

Inclusive Schools: Between Justice and School Unpreparedness (Case Study at SMPN 10 Pekalongan)

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Abstract

The concept of inclusive schools has the goal of realizing justice for all students. By providing opportunities for joint and equal learning in regular schools. However, the practice of inclusive schools still faces many challenges, especially from the factor of school readiness. This study analyzes the application of the value of justice in the implementation of the inclusion school policy at SMPN 10 Pekalongan as well as the role of the Pekalongan City Education Office in striving to implement the value of social justice. This research uses a qualitative approach with a case study method. Data were obtained through interviews with guidance and counseling teachers and the Principal of SMPN 10 Pekalongan, education staff of the Education Office, and psychologist of H. A. Zaky Djunaid Hospital, observations were made at school, and during the process of mentoring students, as well as analysis of policy documents. The data obtained in the field was analyzed using the Miles and Huberman analysis method. The results of the study show that although schools have made good efforts to implement inclusive school policies, there are still obstacles, such as limited facilities, lack of funding and professional personnel, and there is still an inappropriate perception of education and the concept of inclusive schools from some parents. This unpreparedness has an impact on the effectiveness of inclusive learning and the welfare of students with special needs. A comprehensive strategy is needed, including teacher capacity building, provision of adequate facilities, and collaboration with stakeholders to ensure inclusive education truly embodies justice for all learners.

Keywords: education, social justice, and inclusive schools

INTRODUCTION

The Government of Indonesia's commitment to the implementation of inclusive school policies is evidenced by the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2023 concerning Decent Accommodation for Students with Disabilities in Formal Early Childhood Education Units, Primary Education, Secondary Education, and Higher Education. The implementation of the policy is also supported by the Guidelines for the Implementation of Inclusive Education. This education carries the concept that integrates diversity in the same class without exception, this concept is in line with Article 28 H Paragraph (2) of the 1945 Constitution which reads "Everyone gets convenience and special treatment to obtain the same opportunities and benefits in order to achieve the value of justice and equality".

In the implementation of inclusive schools, leaders are obliged to develop, create an inclusive learning environment, support and facilitate the implementation of inclusive education as mandated by Article 31 Paragraph (1) and (2) of the 1945 Constitution. In this context, inclusive education explores the potential and combines the abilities that students have so that in the end it will be developed optimally without discriminating. Interaction and learning in the same classroom will provide a different learning experience, thus a successor with better potential will be born (Vancikova et al., 2021).

Inclusive education is a global issue that is relevant to diverse dynamics and policies, Universal Design for Learning (UDL) is one of the learning approaches that considers the diversity, skills, and needs of students. This approach is crucial in the context of inclusive schools because of the pursuit of the values of justice and equality in education which is a challenge of unpreparedness in applying social justice values to inclusive school policies (Dalton et al., 2020)

Finland has demonstrated its commitment to developing inclusive schools since 1960, strengthened by the integration of special classes into general classes from 1980 onwards. This is done to shift the traditional boundaries between general education and special education. The increase in public discussion on inclusive schools also received a positive response from parliamentarians, which shows an increase in public awareness and support on the importance of inclusive schools to create a fair and equal educational

environment for all students (Niemi & Mietola, 2023).

In Poland, teachers are included in the process of formulating and promoting inclusive schools in the realm of legislation. Students are given special certificates so that teachers can easily understand the circumstances, needs, and abilities of these students. The policy showed success with an increase in the number of students with special needs by 61.6% in the 2019/2020 school year. Improving social function is shown by maintaining positive relationships with peers, respecting social norms, complying with class rules, and improving the ability to overcome challenges faced by inclusion students (Głodkowska, 2022).

Singapore signed the United Nations Convention on Persons with Disabilities in 2013, which encouraged the gradual development of a disability-friendly education system. Singapore has successfully implemented an inclusive school policy at the pre-school stage, which has led to a positive response from teachers who show an increased sense of responsibility to develop their competencies. Teachers' awareness and respect arise from preparing for learning so that they can accommodate the needs of all students (Goh & Tan, 2021).

