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An Overview of Inclusive Education in Eastern Aceh, Indonesia: What do the Educational Elements Say?

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AN OVERVIEW OF INCLUSIVE EDUCATION IN EASTERN ACEH, INDONESIA: WHAT DO THE EDUCATIONAL ELEMENTS SAY?

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Abstract

Children with disabilities indeed are encouraged to have equal status in education with the normal ones. However, some domains may face particular challenges. Our article explores the insights of current inclusive education in eastern Aceh – Kabupaten Aceh Timur, Kabupaten Aceh Tamiang, and Kota Langsa – by discovering the views of 104 participants (students, teachers, principals, and officials of educational departments) on inclusive education. By applying a qualitative approach, we integrated a descriptive method through the distribution of questionnaires and interviews. Further, we analyzed the data in data reduction, display, and conclusion drawing stages. All students – both regular and disabled – had no problems sharing the same classroom, including the teachers and other school facilities, although some disabled thought that their school should have specific needs for them. Meanwhile, the officials had no strong power to support the development of inclusive education, while several schools may model inclusivity based on their school policy. Maximizing existing special education teachers, socializing the disabled' needs to earn the rights for education within communities, and establishing special education centers at the university level, may contribute to the lack of inclusive education development in those regions.

Keywords: Aceh; Disability; Education Equality; Issues in Inclusive Education.



A. Introduction

The Indonesian Government has tried to realize an inclusive education scheme in the entirely traditional schools spread in all provinces, including Aceh Province. This fact is found in its capital, Banda Aceh, where the Government does not offer specific management and supervision toward 17 inclusion-integrated schools (AR et al., 2018). As one of the autonomous provinces of Indonesia, Aceh has many regencies and cities, which are still needed to be concerned. Based on the survey on Disability and Development in Indonesia, its final report in 2015 stated that Aceh had 4,280,284 in its total population. In detail, 4,061,267 were ordinary people, while 219,017 were disabled ones. Therefore, 5.12% of Aceh province's total population were disabled people who spread in all its regencies (Japan International Cooperation Agency, 2015). Eastern Aceh covers two regencies - Kabupaten Aceh Tamiang and Kabupaten Aceh Timur - and one municipality, Kota Langsa, is still developing areas. There are many issues related to the educational fields, specifically regarding the phenomenon of inclusive education, in which special needs students are placed in the regular school system. Based on our preliminary observation over documents and direct reports of educational practitioners and societies in those regions, where many disabled children have no appropriate 'educational rooms,' we believe this condition needs attention.

The special autonomous status offered by the Central Government to Aceh Province in 1959 indeed brought special treatment and status, not to mention the issue of education (Yunis, 2016). To respond to the status, the local Government put a significant effort into supporting the societies for getting the best education, although the quality is still low (Samsuardi, 2022). The execution of inclusive education in Aceh Province was also fully encouraged by the local Government in its Letter of Decision No. 12 of 2012, issued by the Governor of Aceh. It was also supported by the Canon of Aceh No. 11 of 2014, mentioning that schools with inclusive education are under the governor's direct control, and the authorities assist those from the Provincial Education Department (Sabrina, 2017).

Inclusive education, however, is not supported in all Aceh regencies and municipalities (Efendi, 2018). The presence of special needs children in either small or large group communities still portrays a negative stigma. Nonetheless, as a pilot area to implement inclusive education in Sumatra, Indonesia, the Aceh Government has demonstrated a strong commitment and hard work in supporting the inclusive education movement in Indonesia. Inevitably, to study inclusive education and other issues, which probably emerge in a different part of Aceh province, still undercover.

There are several relevant studies related to inclusive education. The policy analysis toward education provision for disabled students in Indonesia had been projected by (Suwaryani, 2008). She revealed that disabled students were disregarded by common schools and by the education scheme at large. The lack of clarity and inconsistency was one of the main factors contributing to that exclusion. Meanwhile, Pudaruth et al. (2017) seek to answer pertinent questions regarding university students with disabilities, including their sufficient facilities, awareness of the facilities, and perspectives on equal education. They revealed that most students were unaware of existing facilities and often neglected supporting structures and resources.

