

# Reframing Disability Education Rights: A Normative Inquiry into Article 10 (a) of Indonesia's Law No. 8/2016

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## Abstract

**Purpose:** This study aims to examine the legal protection of the equal educational rights of persons with disabilities in Indonesia, with a specific focus on Article 10(a) of Law Number 8 of 2016 concerning Persons with Disabilities, which guarantees the right to quality education at all units, pathways, and levels through inclusive and special education.

**Method:** This study employs a normative legal approach using statutory analysis. The method involves examining laws and regulations, reviewing legal documents, and analyzing international legal principles, particularly the Convention on the Rights of Persons with Disabilities (CRPD), as a comparative and normative framework for the study.

**Results:** The findings revealed that although legal norms guaranteeing educational rights for persons with disabilities have been explicitly formulated, their practical implementation remains ineffective. Consequently, these provisions can be categorized as *empty norms*, where legal guarantees exist formally but fail to provide substantive legal protection in practice.

**Conclusion:** The study concludes that Article 10(a) of Law Number 8 of 2016 has not yet effectively functioned as a legal foundation for inclusive education in Indonesia. The gap between normative legal provisions and their implementation undermines the realization of equal educational rights for persons with disabilities.

**Limitations:** This research is limited by the absence of empirical data examining the actual implementation of inclusive education policies across different educational units and regions in Indonesia.

**Contribution:** This study contributes to the development of inclusive education law, disability studies, and public policy by critically analyzing core legal provisions on disability rights. Its novelty lies in focusing on a single pivotal article as the legal basis for inclusive education in Indonesia and linking it to the achievement of the 2030 Sustainable Development Goals (SDGs).

**Keywords:** *Disability Education, Equality of Access to Education, Educational Inclusion.*

## 1. Introduction

Human rights are the rights that humans possess simply because they are human. Humans possess these rights not because they are granted by society or based on positive law, but solely because of their dignity as human beings (Ketut Arianta, 2020). Every human being desires to be born perfect, without flaws or disabilities. Every human being desires to have a complete body and sensory organs to be able to carry out various activities, see, hear, and also experience the beauty of the world. In reality, some people are born with disabilities, such as having no hands or feet or sensory organs that do not function, such as hearing and sight. God created all people in this world equally, but it is humans who differentiate humans in terms of attitudes, behavior, and treatment. These differences are still widely felt by people with physical, mental, intellectual, and sensory limitations, both at birth and as adults. Education is a crucial aspect of human life. A nation's progress depends heavily on education. Education can produce well-rounded individuals. Therefore, if a nation's education declines, it will lag behind in all areas (Novita Sari et al., 2025).

The obligation to respect human rights is reflected in the Preamble to the 1945 Constitution, which animates all articles, especially those related to the equal status of citizens under the law and government. The right to work and a decent living is reflected in the 1945 Constitution, Article 27, paragraph (2): "Every citizen. The state has the right to work and a decent living for humanity, freedom of association and assembly, the right to express thoughts in oral and written form, freedom to embrace a religion and worship by its religion and belief, and the right to obtain education and teaching

(Faissal Malik, 2021). Education is a fundamental right guaranteed by the Constitution and national and international legal instruments. In the context of children with disabilities, the right to inclusive education is part of the state's commitment to realizing equality and non-discrimination. Article 10 (a) of Law No. 8 of 2016 regulates the right to education for persons with disabilities; however, questions remain regarding its normative validity and implementation. Therefore, this study aims to conduct a normative review of this provision to assess its effectiveness in guaranteeing the right to inclusive education. Education has a high status in the life of the nation because it has many experts who have attempted to reason and define the true meaning of education. Education is accessible to anyone, regardless of their background. Furthermore, there are no restrictions on anyone wishing to obtain the right to education. To date, education has no limits to fully explain the meaning of education due to its complex nature, such as its target, namely, human beings ( Atika, 2025). Consequently, the state has an obligation to provide quality educational services to all citizens without exception, including those with different abilities (disabilities). Every child has the right to be smart, regardless of whether the child has a disability or is impaired. This is also in line with the existing regulations in Indonesia, namely Human Rights, which are stated in the 1945 Constitution of the Republic of Indonesia, specifically in one of the articles, namely Article 28 C Paragraph (1), which states that:

*“setiap orang berhak mengembangkan diri dan melalui pemenuhan kebutuhan dasarnya dan berhak mendapat pendidikan, ilmu pengetahuan dan teknologi, seni, dan budaya demi meningkatkan kualitas hidupnya demi kesejahteraan hidup manusia”.*

In the context of national development, education is a key instrument for creating an inclusive, just, and competitive society. However, social reality shows that people with disabilities still face various structural and cultural barriers to accessing adequate education. These barriers are not only physical, such as limited facilities and infrastructure, but also normative, namely the weakness of regulations capable of guaranteeing the comprehensive implementation of inclusive education. Therefore, it is important to review the legal force of existing norms, particularly Article 10(a) of Law Number 8 of 2016, as the primary foundation for guaranteeing the right to education for people with disabilities in Indonesia. Inclusive education is not merely a pedagogical approach but a manifestation of the principles of social justice and respect for human rights. Within the framework of national and international law, inclusive education is recognized as a fundamental right that must be guaranteed by the state. However, in practice, many schools remain unprepared to accept students with special needs due to minimal teacher training, a lack of supporting facilities, and the absence of uniform service standards. This indicates a gap between the legal ideal (*das sollen*) and the reality of implementation (*das sein*), which requires an in-depth examination through a normative approach.

Education for children with special needs, known globally as inclusive education, is a systemic approach that integrates students with diverse abilities into a single, equal learning environment. This system aims to ensure optimal access, participation, and learning achievement for all children, including those with special needs, through curriculum adjustments, learning methods, and educational support services that are responsive to the diversity of students' needs. However, the development of human thought in defining the meaning of education is always changing along with other developments. These changes are not without reason but are based on various findings and changes in the field related to the increasing number of components of the existing education system (Sari Novita, dkk. 2022). Despite their limitations, they still have the same rights and opportunities in education as children in general, both formal and nonformal education.

Educational institutions that usually accept and adapt to the needs of children with disabilities are called Special Schools (SLB). However, as is commonly known, the SLB has not been able to accommodate all children with disabilities due to certain factors. First, the school is located in the city center, so children who live in areas far from the city center have difficulty accessing schools. To overcome this problem, an inclusive education model has emerged. This is a form of equality and non-discrimination for children with disabilities to obtain equal opportunities in education. This is common in several regions of Indonesia.

Although legal regulations governing education already exist, their implementation in the field is often neglected. Based on the above factors, many parents of children with disabilities ultimately choose not to attend school, and the implementation of *das sollen* with *das sein* has not yet fully worked well (Setiawan, 2019). This article is based on the need to review the legal norms contained in Article 10(a) of Law No. 8 of 2016 concerning Persons with Disabilities, particularly in the context of fulfilling the right to inclusive education. This research is normative in nature, focusing on a legal analysis of these provisions and their relevance to the principles of human rights and education for all. Furthermore, this study aims to assess the extent to which these norms guarantee the right to inclusive education for children with disabilities and to identify normative aspects that need to be strengthened to realize the principles of equality and non-discrimination in national education. The disparity between the ideals of the law (*das sollen*) and the reality on the ground (*das sein*) indicates problems not only in implementation but also in the normative strength of the existing regulations. Therefore, it is important to examine whether Article 10(a) of Law No. 8/2016 contains sufficiently firm and operational norms that guarantee comprehensive and inclusive education for children with disabilities. This article was written using a literature review method, namely by reviewing various studies published in scientific journals and other reference sources related to inclusive education for children with disabilities (Santoso, 2023).