In preparing for the implementation of the inclusion policy, the Government of Indonesia has made a series of comprehensive preparations. Training and socialization through the Merdeka Mengajar platform are carried out to prepare teachers who are ready to provide an optimal learning experience for students. Special skills training is also provided to Special Assistant Teachers (GPK) to ensure that special assistant teachers can create a welcoming and inclusive learning environment (Sari et al., 2022). The procurement of facilities is an important step to support the comfort of students in the school environment. This procurement process is carried out in two ways, the first is carried out independently by the school using the School Operational Assistance (BOS) fee and the second is through procurement carried out by the local Regional Education Office based on the school's priority scale (Agussalim, 2024).

Policy development regarding educator training and mentoring, curriculum adjustment, and classroom management in Indonesia can be said to be successful in efforts to improve the quality of inclusive education. The policy focuses on providing resources and supporting resources that are used to ensure that educators are equipped with adequate competencies in managing diverse classrooms, as well as being able to adapt to the curriculum that must be adjusted to the circumstances and needs of students (Sari et al., 2022). The government also issued regulations and guidelines that must be used as guidelines for both the central government and local governments regarding their obligations to ensure the feasibility of facilities in inclusive schools. As stated in Article 2 of Government Regulation of the Republic of Indonesia Number 13 of 2020 which reads "The provision of suitable accommodation in the field of education aims to ensure the implementation and/or facilitation of education for students with disabilities by the central government and local governments". The concept of inclusive schools has been proven to be successfully implemented in various countries, the Government of Indonesia is also committed to doing the same by preparing regulations and providing supporting facilities. However, based on field studies conducted by researchers, it was found that there are a number of obstacles that can hinder the implementation of social justice values in the implementation of inclusive school policies, especially at SMPN 10 Pekalongan which is the responsibility of the Pekalongan City Government.

Based on data reported to the Education Counseling Service of the Pekalongan City Education Office, in 2024, it is indicated that 197 inclusion students with the majority of intellectual disabilities are included, while the assessment quota provided only amounts to 50 people. Of course, the quota is less than the number of assessment needs for students with special needs needed in that year, therefore a permit application will be made to the Head of the local Education Office regarding the addition of the assessment quota in the following year (Kustiningrum et al. 2024).

This also has an impact on Students with Special Needs (PDBK) at SMPN 10 Pekalongan as an inclusion school, because not all students at the school can take the assessment in the same year. For students who have taken part in the assessment, the teacher will easily know the abilities, circumstances, and needs of the students, however, for students who have not had the opportunity to take the assessment this year, it will be prioritized next year. In this case, it will be a difficulty for educators because there are some students who have not received immediate treatment, of course it will make it difficult for teachers to fully understand the circumstances of the students.

There are several other obstacles, the lack of professionals such as Special Assistant Teachers (GPK) and expert psychologists and the absence of experts with a background in extraordinary education. It is a significant challenge due to the large number of complaints about students with special needs in the Pekalongan City area, but there is still a lack of experts who handle it (Maghfiroh et al., 2024). Based on the Basic Education Data website, in the Pekalongan City area there are 30 junior high schools, 17 schools have state status while 13 others have private status. Meanwhile, Pekalongan City only has 1 special assistant teacher who is focused on serving students with special needs in inclusion pilot schools under the auspices of the Pekalongan City Education Office. To handle it optimally, special assistant teachers can only handle 3-

5 students with special needs in one mentoring session. So that the mentoring process must be carried out alternately.

Operational fund constraints provided by the Pekalongan City Government. The limited budget provided has not been able to meet the operational needs of the inclusion school policy in the Pekalongan City area. This has an impact on inadequate inclusion school facilities and infrastructure. This can be seen by the absence of special facilities and infrastructure for students with special needs at SMPN 10 Pekalongan as well as special toilets for students with special needs. The procurement of disability-friendly facilities and infrastructure in inclusive schools is important because it forms students with special needs who are able to live independently in their social environment and can participate in state life (Ayibah et al., 2022)

Based on information from the Guidance and Counseling Teacher of SMPN 10 Pekalongan, other problems also arise due to the lack of understanding of parents about children with special needs (ABK) that make children less likely to receive attention from their parents (Hidayat et al., 2024). This can be seen from some parents who are called to school about the development of their children, but these parents seem to be indifferent and even some of them do not accept if their children are said to be children with special needs. Parents' dislike if their children are called children with special needs because there is still a public perception that children with special needs are considered a disgrace (Hidayat et al., 2024).

