



Innovative Inclusive Education Programs for Children and Youth with Special Needs: A Literature Review Toward Achieving the Sustainable Development Goals in Indonesia

Reska Monika, Wiwin Hendriani, Nono Hery Yoenanto

Universitas Airlangga, Surabaya, Indonesia

*corresponding author email: reska.monika-2023@gmail.com

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Abstract: This in-depth study on the role of teacher mobilization strategies in improving education quality reveals significant findings. This research uses systematic literature review analysis with the PRISMA 2020 method. To develop innovative inclusive education programs for children and young people with special needs, some important steps and principles can be drawn from experiences and studies that have been conducted, especially in Indonesia. The research identified challenges faced in implementing inclusive education in schools, particularly the lack of support and training for teachers and inadequate preparation of regular schools. Collaboration and support across stakeholders is considered essential to improve this situation. Recommendations include developing a collaborative model for early identification of children with special needs, facilitating government policy in the development of inclusive education, emphasizing multicultural education, adapting the national curriculum, and improving teacher professionalism.

Keywords: special education, special children and youth, innovative inclusive education

I. Introduction

The implementation of inclusive education for children with special needs in Indonesia is a complex and evolving process. However, there are still challenges in implementing inclusive education, such as the need for a supportive and flexible environment, qualified teachers, and adequate resources (Pujaningsih & Praptiningrum, 2021). One of the efforts to improve the quality of education and change the way education is delivered in Indonesia is the innovative Inclusive Education Program for children and young people with special needs. This program aims to change the way of education so that all students, including those with special needs, get the right and proper education in Indonesia, the inclusive education program has started in recent years, especially in primary schools. This program is an education system that allows all students with disabilities and special talents to attend education together with other students. The 2013 curriculum, which supports inclusive education and incorporates the concepts of education for all and school improvement, is used in all schools in Indonesia from primary to senior secondary schools. Teachers and educators should pay attention to this curriculum during inclusive education programs. Schools must have facilities and infrastructure that support inclusive education programs, such as a disability-friendly school environment, teachers and staff who can understand and implement inclusive education programs, and resources and resources that support inclusive education. In addition, to support the success of the compulsory education program for children with special needs, inclusive education also requires coaching. With innovation and determination, inclusive education in schools can increasingly play a role in changing how education is delivered in Indonesia and clarifying educational opportunities for children and young people with special needs.

Children with special needs are often used as an alienated group, and often get discriminatory behavior on them, especially in the world of education. Children with special needs are children who have various mental, behavioral, sensory, communication, and physical differences that are different from children in general (Sukadari, 2020). Children with special needs are often used as an alienated group, besides that children with special needs also often get discriminatory behavior toward themselves, especially in the world of education. Even though the educational environment is very important for every child. According to Senia (2019) children with special

needs should also be able to get an education like other normal children, because education is a very important factor in the growth and development of children growth and development each child has differences as well as children with special needs. However, it cannot be denied that children with special needs also have the right to receive education services like other normal children without seeing the differences that exist between them Dewantoro, et al (2023).

This type of education service provides opportunities for children with special needs to receive education in regular classes together with their peers. Ha is applied to optimally develop the potentials that exist in themselves (children with special needs). This education service is called inclusive education services (Jauhari, 2017). The purpose of this inclusive education service is to provide the widest possible opportunity for students with special needs to be able to obtain quality education without discrimination and realize education that respects differences or diversity.

II. Method

This article is based on a review of 15 kinds of literature and journals obtained from various sources. Data was collected by reviewing the following official databases: Scopus, ScienceDirect, PsycINFO, Google Scholar, Research Gate, Sinta, and Garuda. To gain better knowledge about innovative education programs for special children and adolescents, the researcher conducted a scoping review of research articles written in different countries. Similarly, the researcher reviewed and compared research works related to the concept and characterization of inclusive education programs implemented in schools..

The search process was conducted using the keywords, education program, inclusive education, special children and youth, and special education. Each article was selected based on specific questions developed by the authors as a first step toward the role of inclusive and innovative education programs for special children and adolescents to be implemented in schools.

Unrelated themes were temporarily separated and not included as part of the analysis. However, if the researcher finds a theme that provides new information, even if it is outside the specific question formulated, the researcher will prepare the information along with the main theme. Researchers used a literature review research format using PRISMA 2020. The data search is based on previous studies that are relevant to the research questions. Based on a review of the PRISMA diagram, it was found that 20 research articles were thoroughly reviewed, for articles that were excluded, they were not included but became data to support the findings of the research results.

