



The Implementation of Inclusive Education Policy in Yogyakarta City for Students with Special Needs

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Abstract

Inclusive education program is a form of education service for students with special needs. To improve and provide access to equitable education for children with disabilities, they need to receive good quality education and deserve education without discrimination. The city of Yogyakarta became one of the role models in Indonesia after receiving the "Inclusive Education Award". For example, problems still exist in this policy, such as; is the lack of understanding of the concept of inclusive education by some actors which results in teaching processes that still use rigid curricula, inappropriate facilities and infrastructure in supporting the learning process for students with special needs, as well as the limited availability of teachers in teaching students. In solving this problem, the Yogyakarta City Government tries to provide an inclusive education concept to all communities by forming 4 sub-districts into inclusive cities, training teachers in guiding students with special needs, collaborating with all actors involved in this program, developing resource centers that aim to manage all inclusive education activities, and support ways to make policies that protect the rights of people with various abilities. This type of research is descriptive analysis, the type of data used in this study are primary data and secondary data. Data processing techniques using qualitative descriptive patterns. The purpose of this paper is to analyze the implementation of inclusive education in describing seven aspects that can measure and influence the implementation of inclusive education policies in the City of Yogyakarta.

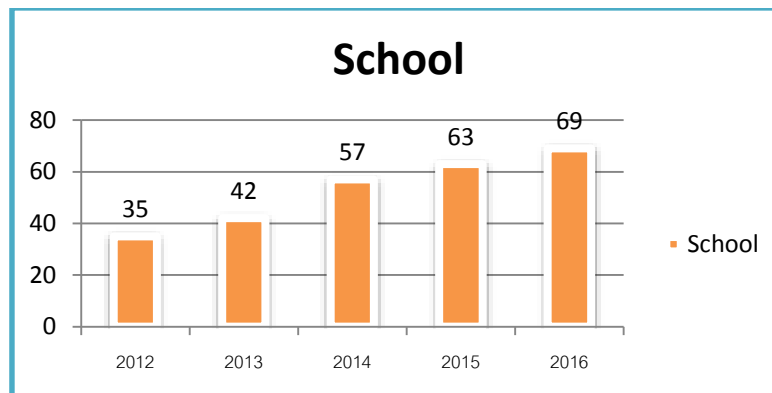
Keywords: Inclusive Education Policy, Student with Special Needs, Public Service.

INTRODUCTION

It was agreed that anyone has the right to education. In line with this, UNESCO promotes Educational for All. Educational for all is a campaign to make education accessible to all to accommodate different types of students with different abilities (Wiyono, 2011). The United Nations Convention, held in 1989, states the rights of society especially to children who experience physical, intellectual, social, emotional, linguistic and other irregularities, which emphasize that all children are entitled to receive education without discrimination in any form. Education is one of the main development sectors, where governments in each region must implement it. The government is in the best position to make education a necessity. The role of government and schools plays an important role in the process of promoting education to people with disabilities.

According to Yogyakarta Special Region Regulation Number 4, 2012 concerning Protection and Fulfillment of the Rights of Persons with Disabilities, it is said that the Inclusive Education System is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to attend education or learning in an educational environment together with General Learners. Inclusive education in Yogyakarta is intensively carried out after Regulation No. 47 (2008) issued by the Mayor to draft Regulations created to allow easy access for people with disabilities (ABK) to attend public schools with other children. Thus, openness and equality in inclusive schools. In 2012, the city of Yogyakarta received an award from the central government through the Deputy Minister of Education and Culture, with the Inclusive Education Award (Solider, 2016). The city of Yogyakarta which is recognized by the Central Government is proven to have a high commitment to education, non-discrimination and high regard for multi-culture. In addition, every year schools that implement inclusive education increases.

Figure 1.1 the number of school that implements the inclusive education



Source: Decree of Education Department Head on Yogyakarta City No. 188/661

Even the schools are increasing every year (for 2017 and 2018, no data has been published yet) the problem still exists, such as; People with special needs (different abilities) sometimes do not get maximum and good services, facilities and infrastructure are limited and do not fit the needs of students; the limited availability of special assistant teachers also has a limited understanding of the concept of inclusive education in Yogyakarta which is the reason why some schools do not dare to open inclusive education services. That is why, this issue is important in implementing inclusive education policies in providing appropriate education for people with special needs.