The idea of making inclusive schools for disabled students is still questioned and hardly ever discussed in the local context of Indonesia, precisely in eastern Aceh. Thus, further investigation on how proper inclusive education can share inputs for better development of comprehensive education in the province. The inquiry on inclusive education may cover the educational policies, the learning facilities provided, the balance of teacher-student numbers, the process of teaching and learning, and the current conditions of the system. We project that the output of this article may offer an overview of inclusive education in eastern Aceh or even other rural or even urban areas, which we expect it turn into a solution for a better model of the program.



B. Literature Review

1. The Concept and Aspects of Inclusive Education

Children with special needs are not a disappointing thing to have. They are a gift from God to mold the societies around them to have good behavior and attitude to be human and treat humans as real humans. Miller (2009) states that people need to note that inclusive education, as defined by United Nations Educational, Scientific and Cultural Organization (UNESCO), is a process of concerning and replying to the diversity of needs of all apprentices. It goes through growing involvement in learning and decreasing segregation within and from education. The ideas address the expectation of a regular school that adapts to the needs of all learners and where all children can participate and they can be treated equally. It is, hence, authoritative that the world all effectively includes children with disabilities.

Furthermore, everyone born has the right to live and be together in one community. Guaranteeing that each individual has an equal chance for educational progress remains a worldwide challenge. The Convention against Discrimination in Education 1960 (1960) issued by UNESCO guarantees it. The convention covers 'discrimination,' including differences, segregations, boundaries, or partialities based on race, skin color, sex, language, religion, political or different opinions, national or social origin, economic condition, or birth. The resolution contests the purpose or effect of invalidating or damaging the equivalence of treatment in education and in particular. Besides, all nations under the UN, which agreed to this idea, are free to execute the rule to authorize their institutions to allow admission to all pupils with no exception to the disabled ones.

In inclusive education, all students sit in one class atmosphere. Both disabled and regular students acquire knowledge simultaneously and educational and social atmospheres by utilizing the school facilities and services (Lindsay, 2003). However, the term integrated education system put a slight difference. The terminology of an integrated educational system is also an essential concern. It is different based on the needs of an

educational institution. Integrated schools refer to educating children in an environment where self-esteem and independence are enhanced as priorities. The students are encouraged to advance their value of self-respect. School elements nurture the value to ensure the inclusion of people from different religions, cultures, genders, abilities, and socioeconomic backgrounds (Integrated Education Fund, 2021). There are also many 'integrated education' models implemented as if there is a jargon spread, whenever is possible, students with disabilities attend a regular school.

Nevertheless, the emphasis is about to fit the student into the system; instead, the system adapts to meet the educational needs. For instance, in some countries like India, integration means providing educational facilities, mainly to students with mild disabilities considered 'easy' to include in regular school programs (Sharma & Deppeler, 2005). Students with severe disabilities, in a common of cases, do not attend a school, or, in rare cases, they go to a particular school. Nonetheless, children learning together in the same classroom, using materials appropriate to their various needs, and participating in the same lessons and recreation, exist in some school institutions. In Indonesia, the integrated educational system varies. Those depend on the needs of the environment. Some traditional schools also run the inclusive system even though those have fewer disabled students who are then studying in an inclusive school. In several cases, some with special needs are hard to find in the learning process.

2. Organizing Inclusive Education

Naturally, inclusive education aims to give a chance for disabled children to get access and be treated as normal children. Therefore, all students need to be supported to have learning experiences in line with the same learning goals. It is not merely running the system to get the inclusive class without the supporting elements (Srivastava et al., 2015). Then, learning facilities become a crucial part of implementing the plan. Facilities and infrastructures provided by the school should align with the needs of the students (Azizah, 2011; Lindsay, 2003; Manan et al., 2020). For instance,



students with visual impairment may need guide blocks and specific signs to indicate rooms and other facilities; students with hearing impairment need some visible symptoms; physical disabilities need ramps and spacious rooms to move freely (Azizah, 2011). In addition, other technical facilities are also necessary, such as stepping ramps, width, doors' opening, and closing speed, doors' positioning, furniture arrangements, classroom clutter (games, bags, rugs, toys, sporting equipment, so on), the height of tables, benches and shelves, lighting, unobscured lines of vision, distraction, access to sinks, specialized classroom equipment, drinking fountains, and other school areas like hall, sporting fields, playground, so the like, and the visibility of hazards.

