaannya. Begitupun dengan pelaksanaan kebijakan kebijakan Pendidikan Inklusi khususnya wilayah Kabupaten Jombang, perlu adanya penyampaian informasi yang baik kepada seluruh *target group* dalam hal ini masyarakat yang mempunyai anak berkebutuhan khusus, sehingga mereka tahu mengenai keberadaan serta tujuan kebijakan Pendidikan Inklusi. Selain itu perlu adanya bentuk penyampaian informasi yang lebih menjangkau ke seluruh lapisan masyarakat, begitupun dari sisi masyarakat itu sendiri sebagai komunikan atau penerima informasi perlu ditumbuhkan kesadaran untuk lebih partisipatif dalam proses penerimaan informasi agar informasi yang ada dapat tersampaikan dengan baik kepada semua pihak yang terkait, sehingga proses pelaksanaan kebijakan dapat berjalan dengan baik.

2) **Aspects of Resources in the Implementation of Inclusive Education at the High School/Vocational High School (State) level in Jombang Regency**

Information about the implementation process may have been delivered thoroughly, clearly, and consistently but if implementers lack the necessary resources to complete the implementation of the policy, then the implementation will not go as desired. Resources are one of the important factors in the process of implementing or implementing a program or policy, where without the support of adequate resources, be it in the form of the number or ability or expertise of program implementers or policies to implement a program will not achieve its goals. The availability of resources in implementing a program or policy is one of the factors that must always be considered, if the policy is implemented as planned. In this case, the resources in question are Human Resources (HR) from policy implementers, both in quality and quantity, such as adequate, adequate and competent staff in their fields, besides that in the aspect of resources, it is also necessary to be supported by the availability of information for decision-making, authority, and facilities needed in the implementation of programs or Education Policies in Jombang Regency.

The findings of the study show that the implementation of the inclusive education policy at the Jombang Regency Education Office has met the need for resources. The Jombang Regency Education Office has 715 staff including educators and non-educators who are ready to support the Inclusive Education Policy. In addition to human resources, facilities and infrastructure resources also contribute to the implementation of the Inclusive Education Policy. The number of State High Schools/Vocational Schools in Jombang Regency is 12 units. All State High Schools/Vocational Schools are required to accept students for inclusion education.

In addition to an adequate number of implementers, it is also necessary to have competent implementers in carrying out the policy, because if the number of implementers is sufficient, but without being balanced with the ability or expertise in running the program, then the implementation process cannot run optimally. The availability of skilled human resources is very important so that the implementation of programs or policies is more efficient and effective, where sometimes the implementation of an activity is hampered apart from the inadequate number of implementers and the lack of quality of human resources as implementers. The number and quality of adequate implementers can have a positive impact on implementation. The emergence of problems in the process of achieving goals in the implementation of education policies in Jombang Regency is influenced by the resource aspect, in this case field officers.

3) Aspects of Commitment in the Implementation of Inclusive Education at the High School/Vocational High School (State) level in Jombang Regency

One of the factors that affect the effectiveness of policy implementation is the attitude of implementers or apparatus. If the apparatus agrees with the content parts of the policy that will be implemented, then they will implement it happily, but if their views are different from the policy makers, the implementation process will experience many problems and the program that has been made will not be achieved. Behavioral tendencies or characteristics of policy implementers play an important role in realizing policy implementation in accordance with goals or targets. Important characteristics that must be possessed by policy implementers are honesty and high commitment. Honesty directs implementers to stay within the program vision that has been outlined, while high commitment from policy implementers will make them always enthusiastic in carrying out their duties, authorities, functions, and responsibilities in accordance with the regulations that have been set.

The level of commitment and honesty of the apparatus in the implementation of the policy is the most important thing of the Influence of Disposition or Trends, because in implementing a policy can affect the desire and willingness to implement a policy, the desire and willingness of an apparatus can be seen from the knowledge of a policy that is implemented, the understanding and deepening of a policy and the acceptance of the apparatus in the policy whether to receive, Reject or Neutral.

The findings of the study show that the commitment of policy implementers to implement inclusive education programs in Jombang Regency is considered good, although it is felt that there are challenges and problems in terms of rewards for policy implementers. The Jombang Regency Education Office made a policy that all high schools/vocational schools in Jombang are required to accept students with mild disabilities. The success of inclusive education is inseparable from the basic elements that allow inclusive education to be implemented. These basic elements include: the attitude of the principal and teachers who are positive towards student diversity. The most important element in inclusive education is the attitude of teachers towards students who need special education services.

The commitment of the Jombang Regency Education Office is a decision that must be achieved, this attitude must be possessed by policy implementers because by committing to be able to implement policies in accordance with the goals that have been set without misleading any work. In implementing the policy, it fully refers to the existing legal basis.