In terms of theoretical analysis, according to Ministry of Education Indonesia (2009) there are several indicators in running the management of inclusive education, such as: 1) *Institutional*, 2) *Curriculum*, 3) *Educator*, 4) *Facilities and Infrastructure*, and 5) *The Budget*.

But in case of make good services, the writer saw some indicators that need to be examine in running this inclusive education policy, there are Environment and Special services.

- a. Institutional : the way of the institution (school and government) in managing the student with special needs are need to be consider.
- b. Curriculum: the curriculum is used for the special needs student it should be accommodates the needs and abilities of students according to their talents, interests and potential.
- c. Educator: Educators generally have tasks such as organizing teaching activities, training, researching, developing, managing, and / or providing technical services in the field of education.
- d. Facilities and infrastructure: Management of facilities and infrastructure functions for planning, organizing, directing, coordinating, monitoring, and evaluating the needs and use of facilities and infrastructure so that they can contribute optimally to teaching and learning activities.
- e. The budget: Needed to create finance or funding that is able to meet various needs in implementing inclusive education and addressing various problems related to funding.
- f. Environment (Relationship): the creation of relations between between Schools and Society in create and build good relationships to promote educational efforts in the region.
- g. Special Services: These special services are aims to increase the ability of students with according with their need, talent, and desire.

The concept of inclusive education management theory is suitable for measuring the implementation of inclusive education policies in the city of Yogyakarta. That is why this research tries to measure and explain in 7 aspects in implementing inclusive education in the city of Yogyakarta

To find out the successful implementation of the inclusive education model in the Yogyakarta Special Region schools offered, many research findings are found that can support the concept of inclusive education models for children with special needs at school, among others as follows. In terms of the service intensity concept of organizational performance and management of inclusive education models, the results of Brownell's research (2006) state that there are four main conditions for inclusive education programs for special needs students' schools, including instruction, knowledge, skills, and basic bases. Based on these results, this study needs to examine the condition of children with special needs from the level of education and the level of disability.

To look at children with special needs, it is necessary to have collaboration or build performance between agencies or expert teams. Margaret Mc Laughlin, (2003) can investigate the



level of intensity of special educational practices to help improve students with special needs achieving primary school education outcomes to further their higher education. In terms of service intensity and community participation, as expressed in the study of Michael W. (2001), it can be reached through survey methods. Parents of special needs students have shown, because the intensity of education services is less than optimal, they consider if their children leave school, i.e. (a) they feel there is no development and progress in school, (b) they do not like school, (c) they are bored, (d) they are less respected by society, and (e) they have behavioral problems.

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Here, we will see how this policy will be implemented in reality, what are the challenges and problems that hinder this policy, what are the factors that support this policy for children who have special needs or disabilities. And how the results of the implementation of Inclusive Education in the City of Yogyakarta, are at a good stage or vice versa. The objectives of the research carried out are: (1) knowing the implementation of inclusive education in the city of Yogyakarta seen from the implementation, and evaluation covering institutions, curriculum, educators, facilities and infrastructure, budget, environment and special services (2) testing the success of the implementation of inclusive education including : institutional, curriculum, educator, facilities and infrastructure, budget, environment and special services.

METHOD

This research is a type of descriptive analysis research, namely research that seeks to explain or describe events that occur in the current research object then explained, analyzed, and presented in such a way, so that it becomes a systematic picture. The type of data used in this study are primary data and secondary data. Data processing techniques using qualitative descriptive patterns. Qualitative descriptive is the processing of data about certain behaviors, phenomena, events, problems or situations that are the object of investigation where the findings are meaningful

sentences that explain certain understandings. In this study the authors analyzed the implementation of inclusive education in the city of Yogyakarta.