In addition, other essential aspects that should be provided are the availability of educational documents, teachers, and staff. Educational documents refer to various document types, including assessment results and curriculum or individualized educational programs. Educational documents also play an essential role in students' learning process with special needs (Amka, 2019; Azizah, 2011). Furthermore, teachers and staffs play significant roles in making inclusion succeed. Teachers and staff need to be equipped with relevant professional competencies to work with special needs students. Inclusive schools may require teachers who have a background in special needs education (Azizah, 2011). Determining the class service for each student with special needs, through discussions between the classroom and special education teachers, on the other sides, will aid them in finding a better teaching method. Collaborative teaching practice is also needed to support the teaching-learning process. Besides, adequate support from school members includes the principals, classroom teachers, subject teachers, regular students, and school employees. Further sustenance from the Education Board through training programs is also sufficient to support the inclusive school system (Sujarwanto et al., 2018).

3. Inclusive Education in Indonesia

At present, 32 thousand traditional schools have become Inclusion Schools in various provinces of Indonesia. In 2017, the Ministry of



Education and Culture reduced the number of special schools due to budget. Another issue was also because of the administrative process like land certificates. Of the 1.6 million children with special needs in Indonesia, only 18 percent had received inclusive education services. Around 115 thousand children with special needs attended *Sekolah Luar Biasa* (SLB, the school for special needs). Special needs students, who participated in regular schools implementing inclusion education, were around 299 thousand.

There are two types of school services for children with special needs in Indonesia – SLB and integrated schools that implement inclusive education. The former covering students with special needs only has eight types. They are Special School for Visual Impairment (SLB-A), Special School for Hearing Impairment (SLB-B), Special School for Mild Intellectual Disability (SLB-C), Special School for Moderate Intellectual Disability (SLB-C1), Special School for Physical Impairment (SLB-D), Special School for Emotional Social Behavior Difficulties (SLB-E), Special School for Multiple Disabilities (SLB-G), and Special School for Autistic Children (SLB-M). In detail, those SLBs have four education levels, namely Kindergarten (2 years), Primary School (SD, at least six years), Junior Secondary School (SMP, at least three years), and Senior Secondary School (SMA, at least three years).

Meanwhile, the latter, integrated schools, which we call inclusive education, allow children with special needs the same as general classrooms in regular schools. In 1999, the Directorate of Special Education, supported by the Director of General Primary and Secondary Education, decided to start the process toward inclusion to increase the enrolment of children with disabilities and other special needs in regular school.

In Aceh, the local Government supported implementing inclusive education ratified in regulation No. 12 of 2012. Besides, Canon of Aceh, No. 11 of 2014 also stipulated the implementation. The canon listed that inclusive education schools were under the direct supervision of the Aceh Governor, assisted by the Provincial Education Department.



As we had conducted preliminary observation on related documents, reports, and newspapers, we found that inclusive education is not entirely practicable in all Aceh regencies and municipalities. The presence of children with special needs in small or large group communities still has a negative stigma. However, as one of the provinces chosen as a pilot area of inclusive education in Sumatra, Indonesia, Aceh Province needs to demonstrate a strong commitment and hard work in supporting the movement of inclusive education in Indonesia as the local law had enacted in 2012. Inevitably, studies toward inclusive education, which probably emerge in other parts of Aceh province, are still undercover.

C. Method

We applied a qualitative approach through a descriptive method. We explored the current condition of inclusive education in eastern Aceh, particularly in three areas – two regencies (Kabupaten Aceh Timur and Kabupaten Aceh Tamiang) and one municipality (Kota Langsa). Soon as the research board of Universitas Islam Negeri Ar-Raniry approved the ethical consideration of our article, we started the fieldwork in early 2020; in the meantime, we have prepared a schedule of semi-structured questionnaires and interviews. The schools we selected were based on our preliminary observation, where those institutions accepted disabled students.