This is done so that the implementation of fisheries development policies, especially in the archipelago, can be achieved in accordance with the goals that have been set.

4) Aspects of Bureaucratic Structure in the Implementation of Inclusive Education at the High School/Vocational High School (State) level in Jombang Regency

Bureaucratic structures have a potential and real relationship with what they have in carrying out policies. Complex policies require the cooperation of many people. Elements that may affect an organization in the implementation of policies include the level of hierarchical supervision of the decisions of sub-units and processes in the implementing body. The characteristics of the implementing body for the Implementation of Inclusive Education in these ranks of the Education Office have a bureaucratic structure, characteristics, norms and coordination that are good, potential and real in carrying out the Inclusive Education policy, especially in Jombang Regency. The approach in the implementation of the Inclusive Education policy is a *top-down* approach, namely a one-sided approach from the top down. In the implementation process, the role of the government is very large, in this approach the assumption that the decision-makers are the key actors in the successful implementation, while other parties involved in the implementation process are inhibiting, so that the decision-makers underestimate strategic initiatives that come from the low bureaucratic level and other policy subsystems. The aspect of the bureaucratic structure in the implementation of Inclusive Education in Jombang Regency is high or effective, the composition of components (work units) in the organization has shown clear functions and division of labor, showing work specialization, command channels and the submission of reports and supervision clearly. Different types of activities are coordinated and clearly integrated both internally within the Jombang Regency Education Office itself and with Government institutions, especially the Jombang Regency Government.

The findings of the study show that the Jombang Regency Education Office has coordinated with Supervisors, Principals and Teachers in implementing the Inclusion education policy. In addition, in the implementation of the inclusive education policy, the Education Office issued SOPs. SOPs provide a clear foothold for employees so that in carrying out their new activities they do not look for how to do something, to whom and what content is required in their work, therefore, to support the implementation of inclusive education policies, standard operating procedures are needed

The form of coordination and cooperation between related parties in the implementation of the Inclusive Education Policy in Jombang Regency is going well, this can be seen by

the promptness of the implementers in solving various problems that arise as seen from the responsibilities they have in accordance with the duties and functions they have, including the cooperation carried out between the Education Office, namely directly socializing this policy to the Principals, Teachers and the Community. This is in accordance with the theory put forward by Edward III which states that the distribution of responsibilities from several parties can cause obstacles, but if coordination and cooperation can be done well it will not be an obstacle in the implementation of a program, but can be used as a strength so that the implementation of a program can run effectively and efficiently

5. CONCLUSION

The implementation of Inclusive Education at the high school/vocational school (State) level in Jombang Regency is carried out in several stages, namely inclusive education planning, inclusive education organization, inclusion education management, and inclusion education evaluation. The planning of inclusive education carried out at the Jombang Regency Education Office includes: (1) determining the number of students who can be accepted; (2) planning programs for students. Organizing students, SMA/SMK (Negeri) Jombang Regency carries out four activities that are carried out before students are accepted as students until students are accepted in Jombang Regency. The process of recruiting/accepting students in Jombang Regency by forming a PPDB committee. The selection of students carried out in Jombang Regency is based on administrative requirements and academic selection. Student evaluation activities carried out in Jombang Regency include written assessments, attitude/behavior assessments, and oral assessments

Factors that affect the implementation of inclusive education at the high school/vocational (state) level in Jombang Regency include: The first factor: Communication aspects carried out by socializing the Inclusion education policy are carried out by the Jombang Regency Education Office to school principals, staff, committees and teachers. Next, the school only. The school then conveyed information about the implementation of PPDB and the existence of the Affirmation Path for Persons with Disabilities to the community around the school. The second factor is the Resource Aspect which is supported by 715 staff including educators and non-educators who are ready to support the Inclusive Education Policy. In addition to human resources, facilities and infrastructure resources also contribute to the implementation of the Inclusive Education Policy. The number of State High Schools/Vocational Schools in Jombang Regency is 12 units. All State High

Schools/Vocational Schools are required to accept students for inclusive education, Third Factor: Commitment Aspect, the Jombang Regency Education Office makes a policy that All High Schools/Vocational Schools in Jombang are Required to Accept Students with Mild Disabilities. Fourth Factor: Aspects of the Bureaucratic Structure marked by the Jombang Regency Education Office has coordinated with Supervisors, Principals and Teachers in implementing the Inclusion education policy. In addition, in the implementation of the inclusive education policy, the Education Office issued SOPs. SOPs provide a clear foothold for employees so that in carrying out their new activities they do not look for how to do something, to whom and what content is required in their work, therefore to support the implementation of inclusive education policies, standard operating procedures are needed

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