The difficulty of obtaining referral letters from several health centers makes the situation a little more complicated, this is needed if the student needs a referral to do therapy or when they need other follow-up treatment. This reflects that there are still obstacles in efforts to ensure the affordability of education for children with special needs. Greater efforts are needed to ensure that the principles of social justice are properly implemented in the implementation of inclusive school policies.

Based on data published by UNICEF in 2020, there are 0.8% or equal to 460 thousand children with special needs with an age range of 7-18 years, 40% of whom come from underprivileged families. As many as 20% of this number have never received formal education, while only 26% have successfully completed high school education. Based on these findings, there are still significant challenges in the affordability of children with special needs to receive education, greater efforts are needed in the application of social justice principles in terms of inclusive education in Indonesia.

In making the concept, of course, it will have a positive impact that will contribute to the implementation of the value of justice in education. Because the concept of inclusive schools is designed to accommodate the diversity of students in the same class, ensuring the goal of each student getting equal learning rights, optimal competency development to achieve maximum educational outcomes. This approach creates a learning environment that is responsive to the needs, potential, and uniqueness of each student that is supported by holistic academic and social development (Jardinez & Natividad, 2024). This merger also has an impact on overcoming discriminatory attitudes and views that have been seen by some people. Cost efficiency in the implementation of education policies can also be achieved by utilizing more optimal resources (Ainscow, 2020). Thus, inclusive schools not only develop a fair and equal educational environment but also foster more sustainable resource management

According to Brofen's ecological theory, this will be appropriate and interrelated with this research. The macrosystem will provide interaction and emotional support between fellow students and students with the people around them. The system will provide a description of the cooperation between the school and the local community. The ecosystem contains education policies and access to services provided by the government. In this case, Brofenbrenner's ecological theory provides a comprehensive framework that can be used to make it easier for researchers to understand the value of justice in the context of inclusive education (Paquette & Ryan, 2024).

Based on the reading studies conducted by the author, there have been many studies that discuss the implementation of inclusive schools at various levels of education, especially junior high schools, with most of the focus of the study on learning approaches, policy aspects, challenges, and factors that become obstacles that hinder the less optimal implementation of inclusive school policies in the field. One of them is an article entitled "Social Justice in Inclusive Education: A Theoretical and Practical Review" written by Rina Sari in 2021. which discusses what are the challenges and strategies of schools in pursuing the value of justice for all its students However, in the last 5 years there has been no research that discusses the implementation of the value of justice in schools and the pursuit of value of justice carried out by the Education Office.

This study aims to determine the implementation of schools in implementing inclusive school policies at SMPN 10 Pekalongan in the context of fulfilling the principle of social justice values for students with special needs (PDBK). In addition, this study is also intended to find out the role of the Pekalongan City Education Office in creating social justice inclusive education, especially at SMPN 10 Pekalongan. Thus, this study is expected to provide an in-depth description of the readiness of schools in implementing inclusive school policies as well as finding the most appropriate solutions in overcoming existing obstacles. Based on this background, it is still clear that there is a gap between the government's expectations and the reality on

the ground. The government wants to provide equitable education for all people, but in fact there are still several obstacles that hinder the implementation of social justice values in inclusive schools. The results of this research can of course be used as a reference for improvements for local governments and other local governments to know more about the obstacles to the implementation of inclusive school policies in their areas so that they can foster the implementation of social justice values in the optimal implementation of inclusive school policies.