Furthermore, society's paradigm towards people with disabilities is still influenced by stigma and harmful stereotypes. Many parents hesitate to send their children with disabilities to school because of concerns about discriminatory treatment or the school's inability to provide appropriate services. Inclusive education aims to eliminate discrimination and create a learning environment that values diversity. Therefore, strengthening legal norms that guarantee inclusive education must be accompanied by a shift in social paradigms through public education and awareness campaigns. Within the framework of the Sustainable Development Goals (SDGs), inclusive education is a crucial indicator in achieving the fourth goal, namely "to ensure inclusive and quality education and promote lifelong learning opportunities for all." As a country that has ratified the Convention on the Rights of Persons with Disabilities (CRPD), Indonesia has an obligation to ensure that its national education policies align with the principles of inclusion and non-discrimination. However, without operational derivative regulations, this commitment risks becoming a mere symbol. Therefore, a review of Article 10(a) is relevant to assess the extent to which this norm can substantively guarantee the right to education.

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However, the normative approach in this study also aims to identify legal vacuums that may arise due to the absence of detailed implementing regulations. In the Indonesian legal system, norms in laws must be followed by implementing regulations to be effectively implemented. Without ministerial regulations, government regulations, or operational standards, the rights guaranteed by law may not be realized. This poses a serious challenge to realizing inclusive education that is not only declarative but also operational and measurable. Furthermore, inclusive education has implications for budgetary policies and regional development planning. Local governments play a strategic role in providing disability-friendly education services, including developing accessible infrastructure, teacher training, and providing learning aids.

However, without legal norms explicitly regulating local governments' responsibilities, implementing inclusive education will depend on heterogeneous local initiatives. Therefore, strengthening the norms in Article 10(a) must include decentralization and equitable budget allocation. Considering the complexity of inclusive education issues, a normative review of Article 10(a) is crucial to ensure that existing regulations guarantee the right to education for persons with disabilities. This review aims to assess the legal validity of existing norms and provide policy recommendations that can strengthen the implementation of inclusive education in Indonesia. This approach is expected to create a more equitable, inclusive, and sustainable education system in accordance with the constitutional mandates and international commitments.

Furthermore, it is important to emphasize that inclusive education serves not only as a means of fulfilling basic rights but also as a strategy for sustainable human resource development. By providing equal opportunities for children with disabilities, the state invests in the enormous potential of this group. Education that is responsive to diversity will produce a more adaptive, creative, and globally competitive generation of students. Therefore, strengthening the legal norms in Article 10(a) should be seen as a strategic step to ensure that inclusion is not merely jargon but a concrete practice that contributes to national progress.

## **2. Literature review and hypothesis/es development**

Inclusive education has become a key focus in efforts to create equitable and supportive educational environments for all individuals regardless of their disabilities. This concept not only changes the way we view learning but also strengthens our commitment to ensuring that every student has an equal opportunity to learn and develop (Setiawardhani, 2013). As the world of education evolves, numerous studies have provided important foundations for understanding and implementing inclusive education. These studies highlight various crucial aspects of inclusive education, particularly those related to effective learning strategies, parental involvement, and teachers' roles. Rapid societal changes demand education that adapts to the needs and diversity of students (Salsabila, 2021). The importance of creating an inclusive and supportive learning environment lies in the efforts to eliminate all forms of discrimination and inequality among students.

By understanding the needs and potential of each student, inclusive education can be the foundation for developing a generation with a deep understanding of the value of equality (Setiawan, 2020). In this article, we explore various learning methods that support inclusive education and design strategies to ensure that equality is the primary foundation of the learning process. Furthermore, inclusive education aims to support the accelerated implementation of compulsory basic education learning programs and improve the quality of primary and secondary education. One way to do this is by reducing the dropout rate and the rate of students failing grades among all citizens (Direktorat Pendidikan Luar Biasa, 2007). According to Sondari (2018:89), learning for equality is key to ensuring that children with special needs receive fair and equal opportunities in learning.

## **3. Methodology**

The research method used in this study is normative with a literature review approach. This study aims to analyze the normative strength of Article 10 (a) of Law No. 8 of 2016 concerning Persons with Disabilities in guaranteeing the right to inclusive education for children with disabilities in Indonesia. This research is of a juridical analytical nature, primarily regarding applicable legal norms and their relevance to the principles of human rights and equality in education. The legal materials used include primary legal materials such as the 1945 Constitution of the Republic of Indonesia and Law No. 8 of 2016, secondary legal materials in the form of scientific journal articles, law books, and academic publications, and tertiary legal materials such as legal dictionaries and encyclopedias.