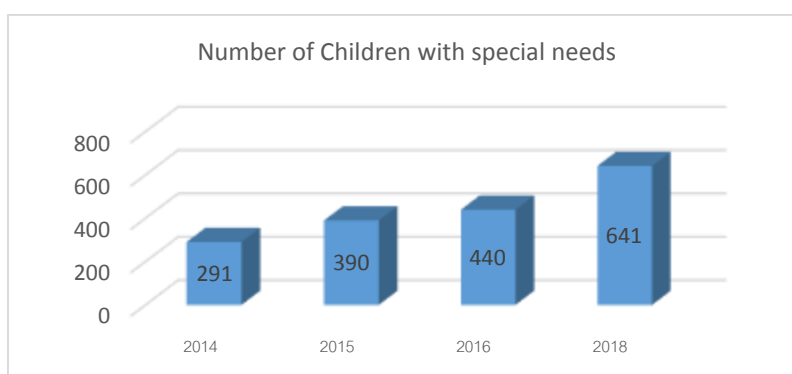
RESULT

In this chapter, the writer tries to explain about the implementation of inclusive education implementation in the Government of Yogyakarta City. In order to determine whether the policy of inclusive education going well, the writer will explain using the 7 (seven) aspects that useful to measure this policy, as follow:

1. The Institutional

According to the Implementation of Inclusive Education Management in Yogyakarta City , the number of children with special needs in Yogyakarta City from 2014, 2015, 2016 and 2018 is shown in the figure below:

Figure 3.1 the Number of Children with Special Needs in 2014, 2015, 2016 and 2018



Source: The Implementation of Inclusive Education Management in Yogyakarta City

From the figure above, it can be seen that the number of children with special needs has been increased from 2014-2016 and 2018. From these data, it can be said that the increased number of children with special needs required the government of Yogyakarta City to pay attention on how children with special needs should be manage in getting the equal education. In case of accepting the student with special needs, the problems that appear is there is some parents are still pushing their children to enter the general school, even if the school is not suitable to the needs and capability of their children. Many of these parents have not fully accepted that their children are different. Social pressures to have a normal child going to normal schools with regular needs get into them, consequently, they enroll their children with special needs to regular schools even if the school is inappropriate for their children.

In order to solve that problem, the school and the government do an assessment process to identify the needs, skills, talents, and abilities of the student when they entering the school. This thing is really helpful in matching up the needs of the student in their learning process. Assessment is done to gather information prior to the actual process for students with special needs. These assessment processes consist with several requirements, which are the following:



1. Short Basic Test: This test will use an interview and observe method by looking their behavior, attitude, communication (interactions).
2. Basic Practice: aims to know the ability and capacity of the student with test them to read a book, counting on number, etc.
3. Psychology Test: This test done by the observation of psychologist and special escort teacher to know the psychological well-being of the student.
4. Intelligence Quotient (IQ) Test: This is the assessment of the children's capability.

All the requirements are part of the assessment which is necessary to the start of learning process as the result will guide the school to effectively deal with the student in the basis of their capability and guide the parents to choosing the school for their children.

In the learning process, those teachers will explain more than once explanation to the student with special needs in order to give more understanding about the lesson they learnt. In the sport practice, the teacher will show up and give more explanation to them, when there is a sport practice exam, the student with special needs will get a dispensation to not do a practice exam but they can explain it more.

The assessment process is very important in order to classify the student with special needs before the learning process implemented. It is important to know their capacities and abilities in order to teach what are the suitable teaching and curriculum they should use. Because there is an assessment process in the management of student, some students in Yogyakarta City like, student in SMA Negeri 4 Yogyakarta who is named Gayo (visually impaired) was awarded in the international level for chess competition. The other examples are the student from SMK Muhammadiyah 3 Yogyakarta, Dhavyn Linggar Jati and Kurnia Khoirul Candra (hearing impairment students), who won the Technology Science throughout the Asia-Pacific level. This is the result of student management conducted by school because they are matching up with the needs and capabilities of the students. Also, they are able to manage and develop the talent of students with special needs.

2. The Curriculum

One of the important requirements to achieve a suitable and good education is setting up a good curriculum for the students. According to the Head of Department Education Decree in Yogyakarta City, the Organizing Educational Unit for inclusive education uses curriculum that accommodates the needs and abilities of students in accordance with their talents and interest, abilities, and needs.

The curriculum is an educational requirement that guides the educator in providing new knowledge to the students. It can be seen from the curriculum that has been provided in Law No. 20 year 2003, there is no difference between special needs student with the general student since they all get the same curriculum. The problem is there are some schools that have not been able to make a curriculum modification for the special needs student and the existing curriculum is still rigid. They should not just follow, but there must be adjustments to the needs of special needs student.