METHOD

This study uses a qualitative case study method. Case study is a research method used to explore an entity for a certain period of time, to obtain a complete and comprehensive description of a substance so as to produce data for in-depth analysis (Abdussamad, 2021). The use of this method allows researchers to analyze the implementation of social justice values in SMPN 10 Pekalongan in depth from various aspects such as the factors that are obstacles to the implementation of social justice values at SMPN 10 Pekalongan and the role played by the Pekalongan City Education Office in striving to implement social justice values in SMPN 10 Pekalongan. The selection of research subjects includes the Principal of SMPN 10 Pekalongan to find out the obstacles experienced by the school in implementing the inclusion school policy, the Guidance and Counseling Teacher of SMPN 10 Pekalongan to find out the category of students with special needs and learning obstacles experienced by students when studying, the Junior High School Division of the Pekalongan City Education Office to find out the participation given by the Pekalongan City Education Office in assisting the implementation of the policy inclusion school at SMPN 10 Pekalongan, Principal and Special Assistant Teacher (GPK) at the junior high school level Educational Counseling Service Disability Service Unit (ULD Lakondik) of the Pekalongan City Education Office to find out the role and form of services provided by Lakondik in improving the learning competence of students with special needs, and expert psychologists from H.A Djunaid Hospital to find out the form of services needed by students with special needs at SMPN 10 Pekalongan. With this research method, the researcher is more flexible in collecting data on the efforts carried out by SMPN 10 Pekalongan and the contribution of the Pekalongan City Education Office in seeking the application of social justice values in inclusive schools. The research was conducted at SMPN 10 Pekalongan, the Pekalongan City Education Office, and H.A. Djunaid Hospital Pekalongan City, the research took place from November to January. The data collection technique using the triangulation method is a data collection technique that combines various data collection techniques and existing sources, in this technique also includes testing the credibility of the data (Hardani et al., 2020). Observations were carried out to obtain results regarding the process of identifying students who are indicated as students with special needs, the assessment process of students with special needs, the mentoring process carried out by the Pekalongan City Dindik Lakondik, and the further handling process carried out by experts. The interview method was carried out to the research subjects that had been planned by the researcher. The documentation includes the observation process, the interview process, and some documentation related to the document of the appointment of SMPN 10 Pekalongan as an inclusion pilot school, the state of the environment of SMPN 10 Pekalongan, and the implementation of further handling carried out by Lakondik and expert psychologists. The data analysis technique uses the Miles and Huberman interactive data analysis model in (Imam et al., 2023) The flow chart is as follows:

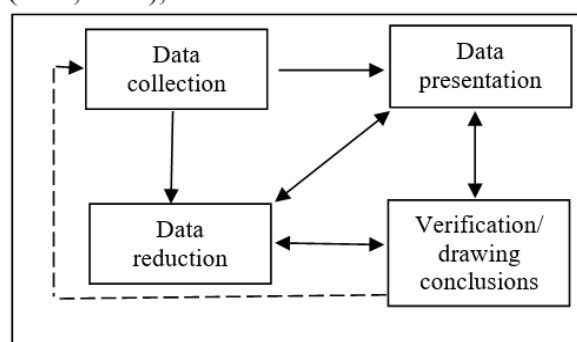


Figure 1. Miles and Huberman Data Analysis Components : Interactive Models

This study uses the credibility triangulation data validity method, data that has been obtained from various sources will be verified using various data collection methods and various data sources (Hardani et al., 2020)

RESULT AND DISCUSSION

Since 2018, SMPN 10 Pekalongan has been appointed as an inclusion pilot school under the auspices of the Pekalongan City Regional Government. In this case, the Pekalongan City Government has a legal basis that is used as a guideline in the implementation of inclusive schools, namely Pekalongan Mayor Regulation Number 28 of 2024. Based on the Decree of the Head of the Pekalongan City Education Office Number 400.3.9.9/012.6, SMPN 10 Pekalongan was designated as the only junior high school level inclusion pilot school in Pekalongan City. This school has a total of 35 inclusion students in the 2024/2025 school year. In 2024, there is an assessment quota given by the Pekalongan City Education Office of 50 students, but at SMPN 10 Pekalongan, only 17 students have been assessed by expert psychologists. Based on observations and assessments, the majority of students with special needs are slow learners, while others consist of learning disabilities such as dyslexia, intellectual disabilities, deafness, and the disabled.

The value of social justice is contained in various fields, according to Basil Bernstein (2000) in (Duarte et al., 2024) Social justice can be interpreted as pedagogic *distribution* or as a situation that can accommodate all students to get a democratic and fair educational experience. The concept contains 3 pedagogical rights, including; (1) Improved, the right allows for both individual and social limits, but this right provides a deep understanding of new possibilities that will make individuals more confident. (2) Inclusion, this right applies to life and social communities that embrace each other and are equal. (3) participation, containing the need for participation in the field of improving order, the existence of disability-friendly development, and the existence of maintenance as tangible evidence of the existence of civic practices and applicable at the state political level.