The closed-questionnaire patronizing Pudaruth et al. (2017) study was to dig the information the running inclusive education from selected students, particularly their engagement with their peers, teachers, and school elements. On the other hand, the open interview based on the study of Suwaryani (2008) was to retrieve information related to inclusive education's policy, support, and challenge, from school teachers, principals, and educational officials. To ease the readers, we abbreviated both respondents and informants; normal students (NS), disabled students (DS), regular schoolteachers (RS), special schoolteachers (SS), school principals (SP), and officials of the Education Department (O). We purposively selected all respondents and informants, depending on their availability.

Further, we clustered all the research participants –respondents and informants – into several levels. We categorized students based on their educational levels, while we grouped the teachers, principals, and officials based on the demographic area where they worked.

The data analysis we carried out was in two ways. The data obtained from the students were screened through the Likert Scale. The results were in diagrams, which defined their average responses. Meanwhile, we analyzed the data collected from the teachers, principals, and officials by following the stages promoted by Miles et al. (2018) – data reduction, data display, and conclusion drawing. In the data reduction, we verified and trimmed the collected data. For the data display, we attached closely-related, critical interview excerpts to associate with the objective of our article. In the last step, we exposed the previous stage's results by elaborating those with our analysis, related theories, and relevant research. Then, we showcase the different outputs of the data analysis in the Strength, Weakness, Opportunity, and Threat (SWOT) analysis matrix.

D. Result and Discussion

1. The Conditions of Inclusive Education in Eastern Aceh

We found that only 12 schools implemented inclusive education in eastern Aceh. In detail, Kota Langsa City has three SDs and three SMPs, while Kabupaten Aceh Tamiang has one SD, one SMP, and two vocational high schools (SMK). Poorly, Kabupaten Aceh Timur only has one SD and one SMA. Almost all of those are public schools, which the Government fully funds, except the elementary school in Aceh Tamiang Regency. It is in the form of an integrated Islamic elementary school (SDIT). Nevertheless, each municipal and regency has its state SLB. Only Kota Langsa City and Kabupaten Aceh Timur respectively have a private SLB.

However, when we visited several schools implementing inclusive education, marked with asterisks in Table 1, they currently did not have DS. Also, we list 104 respondents and informants in Table 1.



Table 1: Demographic of Research Locations and Participants

No.	Region	Institution	Names of Institution	Respondents	Total
1	Kota Langsa	SD	SD Negeri 1 Payabujok	2 DS, 8 NS	10
			SD Negeri 5 Kota Langsa*	6 NS	6
			SD Negeri 11 Kota Langsa*	6 NS	6
		SMP	SMP Negeri 2 Kota Langsa*	6 NS	6
			SMP Negeri 5 Kota Langsa*	6 NS	6
			SMP Negeri 12 Kota Langsa*	-	-
		SMA	-	-	-
		SLB	SMP & SLB Kota Langsa	2 SS, 5 DS, 5 PDS	7
2	Kabupaten Aceh Tamiang	Education Department (Provincial Branch)		2 O	2
		SD	SDIT Darul Mukhlisin	2 RS, 2 DS, 8 NS	12
		SMP	SMP Negeri 1 Karang Baru*	6 NS	6
		SMK	SMK Negeri 1 Bendahara*	6 NS	6
			SMK Negeri 1 Karang Baru	1 DS, 7 NS	8
		SLB	SLB Negeri Pembina Aceh Tamiang	1 SP, 5 DS	6
3	Kabupaten Aceh Timur	Education Department (Provincial Branch)		1 O	1
		SDIT	MI Negeri Paya Meuligoe*	6 NS	6
		SMP	-	-	-
		SMA	SMA Negeri 1 Darul Amal*	1 SP, 6 NS	7
		SLB	SLB Negeri Kabupaten Aceh Timur	-	-
		SLB	SLB Cahaya Peureulak	2 SS, 5 DS	7
		Education Department (Provincial Branch)		2 O	2

2. Students' Attitudesto Inclusive Education

The questionnaires distributed to the DS and NS in this study covered their preferences for their teachers, friends, and school facilities, which defined the inclusivity. Based on Figure 1, DS loved their schoolteachers, including their personality, the way of teaching, their aid regarding the students' needs, and the achievements gained from the teachers. These findings correspond to the preference of the NS as in Figure 2. Besides, almost all NS loved their teachers and other matters, such as their characters, support, teaching methods, and student test achievements.