The lack of willingness and abilities of the teacher to serve the student with special needs, made it more difficult for them to teach effectively. In order to make a flexible curriculum for every student with special needs, the teachers need to open their mind and

be willing to help the students. They have to prepare the things to make the curriculum suitable for their students. The government of Yogyakarta City also gives a special workshop to manage the curriculum modification for the teachers. Actually, the keys in making a flexible curriculum are the willingness and the capability as well as the patience of the teachers in educating the students with special needs.

Inclusive education requires the existence of a flexible curriculum that is based on the needs, capabilities and skill of the students. For example, in the SMP Negeri 15 Yogyakarta, in the learning process in the class, the student who has autism will have a special service when they have a practice of reciting poetry. They feel ashamed to show up in their class so they will get a tolerance on practicing in their house using a record system.

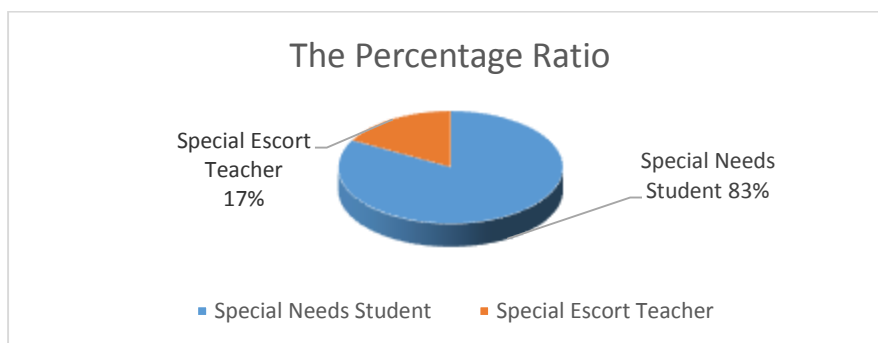
Actually, every student has specific needs that need to be taken care of. It should be noted that every student have the same learning opportunities as the other children in general. The difference is how the Government and schools participate in doing a modification of curriculum that match the potential and capability, as well as the barriers faced by the students with special needs. It mean, the teacher just give more attention in teaching student, not push the student using a rigid curriculum, but put more emphasis on teaching process in the class that aims to improve the knowledge of students.

3. The Educator

According to the Handbook of General Organization of Inclusive Education, educators are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on specific education units that carry out the inclusive education program. The educator who has an obligation in teaching and guiding the student with special needs is special escort teacher.

To implement an inclusive education program, the city government of Yogyakarta distributes special assistant teachers to each school to monitor the development of students with special needs. It can be said that the availability of special assistant teachers is increasing. If we compare with the availability of students with special needs, in 2016 alone the number of special escort teachers is only 100 but within 2 years, in 2018 it increased to 132 special assistant teachers.

Figure 3.3 the Percentages Ratio between Special Escort Teacher and Students with Special Needs on 2018



Source: The Implementation of Inclusive Education Management in Yogyakarta City



From the graphic above, the percentages of special escort teacher availability are 17% (132 teachers), whereas the number of special needs student are 83% (641 students). It is mean every teacher need to guide around 4/5 students in every schools. The government needs to increase the number of special escort teacher in guiding the special needs student, because it hard to teach and guiding more than 1 the students.

In distributing special escort teachers, each teacher is required to assess the type of retardation or special needs possess by the children. In other words, the aim is to modify the curriculum and teaching standards that suitable with their talents and capability. Special escort teachers are required to have Extraordinary Education (PLB) background to ensure that they are capable of facing the troubles and problems between the student with special needs and the teacher in regular class. Also, the special escort teachers perform that are not performed by the general teachers that don't get proper training on the implementation of inclusive school.

The Government of Yogyakarta City try to increase the number of special escort teachers, the Government also provided socialization and motivation to all of the general teachers in school to serve the students with special needs. Aside from motivation, the special escort teachers are also given training. There are 103 teachers that have sent for an exposure to school with inclusive education programs such as Qoryah Thoyibah Salatiga and Alfirdaus Surakarta on 2013. It is done to give them motivated, improve confidence, willingness within provides the training and competence enhancement programs to serve the students with special needs.

4. The Facilities and Infrastructures

The existence of facilities and infrastructure for students with special needs is often a question. The government has provided grants through the Regional Government Budget (APBD) for schools that offer inclusive education. Yogyakarta City Government has provided many facilities. The Yogyakarta City Government has provided facilities and infrastructure to help schools provide the needs of students with special needs. Over time, there has been an increase in the number of schools that have implemented inclusive education programs, which means the need for facilities and infrastructure has also increased. In line with this, this has become a problem, there are many schools that request and request facilities from the government.