The purpose of implementing inclusive schools is to emphasize that all children certainly have the same rights and opportunities to get access to education so that they can develop their welfare and participate fully and equally in community life (Leijen et al., 2021). Based on the website of the Ministry of Education and Culture, the implementation of inclusive schools has the principle that every student has the same right to develop their potential, provide learning opportunities that combine diverse students in the same class, and from the implementation of this policy, schools are also given the principle of flexibility to adapt to the conditions, characteristics, and needs of students. Justice is very important in the field of education. For educators and academics, justice does not only include the education system but also includes fair social practices in order to grow and maintain society (Mifsud, 2024.)

In the implementation of the inclusion school policy at SMPN 10 Pekalongan, several obstacles were encountered. Parents with an economic background are less fortunate so they prioritize work more so that children get less attention from their parents. In this case, parents, the community, and the government are a unit that is responsible for preparing educational facilities and infrastructure so that the success of education itself can be achieved. The economy has a great influence on the child's access to education, students who come from upper-middle-class families receive more guidance and direction from their parents while students from lower-middle class mostly receive less guidance and direction from their parents because the orientation of the student's parents is focused on how to meet their daily life needs (Kamsi & Ertati, 2024).

Lack of parental knowledge about the child's condition and parental knowledge about children with special needs. Most parents do not know or even care about the role and responsibility of their own family management in terms of their children's education (Kamsi & Ertati, 2024). In this case, education is a matter that is less prioritized in the community. Lack of openness of parents' thinking to the importance of formal education (Ladaria et al., 2020), Of course, it encourages a lack of interest in learning in children so that children do not want to continue their education to the junior high school level (Ladaria et al., 2020). In this case, education is a matter that is less prioritized in the community. Lack of openness of parents' thinking to the importance of formal education (Ladaria et al., 2020), Of course, it encourages a lack of interest in learning in children so that children do not want to continue their education to the junior high school level (Mutiah et al., 2020). This makes the number of students at SMPN 10 Pekalongan only 2 classes at each level. In addition, the inappropriate interpretation by the surrounding community also made the school experience a lack of students. The community interprets inclusive schools as the same as special schools.

In this regard, the school conducts socialization to increase the number of students at SMPN 10 Pekalongan as well as provide awareness for parents so that their children want to continue their education to the junior high school level. The socialization was carried out from house to house, to elementary schools and even to every village that is close to the school environment of SMPN 10 Pekalongan. The socialization succeeded in increasing the awareness of parents and students about the importance of education, especially inclusive education (Meka et al., 2023). This is evidenced by the increase in the number of students which was initially only 2 classes but now it is 4 classes. Because the number of regular students is much more than students with special needs, of course there can be the potential for discrimination or intolerance.

According to the narration of the Guidance and Counseling Teacher of SMPN 10 Pekalongan and the special companion teacher at the Lakondik Dindik Junior High School Level in Pekalongan City, initially there was indeed a social barrier between the two. This is natural because it is still an adaptation for both, as said by Pandu in (Nursya'bani et al., 2021) That the difference between the two both physically and psychologically will of course affect their mental and psychological condition, so that students with special needs tend to feel inferior and lack confidence in making friends. With the efforts of familiarity both in class due to interaction when studying in class and when playing during breaks, now the two can socialize, play, and joke together. There is no separation barrier that separates friendship between the two. Regular students have begun to understand how to socialize with students with special needs and students with special needs no longer have tantrums if there is friction with their peers. In this case, the school succeeded in building a relationship between students with special needs and regular students. Because of the differences in the growth and development process both physical, mental, intellectual, social, and emotional, of course, some children with special needs need handling from experts to overcome developmental disorders and disorders suffered by children with special needs (Mirnawati, 2020).

The school collaborates with experts from the Education Office and expert psychologists as a follow-up effort if there are students who need further treatment. In the previous school year there was one student with Down syndrome but because the school felt that the handling carried out by the school was not optimal, the Guidance and Counseling Teacher of SMPN 10 Pekalongan also coordinated with parents and experts for better handling for students with special needs. Finally, the students with special needs received home schooling services from the local ordinary school to get better handling.

In the implementation of learning in the classroom, teachers provide a Universal Design Learning (UDL) learning approach. Because UDL can be used for the circumstances of students, including Students with Special Needs (PDBK). Its main goal is to provide educational opportunities that are equal to encouragement from educators by offering representation, expression, and engagement for diverse learners to use and acquire new knowledge. In this case, it will help teachers in minimizing obstacles in education, besides that UDL also helps to promote disability-friendly inclusive education (Almeqdad et al., 2023).