However, some NS thought that the teacher's focus was disturbed by the existence of DS. Fortunately, NS still believed in the professionalism of their teachers in preparing the lesson regardless of the presence of DS.

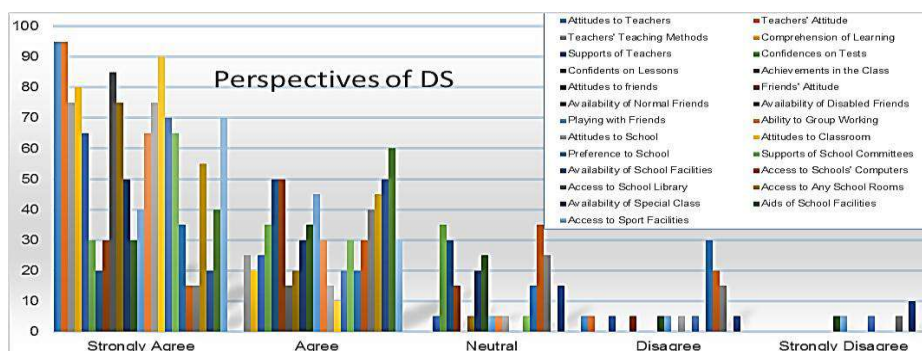


Figure 1: Disabled Students' Attitudes toward Inclusive Education

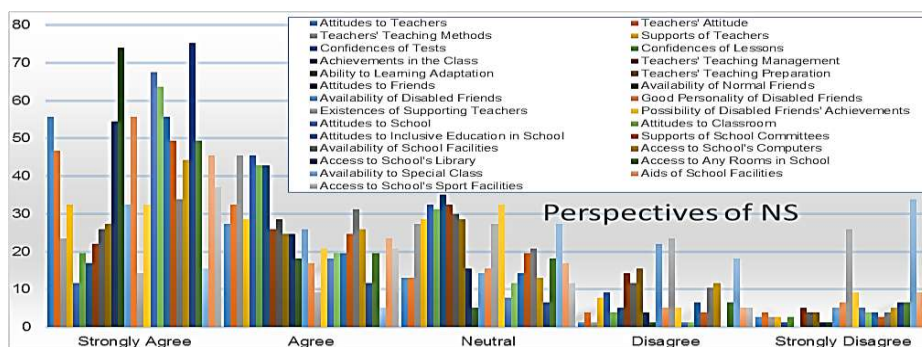


Figure 2: Normal Students' Attitudes toward Inclusive Education

Furthermore, in Figure 2, almost all DS loved their friends who have disabilities and those who have not. They agreed that their friends were decent to them. Therefore, DS had no worries about playing or going anywhere at school. Similarly, NS delivered reciprocal attitudes. They loved their friends, including those with disabilities ones. NS did not feel DS was irritating. They also believed in DS that they might have the same possibilities to reach exemplary achievements as they did.

Both DS and NS also have similar attitudes toward the school facilities. The two groups loved their schools, covering their classrooms, computers, libraries, and sports facilities. They also agreed that school

staffs were helpful and allowed them to get access to many spots in their schools. Too, NS had no problem studying with DS, although half of NS did not think that their school had a particular class for DS. Hence, referring to a school implementing inclusive education should be no problem with the DS.