In addition, according to Hastuti at Solider (Difabel News Agency of Indonesia), the existing school facilities and infrastructure have been built without regard to students with special needs. The building was not reached by students with special needs, there were even two floors without elevators and stairs (Hastuti, 2014). This research found that, this case exists because previously these schools were public schools that had never run an inclusive education program. In addressing this problem, schools such as SMK BOPKRI 2 Yogyakarta and Tamansari 1 Yogyakarta Public Elementary School added ladders. As a public school that has just offered inclusive education, equipment facilities are difficult.

The government requires all schools to cooperate with other actors / parties who have the same interests in this case. For example, SMP Negeri 15 Yogyakarta facilities include: Floor Guides, Wheelchairs, Water Cabinets, Libraries and Books. In an interview with Mr.



Nurbowo, the guide beam floor is a sign for students with special needs to make it easier for them to go to class or wherever they want.

At SMK BOPKRI 2 Yogyakarta provides Hearing Aids for deaf students to help them hear. On the other hand, SD Negeri Bangunrejo 2 Yogyakarta with the Helen Keller International Foundation has provided free dental and eye medical examinations for all students. They also collaborated with Sardjito Hospital and the American Company in providing sunglasses for students who have vision problems.

To add facilities and infrastructure, all schools need to make a proposal to the city government of Yogyakarta. This means that schools must recognize the detailed budgets for the facilities and infrastructure they need. This is a transparency mechanism between the government and schools in distributing budgets or facilities, so that proposals submitted by schools can be used as data for the government in making the final report.

Limited facilities and infrastructure, does not prevent schools to improve the quality of students. Schools must be able to use maximally all of their facilities and infrastructure for teaching and learning activities. In addition, teachers must also be good at identifying and must be more creative in teaching and using available facilities, so students will remain enthusiastic in the learning process. Former students serving various needs pay more attention to fostering trust and independence among students with disabilities.

5. The Budget

All students with special needs have the same obligation to pay the same tuition as students in general. For families who have difficulties in paying school fees, the Government has a Card to Prosperity, which aims to help support education for poor families living in the city of Yogyakarta. Funding for inclusive education for the City of Yogyakarta is sourced from the State and Regional budgets. The total budget for providing inclusive education has increased, if seen in 2016 amounting to Rp. 1,130,000,000 increased in 2019 amounting to Rp. 2,600,000,000. The budget that government has mostly using on several activities to improve the management of inclusive education such as like, Development and addition facilities and infrastructure for Resource Center, Vocational Training of special needs student, Workshop and Training, facilitate the schools, The Assessment of special needs student, and so on.

In order to get funds from the local government, the schools are required to make a proposal submission. The proposals submission made by the school is an important thing for the local government in conducting the budget from the Regional and State budgets. In the reality, there are some schools which have difficulty in obtaining funds, the funds given is insufficient and sometimes they don't get the budget from the government.

The government did a rejection proposal submission by the school if they late to submit their proposal to the local government. In fact, all schools have been informed that the limits proposals submission is 1 month. For example is the SD Negeri Bangunrejo 2 Yogyakarta was late to submit their proposal, so we eventually rejected it. Besides, there is still schools follow the information and they have been submitted their proposal before the limitation submission is over. So, they get the funds from the Government with accordance to the proposals funds raised.

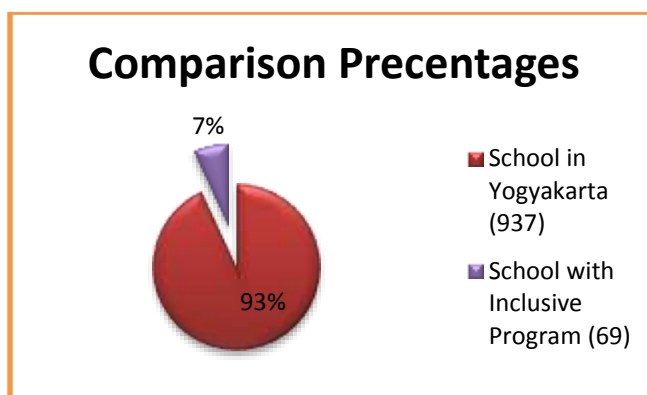
In addition, the Education Department implies that the implementation agencies are still limited in making the proposal. The task of the team is to take a control (analyze) and matching up with the programs between school and government. The lack of the team is also one of the problems that exist. However, in some cases, the proposals made by the schools were rejected. The programs that was listed in the school's proposal was not important and not suitable with the programs that made by the Education Department in implementing the inclusive education program.