III. Results and Discussion

Learners with special needs who attend mainstream schools often experience difficulties in participating in learning and become obstacles for teachers when teaching with the unavailability of accompanying teachers. Therefore, it is very important to consider the needs of students, especially when organizing innovative inclusive education for special children and adolescents. The following results of the literature review are summarized in the results mapping table 1:

Table 1. Mapping of Literature Review Result

No	Research Title, Author	Research Methods	Research Result
1	Inclusive education in islamic education institutions: a case study at MIT Ar-Roihan Malang Regency, Hidayati (2022)	Qualitative research methodology with phenomenological, sociological, and psychological approaches. Through in-depth interviews, participatory observation, and document study	The results of this study prove the success of inclusive implementation at MIT Ar-Roihan Malang which aims to provide education to all children without discrimination, especially those with special needs, through qualitative methods and various approaches, resulting in positive academic and non-academic achievements for students.
2.	Inclusive education as a	Descriptive qualitative research with data collection through interviews	The results of this study state the importance of inclusive education for children with special needs,

	solution in education services for children with special needs, Hidayati & Warmansyah (2021)	and analysis using the Miles and Huberman Technique, using Purposive Sampling for subject selection.	emphasizing tailored activities, community support, equal opportunities, and the role of inclusive education in fostering confidence and competitiveness among these children
3.	Inclusive education for children with special needs in primary school, Mardiana (2021)	Case study approach with data collection through observation, interview, and documentation.	This study discusses the challenges of implementing inclusive education for children with special needs in primary schools, emphasizing the lack of appropriate support and training for teachers and the lack of preparation of regular schools for inclusive education. It also highlights the importance of collaboration and support from various stakeholders to improve the situation.
4.	Education policy for children with special needs in Surabaya from an Islamic perspective, Rachman (2020)	Qualitative with a literature review approach	The results of this study state the special education program for children with special needs in Surabaya, emphasizing inclusive education, the role of the ECD center, and alignment with sustainable social development and community welfare, as well as recommending its continuation and potential replication in other fields.
5.	Challenges of inclusive education in educating children with special needs, Ramadhana (2020)	In this research, researchers used an approach in the form of library research	The results of the study explained that teachers generally have a positive perception of the inclusive program, but there are challenges related to regular teachers' understanding of the inclusive education program
6.	An analysis of teacher readiness for the inclusion program, Firli & Sunardi (2020)	A qualitative approach with a case study design, using questionnaires and interviews to analyze teachers' readiness for the inclusive education program. Data analysis was conducted through inductive theory and data reduction techniques, with a sample of teachers from 2 inclusive schools in Surakarta selected through random sampling.	The results of the study explained that teachers generally have a positive perception of the inclusive program, but there are challenges related to regular teachers' understanding of the inclusive education program
7.	Special education management in inclusion class at SD Terpadu putra Harapan purwokerto, Mukti & Harimi (2020)	The descriptive qualitative field research method focuses on the management of character education for children with special needs in inclusive classrooms. This study examines the process of planning, organizing, implementing, and assessing character education.	The results of the study describe the character education management process starting from planning, organizing, and evaluating goes well, with the support of all the resources involved, namely from the school, community, family, and the integrated elementary school community of the son of Hope Puwokerto.
8.	A collaborative model for early identification of children with special needs to support the implementation of inclusive education, Mustafa dkk.	Development of a multi-stakeholder collaborative model for early identification of children with special needs through interviews, Health and Education departments social services, and psychological institutions.	The results of this study propose the development of a collaborative model among stakeholders to identify children with special needs early so that preventive and corrective actions can be taken early on.

(2020)			
9.	Inclusive education for students with special needs in South Kalimantan, Amka dkk. (2020)	A mixed method with a sequential explanatory design, combining face-to-face surveys and interviews with principals, teachers, parents of students with special needs, and other stakeholders.	The main finding of this study is that government policies have facilitated the development of inclusive education in schools in South Kalimantan, with support from principals, teachers, and parents, although implementation varies between schools
10.	Implementation of multicultural education in addressing diversity in inclusive schools, Wardhani (2018)	Literature review	The results of this study discuss the implementation of multicultural education in addressing diversity in inclusive schools, emphasizing the importance of tolerance and respect for differences among students.
11.	Curriculum implementation in inclusive education school providers, Sebrina & Sukirman (2019)	Descriptive method and qualitative approach.	The results of this study indicate the application of curriculum modifications for inclusive education, emphasizing individual curriculum development in inclusive classes based on individual needs. Adaptation of the national curriculum for students with special needs in the framework of the national curriculum.
12.	Implementation of Inclusive Schools in Indonesia, Darma & Rusyidi (2003)	The methodology involves discussing the various strategies and methods used to implement inclusive education that are influenced by cultural, political, and human resource factors.	The results of this study state the importance of inclusive education for children with special needs and the need to create a supportive and welcoming environment to provide quality education for all citizens and to promote inclusiveness in society.
13.	Inclusive education in Indonesia, Alfian (2013)	Involves the implementation of inclusive education in Indonesia based on the national education system constitution No. 20 of 2003 and the national education standards regulation No. 19 of 2007, focusing on the provision of learning facilities and infrastructure needed to meet the educational needs of national education goals.	The results of this study explain the importance of inclusive education for children with special needs in Indonesia, emphasizing the equality of education and the alternative solutions provided to access education in remote areas that are supported by specific laws and standards.
14.	Government policy on inclusive education, Yusraini (2013)	Review of government policies and regulations related to inclusive education	The results of this study explain inclusive education as a system of education services for children with special needs in regular schools, in line with government policy, and emphasize the importance of collaborative efforts between teachers and parents for its success.
15.	Implementation of inclusive education for children with special needs in the national school system, Ishartiwi (2010)	Descriptive quallittatif method	The results of the study state that the implementation of an innovative inclusive education program for children and adolescents with special needs in the national education system, but is still not fully implemented.