3. Teachers, Principals, and Officials' Perspectives on Inclusive Education

The three regions in this study had their local educational authorities. In addition, the provincial branch of the education department also exists in each regency and municipality. They are responsible for formulating, implementing, and evaluating other functions in terms of education, including inclusive education within their regional areas. These make them autonomous. Theoretically, the double institution under the same minister indeed would have dual power to execute problems and improve the quality of education. However, based on the excerpts (abbreviated as E) of interviews scripted in E1, E2, and E3, the departments seemed to have no authority to allocate funding for the development of inclusive education.

(E1) O : *This issue, facilities for inclusive education in schools, is not under our authority. It belongs to the Central Education Department of Aceh Province. This provision has been undergone by the Head Section of Infrastructure of the Department.*

(E2) O : *We only manage the support instructed by the central department. This might be caused by the inauguration and legalization of this new provincial branch. Also, we do not see the facility provided in our working list.*

(E3) O : *We only aim at improving quality. This condition also applies to students for participation in Olympiad competitions and others. So far, the budget for these activities has not been handed to us; it is still with the central department in Banda Aceh. We can have the authority to handle the budget in 2021. The activities are carried out alternately in one cluster.*

The above arguments include the power to recruit and place teachers with a particular educational background. Interestingly, the information related to the availability of schools implementing inclusive education, the number of DS and special education teachers, and the

current condition of support and facilities for the DS in special and regular schools were hard to retrieve. Their role should be more on administrative aspects by compiling data from schools on pupils – DS and NS, teachers – special education and regular ones, and facilities regarding the support of inclusive education (Kuyini & Desai, 2007). Each department has its team to inform policies or assess the process of education running.

Regarding the education of DS in regular schools, since the three local education departments established no written policy, no policy needed to be implemented even though many DS had been attending traditional schools without any official parties filtering. SDIT Darul Mukhlisin, as a part of the integrated education project, was unrecognized by the educational authority in Kabupaten Aceh Tamiang upon their training shared with other schools. Supporting other schools by conducting training for the teachers who do not have experience in handling DS can be one aid in developing inclusive education in eastern Aceh.

Nevertheless, the efforts of organizing training were not something new for SLB Negeri Pembina Aceh Tamiang. This school has become a reference for its inclusive education management, both regular and special schools, as SLB Cahaya Peureulak did. Unfortunately, some regular school teachers had little motivation to join the training, as revealed by an SP in E3. Schools implementing inclusive education should construct their curriculum as suggested by him in E4.

(E3) SP : *This becomes our dilemma. The teachers trained were impatient. Even some asked to stay for a longer time. That is impossible since we also need to manage our students and other matters in our school.*

(E4) SP : *The schools should make and modify the curriculum. The Government has provided the framework, which the schools should adjust. It is impossible for the Government detailed all their needs).*

The excerpts above suggest that informing RS on the need to accept and support DS is not sufficient to change how teachers perceive their DS, which subsequently had little or no impact on increasing the participation of DS in learning. This situation, amongst other reasons, was



due to ineffective communication spread by the educational authority. The response of the education department committed is to attract teachers to learn more about inclusive education while waiting for other potential policies for implementing inclusive education in each sub-regency, which is at least one school. The real action in instructions may draw a positive trend instead of disseminating suggestions.

Meanwhile, the school committees also shared the same views on inclusive education. One of the chief questions being asked to RS, SS, and SP during interviews was whether they had issued policies about support for DS or not. The responses were surprising; where all of them delivered similar answers that they had DS-related policies existed in their schools. For instance, in SDIT Darul Mukhlisin, even though the teachers had their training, they relied more on oral communication to inform societies nearby that their schools supported DS, even in their school admission brochures.

Another potential reason for the non-existence of written policies at the school level was insignificant since no policy at the regency or municipal level could be used to establish the policy at the school level. Therefore, if the consequences of the policy were to have, to illustrate, financial resources, there was no guarantee that they would be allocated. As demonstrated earlier, no policy related to education provision for DS in regular schools was in place at the regency or municipal level. This condition means that there would be no resources allocated in this area. It rejects the concepts of educational revitalization regarding inclusive education sounded by Adhi and Seniwati (2018). The system's needs are maintainable appropriately by having complete support from the authorities, including getting the parents' trust of student candidates.