The Government expects the school try to learn to be independent in applying for financial assistance to various agencies: government, private sector, or other institutions working on similar interest. However, the implementation of inclusive education that is carried out in regular schools with adaptations is need and requires a good financial management. It would be require the financial management that is able to meet a variety of needs in implementing inclusive education and overcoming the various problems linked to funding.

6. The Environment

With the promulgation of Mayor Regulations of Yogyakarta No. 47 year 2008 about the Implementation of Inclusive Education. All schools in Yogyakarta City are obligate and require implementing the inclusive education program. If we compare with all of existing school between the schools that got a decree to implement the inclusive education by government of Yogyakarta city, as shown below;

Figure 3.6 the Comparison Percentages between the existing Schools in Yogyakarta and the Schools that implement the inclusive Education Program on 2016



Source: Information Education Book 2016.

From the above data, from 937 existing schools that spread into 14 Sub-Districts in Yogyakarta City, there are only 69 schools who implement the inclusive education. These data shows that the schools participation are still less in implementing the program of inclusive education. This thing is one of the strategies by the government, because of inclusive education are open and friendly education, all of student can entering the school in Yogyakarta city. It is aims to protect the local budget for the students who lived and



domicile in Yogyakarta city, because a half of the students with special needs number is comes from outside Yogyakarta city. Those 69 schools feel ready, willing and want to get more budget to implement the inclusive education programs. for the other school who not offers this programs still implement the inclusive education with regularly monitored by the government.

In this part, the environment refers to the stakeholders (actors) who are involved and ware instrumental in the process of formation and implementation of inclusive education. The stakeholder may represent a group or individual responsible with interest in educational activities. The main stakeholder here is the student (Gultom, 2015). From the schema above, the student with special needs is the person who gets the most attention from the other actors.

The schools that implement the inclusive education need to manage well the relationship with the parents and society in order to create a good relationship in the context of efforts to promote education in the region. The existence of periodic information reports on the progress and needs of special needs children between parents and teacher in school is necessary. The teacher did collaboration with teachers in the extraordinary school to design the learning programs, modify the learning activity and curriculum that suitable with the needs of the special children.

The government program for educational activities such as training and seminars with topics according to the needs of the inclusive schools are intended for all actors. All of the actors require seeking assistance in the procurement of teaching aids and learning tools for student with special needs. The program is expected to go well by doing the preparation necessary for the success of the inclusive education program.

7. Special Service

Special education services are important to meet the needs of the student with special needs (Suparno, 2008). This education service aims to increase the knowledge and develop the talent of skills of student with special needs accordance with their abilities. In serving the children with special needs, the educational services provided could be quite different from the other general student. The schools and the government of Yogyakarta City try to provide the several services to implement the inclusive education program, that are;

1. Additional Class

The schools in Yogyakarta City give an additional class when the students finish the school hours. With additional class, the teacher can provide more attention on subjects which has not been understood fully by the students by repeating a previous lesson or discussing the examination questions. With this, it is expected that additional classes will improve the academic ability of the students.

2. Potential Development

In looking at the potential development of the students with special needs, schools are required to conduct the identification and assessment process that aims to find out the needs and the abilities of the students. For example, in SD Negeri 2 Bangunrejo Yogyakarta there are several examples of activities in facilitating the potential development of student with special needs. After identifying the students potential, there are some students who can be experts in the field of automotive



(shelter work shop). The school not only facilitates the ABK in developing the potential of their skills, but the government is also involved. The government gave training to the student with special needs on mirror painting and facilitates a laundry where the students were taught how to wash, iron, fold and envelop clothes for costumer or following the Loka Bina Karya.

3. Additional Teachers during the Examination

According to Mr. Thomas Risadi, in SD Negeri Tamansari 1 Yogyakarta when the special needs student confront the national examination, they commissioned more than 1 teacher to supervise each class to supervises the student with special needs during the exam. This aims to help the students when they have difficulties during examination like help them to move their answer to the paper worksheet or etc. The teacher also gives the national examination worksheets with big font sizes or the braille national examination for visually impaired students.