This research shows that the inclusive implementation at MIT Ar-Roihan Malang has successfully provided education to all children without discrimination, especially those with special needs. The qualitative approach and various strategies implemented have resulted in positive

academic and non-academic achievements for learners. The findings confirm the urgency of inclusive education for children with special needs, with an emphasis on the customization of activities, community support, equality of opportunity, and the role of inclusive education in increasing the confidence and competitiveness of these children

However, the research also highlighted challenges in the implementation of inclusive education in primary schools, mainly related to the lack of adequate support and training for teachers and the lack of preparation of regular schools in delivering inclusive education. Collaboration and support from various stakeholders is needed to improve this situation.

In addition, the study found that although teachers generally have a positive perception of the inclusive program, there are still challenges related to regular teachers' understanding of the inclusive education program. Character education management was identified as running well with the support of the various resources involved, including the school, community, family, and society of Putra Harapan Puwokerto Integrated Primary School.

The research also recommends the development of a collaborative model among stakeholders for early identification of children with special needs to take preventive and corrective action early on. The main findings of the research show that government policies have facilitated the development of inclusive education in schools in South Kalimantan, although implementation varies between schools.

Furthermore, the research discusses the importance of multicultural education in dealing with diversity in inclusive schools, emphasizing tolerance and respect for differences among students. In addition, the adaptation of the national curriculum for students with special needs is also highlighted as an important step in ensuring quality inclusive education (Yusuf et al., 2017).

The research confirms that inclusive education is not only important for children with special needs in Indonesia but also supports the creation of an inclusive and welcoming environment for all citizens. Collaborative efforts between various parties, including teachers, parents, and the government, are needed to achieve success in the implementation of inclusive education. Nonetheless, there is still room to improve the implementation of innovative inclusive education programs for children and youth with special needs in the national education system.

To develop innovative inclusive education programs for children and young people with special needs, some important steps and principles can be drawn from experiences and studies that have been conducted, particularly in Indonesia. Below are some recommendations based on the information provided:

1) **Multidisciplinary Approach**

The program run by Yayasan wahana Inklusif Indonesia uses a multidisciplinary approach by involving professionals in the fields of education, psychology, and health as well as teachers and parents. This approach allows for a more holistic evaluation and ensures that the learning needs of students with disabilities are thoroughly identified.

2) **Assessment and Diagnosis**

Improving the professionalism of teachers who teach students with disabilities is key to improving the quality of education. Teachers should receive training and support to use assistive technology and effective teaching methods.

3) **Teacher professional development**

Improving the professionalism of teachers who teach students with disabilities is key to improving the quality of education. Teachers should receive training and support to use assistive technology and effective teaching methods.

4) Improving Inclusive Education

Improving education services in rural inclusive schools is an important step to ensure that students with disabilities have access to appropriate education. This includes providing necessary accommodations and improving the quality of education resource

5) Promotion of Inclusive Education

Through analysis and knowledge sharing, organizations like the World Bank promote Inclusive Education in Indonesia. Supporting pilot programs and studies on effective methods and identifying gaps in inclusive education can help in driving positive change.

6) Use of Assistive Technology

Using assistive technology to help students with disabilities in the learning process is one of the effective ways to improve the quality of education. It can help to increase student engagement in the learning process and support their learning.

By implementing these Measures, it is hoped to create an innovative and effective Inclusive Education Program for children and youth with special needs, which not only improves the quality of their education but also strengthens the school community and society as a whole.

IV. Conclusion and Suggestion

This research identified challenges faced in implementing inclusive education in schools, particularly the lack of support and training for teachers and inadequate preparation of regular schools. Collaboration and support across stakeholders was considered essential to improve this situation. Furthermore, the research highlighted the importance of regular teachers' understanding of inclusive education, while noting that character education management works well with support from various resources, including schools, communities, families, and the Putra Harapan Puwokerto integrated primary school community.

The recommendations of this study include the development of a collaborative model for early identification of children with special needs, facilitation of government policies in the development of inclusive education, emphasis on multicultural education, adaptation of the national curriculum, and improved teacher professionalism. These measures will hopefully strengthen innovative and effective Inclusive Education Programs for children and youth with special needs, with widespread positive impacts not only on the quality of their education but also on the school community and society as a whole .

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