Accordingly, because of the absence of written policies at the regency or municipal level, no program was implemented, and no resources were allocated in regular schools, apart from those involved in the integrated education project. This condition would undoubtedly influence how teachers deal with DS.

4. Discussion

The research result reveals that inclusive education in eastern Aceh still faces many challenges and constraints. We analyzed inclusive education's strengths, weaknesses, and threats using a SWOT analysis matrix. Then, we proposed the further development of inclusive education in Eastern Aceh, as showcased in Tables 2, 3, and 4.

Table 2: SWOT Analysis of Internal Factors of Inclusive Education in Eastern Aceh

Strengths (S)	Weaknesses (W)
DS in special schools visited had their achievements and specialties.	Only a few DS were well-trained to sharpen their unrevealed skills
Eastern Aceh has many disabled children who should be registered in schools, either in regular or special schools	Presumably, several disabled children were kept in their homes to do nothing as if they did not need to get an education.
The Government of Aceh had specified the implementation of inclusive education in regular schools.	The implementation of inclusive education in Eastern Aceh was not practically implemented by examining the support of the Government.
Eastern Aceh has a potential role model for schools to employ a proper inclusive education in Aceh Tamiang. It may guide other schools or even the Government. Moreover, it acts as a center of education and motivation for disabled children, even adults.	The school's existence has been ignored in some ways – it lacks information and supports provided by the Government toward the school to enhance the synergy with other schools.
Some special schools offered dormitories for students, which made them get trained for a full day freely.	The facilities in the dormitory offered by special schools are poor, specifically in the particular private school observed in Aceh Timur Regency.

Table 3: SWOT Analysis of External Factors of Inclusive Education in Eastern Aceh

Opportunity (O)	Threat (T)
The implementation of inclusive education in regular schools is encouraged and supported by the Government of Indonesia.	The implementation of inclusive education in Eastern Aceh was not practically implemented by examining the Government's support to the several special and regular schools in eastern Aceh.
Aceh Province has a special autonomy to conduct specific policies, including	Some communities in areas like Aceh Timur Regency are not aware of inclusive



Opportunity (O)	Threat (T)
education.	education or schools related to disabled students. Some even prefer the establishment of traditional Islamic schools instead of which.
The Government of Aceh had been specified the implementation of inclusive education in regular schools.	The spread of inclusive education would take time due to the few facilitators, the awareness of communities, and the locations of schools in rural areas.
There are two state universities in Eastern Aceh.	Lack of teachers who have specialties in special education
A broad area possessed by Aceh Province, particularly Aceh Timur Regency	Lack of official job vacancies for disabled or regular teachers having specialties in special education

Table 5. Strategies Upon SWOT Analysis of Inclusive Education in Eastern Aceh

Strategies upon Opportunity (SO)	Strategies upon Weakness (SW)	Strategies upon Threats (ST)
As the Government encourages the implementation of inclusive education in regular schools, maximizing the human resources, especially the existing teachers, would be a significant step in developing inclusive education.	Providing counseling and frequent workshops could aid the potential DSin shaping their skills.	Issuing legalized regulation that every sub-regency should have at least two to three schools implementing inclusive education
Issuing specific policies in the educational sector related to the support for disabled children would turn back the perception of communities that education is for all individuals.	The Government might collaborate with the village officials to list, invite and socialize on the importance of sending disabled children to special or regular schools implementing inclusive education.	Integrating the existing special and regular schools with the Islamic teachings considering Aceh as a Sharia-based province
Establishing a new program to study Special Education in one or two state universities in Langsa City would aid the better development of inclusive education.	Restructuring the section for inclusive education in each local Education Department by unifying the teachers and practitioners of special education	Forming special teams to accelerate the spread of inclusive education socialization
The lack of supporting	Promoting the schools	Empowering potential