4. The Special Creation of Letter Completed Learning (*STTB: Surat Tanda Tamat Belajar*)

The presence of special STTB for student with special needs aims to help them in continuing level of education. The purpose of the STTB creation is to cater the student with special needs which do not follow the national exam and do not have a score of national examination. In the STTB there is a description that the owner of this STTB is the student with special needs. The purpose is to guide the schools in accepting students with special needs suitable to their facilities or not.

5. The Establishment of Technical Implementation Unit (*UPT: Unit Pelayanan Terpadu*) Disabilities Education Services and Resource Center

The establishment of UPT disabilities service is part of the government of Yogyakarta City plan since 2008. In December 29, 2016 the government of Yogyakarta City inaugurated the UPT for disabilities service (Reza, 2016). The UPT for disabilities service is located in SD Pujokusuman, Kolonel Sugiono Street of Yogyakarta. The establishment of UPT disabilities education services and resource center or Disability Services Unit (*ULD: Unit Layanan Disabilitas*) is part of the institution that serves as an organizer that facilitates the welfare of the person with disability. UPT disabilities also is the main focus in implementing the inclusive education program, that is open the therapy center, public discussion, assessment process, supply all of the activist like psychology and special escort teacher, training the teacher, and so on

In addition, the governments of Yogyakarta city also make a creation and strengthen the policy to protect and fulfill the rights of people with disability. These policy aims to provide an equal rights in giving education for all. In addition, The Yogyakarta City government also did a process of introduction and disseminating the inclusive education program, which pioneered the Four Inclusion Sub-districts. The 4 sub-districts that set to be an Inclusive Sub-district are Tegalrejo Sub-district, Wirobrajan Sub-district, Kota Gede Sub-district and Gondokusuman Sub-district. The purpose of this is to facilitate the coordination to guarantee protection and fulfillment rights of people with disability which will make Yogyakarta an Inclusive City.

From the explanation above, it can be inferred that various services are provided by the school and the government of Yogyakarta City. This implies the commitment in implementing the inclusive education programs. This is a challenge for the people who are



expected to participate in helping the inclusive education programs are implemented. The children with special needs require more guidance and attentions from the agencies who implement inclusive education programs. Flexibility of the learning process is necessary to help the students with special needs in receiving, understanding, and gaining confidence in their daily life.

DISCUSSION AND CONCLUSION

By measuring the policy of inclusive education using the 7 aspects of inclusive education management, it can be said that, this policy implementation are going well. The government of Yogyakarta city is stated that all schools should be accepts the student with special needs. The school should have a corporation with the government and after they give reports they have to follow the management steps of inclusive education as the requirement.

The management of student when they entering a school, assessment are made up to know the needs and capabilities of the student. In the learning process, the curriculum is mostly about the teaching process that requires to matching up with the student abilities. Also, make several programs that can improve the knowledge, skill and talent of students with special needs are needed. In running the inclusive education program based on the Regulation No. 47 year 2008, it can be said that this policy is implemented well and smoothly. Even they still got some problems and challenges, all of the parties who are involved in this case still do they are best to support this policy.

It can be seen from several activities they did like, first, they provided socialization by including 4 sub-districts to become an inclusive city that aims to socialize and give an idea about the concept of inclusive education. Second, the government provided education and training for the special escort teacher and the general teacher in schools. The aim is to improve the confidence and capabilities of the teachers in teaching process. Third, provide supporting programs to improve the talent and potential of students. Forth, cooperation among all parties involved in implementing this program. All stakeholders of this program are partners in conducting the procurement of goods and services, play an active role in conducting surveillance and give input about the operation of this program.

It can be seen, the strategy of the government is to protect the budget and it should be giving to the student who is come from the Yogyakarta city, which is why they only listed several legal schools who accept the children with special needs. From several efforts, strategies and activities aimed at the success of this program that the government of Yogyakarta City is have committed in fixing all the problems and obstacles that appear. Not only about the socialization, but the strengthening of policies that is the binding laws in implementing these policies. Actually, there are no standard/special criteria in implementing the inclusive education program. The implementation of inclusive education depends on the willingness of the actors who are involved. Inclusive education can be organized if the school feels ready and able to host them and also how the government and the other actors can have a good coordination to make teamwork in order to run the program well.



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