Based on assessments and observations carried out by special assistant teachers from Lakondik and guidance and counseling teachers who have received training to become special assistant teachers, classroom teachers are equipped with knowledge about their circumstances, interests, needs and how to treat students with special needs according to their circumstances. In practice, teachers provide different learning burdens to students that are adjusted to the abilities of regular students with the abilities possessed by Students with Special Needs (PDBK). In addition, teachers also make adjustments to teaching methods so that students with special needs are easier to understand the learning delivered by teachers. In a wider scope, the school divides the students in each class equally with the number of 4-5 students with special needs in each class, this is in accordance with the proportion of the number of inclusion students as stated by the Junior High School Division of the Pekalongan City Education Office that the quota of inclusion students is 15% of the quota of each class. In addition, schools also encourage student achievement according to students' interests, abilities, and competencies as well as in the participation of students with special needs in gymnastics competitions, drumband competitions, and POPDA. This is proven by the participation of students with special needs both inside and outside the school environment, students with special needs are not an obstacle to the sustainability of the practice, even at the end of November 2024 yesterday SMPN 10 Pekalongan won 1st place in the drum and drum competition throughout Pekalongan City. In order to help the comfort of students with special needs who are deaf, schools also help apply for supporting facilities such as the realization of the procurement of hearing aids so that students with special needs can participate in learning more easily.

In the implementation of inclusive schools, of course, various parties must be involved to support the implementation of optimal inclusive schools (Ainscow, 2020). Therefore, SMPN 10 Pekalongan collaborated with the Educational Counseling Service of the Pekalongan City Education Office (Lakondik Dindik Pekalongan) and expert psychologists from H.A. Djunaid Hospital. The establishment of the Disability Service Unit (ULD) or Educational Counseling Services under the auspices of the Pekalongan City Government is based on Article 13 of Permendikbudristek Number 48 of 2023. This is a concrete step from the government to ensure that inclusive schools receive handling from experts. In the same regulation in Article 16, the duties of the Lakondik are; (1) implementing the Ministry's policies related to disability services. (2) Prepare a needs analysis. (3) Provide data and information. (4) provide recommendations. (5) Carry out technical training and guidance. (6) carry out supervision, evaluation, and reporting.

The provision of learning media assistance by the Pekalongan City Education Office is used as a means of supporting learning that will be carried out by Lakondik during learning in the remedial class and skills class. The Pekalongan City Education Office through Lakondik provides services and assistance to students with special needs so that students with special needs can develop more optimally both socially, emotionally,

and cognitively. The remedial class is a class that teaches cognitive abilities in the classroom if the child with special needs experiences obstacles during the learning process. The teacher will coordinate with Lakondik regarding the learning obstacles, then Lakondik will hone these skills to be better.

Lakondik will come to SMPN 10 Pekalongan every day except Friday because on that day SMPN 10 Pekalongan will usually hold activities outside the classroom which of course will make the energy of students with special needs quite drained. The competencies taught are how to write, count, and teach the order of daily activities using card media and several other media. The skills class contains training in making artworks that can hone creativity as well as inspiration for students to sell. The skills training that has been carried out is keychain making and buying and selling practices.

Psychologists from H. A. Djunaid Hospital also provided assistance in the form of how to handle students with special needs who were found difficult for their parents. Usually Lakondik will coordinate with the school regarding what is the difficulty regarding children with special needs, then parents will be gathered in the Lakondik Room to receive socialization and training. Expert psychologists will provide training and socialization on Thursdays in the first and third weeks of each month.