Strategies upon Opportunity (SO)	Strategies upon Weakness (SW)	Strategies upon Threats (ST)
teachers in traditional schools should be a golden ticket for fresh graduates and existing special education teachers to be attached officially to the schools implementing inclusive education.	implementing inclusive education through social media, mass media, or visual banners in strategic locations	existing teachers to study in universities having the program study of special education
Socializing inclusive education for all school committees, students' parents, and surrounding communities, would enhance its development.	Increasing funding by establishing micro-enterprises involving DS as a medium to learn	Opening the job vacancies for disabled or regular teachers with appropriate salaries
Increasing access in rural and isolated areas to integrated education, not only in special schools but also in regular schools		Issuing legalized regulation that every sub-regency should have at least two to three schools implementing inclusive education

The unstandardized curriculum in schools implementing inclusive education contributes to the program's inefficient jargon – all students have an equal position to absorb the educational transfer (Amka, 2019; Azizah, 2011). Even though the Government has prepared the framework as one of the SPs mentioned in E4 above, where the schools adjust it based on their needs, the coordination among traditional schools implementing inclusive education is necessary (Azizah, 2011; Lindsay, 2003; Pudaruth et al., 2017; Suwaryani, 2008). Teachers may share their problems found, and at the same time, they will obtain specific inputs from other teachers (Kuyini & Desai, 2007). This reciprocity is important since DSisunique; thus, they require special methods.

The Ministry of Education and Culture of Indonesia expected that the commitment of local governments to the implementation of inclusive education might continue to be improved by increasing access to education services for disabled children with special needs. It can be done by coordinating both unique and integrated schools under the Minister of



National Education Regulation 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and Special Talents. It requires district or municipal governments to appoint at least one primary school and one junior high school in each sub-district.

In addition, the change in authority regarding the management of special education as Regulation No. 23 of 2014 marked the Regional Government turns into a challenge. Currently, special schools are managed by the Provincial Government after previously being handled by the Regency or Municipal Government. Budget allocation is one of the issues in maintaining the quality and provision of special education facilities. Thus, through the education zoning policy, the Government is trying to be swifter in intervening and affirming increasing access and quality of education for children with special needs, particularly in promoting inclusive education. From the 80 percent zoning, a quota is required for students with special needs and poor students. This policy has a target that there is at least one inclusive school in each zone. In addition, the system of inclusive education should be explicitly handled with the appropriate special education teachers and funding (Azizah, 2011; Kuyini & Desai, 2007; Lindsay, 2003). It corresponds to the suggestion promoted by Suwaryani (2008) that the poor dissemination of education policy contributed to the ineffective integration of inclusive education.

We believe that changing the current policy documents to move toward inclusion is necessary. As Lindsay (2003) promotes, community awareness campaigns, ongoing support, and practical guidelines are some of the implementation strategies that need to be considered. Priority should also be given to encouraging every school, not only pilot schools, to increase the participation of DS in learning together with their NS within their available resources (Amka, 2019; Azizah, 2011; Lindsay, 2003). Besides, schools that provide inclusive education can work together and build networks with special education units, universities, professional organizations, rehabilitation institutions, hospitals, community health centers, therapy clinics, businesses, non-governmental organizations, and the community.

We expect those working group teams of inclusive education to synergize in promoting the importance of special education in their respective regions. Thus, the accessibility for children with special needs still requires improvement in public schools and those that have implemented inclusive education. Each representative should provide inputs to improve services for DS regarding increasing accessibility in inclusive schools.

E. Conclusion

We are concerned that very few disabled children receive support in eastern Aceh. Too, we argue that while changing people's conception of the right of DS to be educated in mainstream schools in their neighborhoods is a formidable task, high priority should also be given to encouraging every school to attempt as much as possible. Of course, support from the education authorities to increase the participation of DS in learning together with NS is necessary.

Nevertheless, we acknowledged the shortages in our article. In-depth research related to the attitudes of DS and NS toward their expressions of schooling, the contribution of social organizations in supporting them, and their parents' views in registering their children are essential, particularly in the broader scope. To add more knowledge, comparing the implementation of inclusive education in Aceh Province with other provinces in Indonesia will also suggest another insight. Some instances made our article lack generalizing the overview of inclusive education. Another prospect research is regarding education provision for DS in regular schools, particularly in urban areas.

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