Unlike schools in general, in inclusive schools there are regulations regarding curriculum adjustments so that the curriculum is adjusted to the circumstances and needs of students with special needs so that the curriculum can accommodate the needs and circumstances of all students. The training was carried out by the Pekalongan City Education Office by involving the Vice Principal for Curriculum, Mathematics Subject Teachers, and Indonesian Language Teachers. This proportion is based on the responsibility of the Deputy Principal for Curriculum Affairs who of course is in charge of adjusting and designing the school curriculum as well as 2 teachers who indeed have more class hours than other subjects. Procurement of technical guidance for school principals, teachers of Indonesian language and or teachers of mathematics, and vice principals for curriculum. The training contains regulations regarding curriculum adjustments, how to handle students with special needs, and services carried out by the Pekalongan City Education Office if schools experience obstacles in the implementation of inclusive schools. The training was carried out in a hybrid manner, direct socialization and the provision of materials and several problems that are usually obstacles to inclusion schools. The training was carried out by 3 guidance and counseling teachers who had been appointed directly by the Ministry of Education to get training as special assistant teachers in Jakarta until then the three teachers were required to disseminate the knowledge to other teachers. In Hall B of the Pekalongan City Education Office, the socialization was held on October 25, 2024 - November 2, 2024.

Not all teachers know what the circumstances and needs of students are, especially students with special needs. It is necessary to have an assessment carried out by experts to find out the circumstances, potentials, and obstacles of students with special needs. SMPN 10 Pekalongan collaborates with Lakondik and expert psychologists to obtain scientific results regarding the condition of each student with special needs, so that students with special needs get the right treatment. The assessment process flow chart is below:

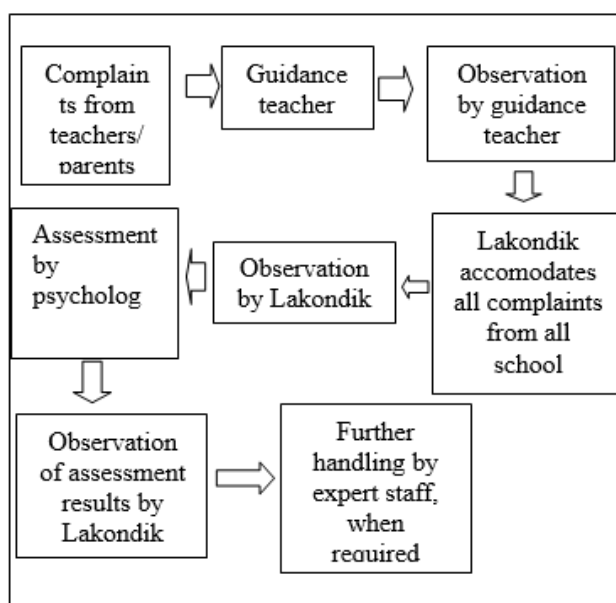


Figure 2. Assessment Process for Students with Special Needs

Explanation:

1. School guidance and counseling teachers will collect various complaints from parents and subject teachers regarding the condition of students with special needs during learning.

2. The guidance and counseling teacher will make observations, then report the results of the observation to the Pekalongan City Dindik Lakondik.
3. Lakondik received complaints from guidance and counseling teachers throughout Pekalongan City.
4. Lakondik observes students with related special needs .
5. The results of these observations were given to expert psychologists. Then from all this data, an assessment will be carried out, adjusting the budget and quota provided by the Pekalongan City Education Office.
6. The assessment process by a psychologist, then the results of the assessment carried out by an expert psychologist will be given to Lakondik.
7. The results of the assessment will be observed and submitted to the school.
8. Based on the results of the assessment that has been carried out, further treatment will be carried out for students with special needs who need therapy or other treatment.

The flow chart provides a visualization of the flow of students with special needs in undergoing the assessment process. In this regard, educators can find out directly about the condition of students during the assessment process. Knowing how the situation is and how the student should get treatment that suits his needs and circumstances. The flow chart can also be information for parents and other readers that in determining the condition of students through a series of processes that are quite long and not based only on observation or estimates.

CONCLUSION

In this case, schools have full control in implementing inclusive school policies related to the learning process, mentoring, and how the circumstances of the students will be brought and directed in the future. Because all policies, curriculum preparation, learning processions, and mentoring are carried out by schools, but in their implementation there are still obstacles that hinder the effectiveness of the implementation of justice values. These obstacles include: limited facilities and infrastructure, lack of professional personnel, limited funding, and there are some people who have inappropriate perceptions of the concept of inclusive schools and their views on children with special needs. The collaboration between SMPN 10 Pekalongan, the Pekalongan City Education Office, and Hospital Expert Psychologist H. A. Djunaid is used massively to reduce obstacles and increase the effectiveness of mentoring for students so that they can achieve better results.

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