All references were obtained through digital access to national and international journal databases, such as Google Scholar, SINTA, and the National Library of the Republic of Indonesia. The analysis was conducted using the theory of equality and non-discrimination in human rights and the theory of the effectiveness of legal norms in the context of public policy implementation. In addition, the *das sollen* and *das sein* framework is used to identify the gap between the ideals of the law and the reality of

implementation in the field. The normative research method with a juridical analytical study, using previous research references as a reference in compiling the article by following the same stages, namely identifying legal norms, collecting relevant academic literature, juridical analysis of the substance of the norms, and assessing the effectiveness of implementation based on the principles of human rights and inclusive education, is expected to be able to explain the problems that are the object of the research study.

#### **4. Results and discussion**

The notion of “inclusive education” represents a dilemma in terms of the universalization and particularization of the educational experience for all children. This notion and dilemma also translate into the international space, with “inclusive education” situated within the international human rights agenda in places such as the Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals (Schuelka, 2019). Inclusive education is a learning benchmark that positions every individual without having to consider existing differences, whether in terms of race, religion, culture, or physical differences. Education itself teaches respect for and upholding of existing differences. The study entitled “Reframing Disability Education Rights: A Normative Inquiry into Article 10 (a) of Indonesia's Law No. 8/2016” describes the problems related to the implementation of inclusive schools.

This research article describes a legal analysis of inclusive education as a primary foundation for creating a learning environment that respects and understands the diversity of students, especially students with special needs. Inclusive development is an effort by the government to fulfill the rights of people with disabilities as citizens. Presidential Regulation (Perpres) Law Number 59 of 2017 concerning the Implementation of the Sustainable Development Goals (SDGs) states that the goal of sustainable development or Sustainable Development Goals (SDGs) is to achieve inclusive, quality, and equitable education. However, several studies have shown that in developing countries, the level of education attained by people with disabilities is lower than that attained by those without disabilities.

UNESCO (2009) also provides a basis for learning methods that facilitate equal access and participation in the context of inclusive education. Research findings indicate that Article 10(a) of Law No. 8/2016 normatively guarantees the right to inclusive education, but its effectiveness remains weak because it has not been accompanied by clear implementation instruments. Normatively, Article 10(a) of Law No. 8 of 2016 establishes the right to education for persons with disabilities, but the nature of this norm remains declarative and not fully operational. This is evident in the absence of derivative regulations that technically regulate inclusive education service standards, monitoring mechanisms, and sanctions if these rights are not met in the Philippines. From the perspective of the theory of legal effectiveness, a new norm can be considered strong if it has clear binding power, can be implemented, and is accompanied by control instruments.

Compared with other articles in Law No. 8/2016 that regulate the rights of persons with disabilities in more detail, Article 10(a) remains weak because it does not provide concrete implementation guidelines. This lack of clarity creates a gap between *das sollen* and *das sein*, so that the right to inclusive education promised by the law has the potential to become an empty norm (Meylani, 2024). Therefore, strengthening government or ministerial regulations that explicitly regulate the curriculum, infrastructure, and support for educators is necessary to ensure that the right to inclusive education is realized in accordance with the principles of equality and non-discrimination, as mandated by the 1945 Constitution and the Convention on the Rights of Persons with Disabilities (CRPD). This is in line with UNESCO (2009), which emphasizes that legal norms must be followed by operational policies to guarantee equal access and participation for children with disabilities. Human rights are basic rights that are inherently attached to the nature and existence of humans as creatures of the One and Only God and are His gifts to them. Human rights must be respected, protected, fulfilled, upheld, and promoted for the sake of human dignity. The implementation of respect, fulfillment, protection, upholding, and advancement of human rights is an obligation and responsibility of the state, especially the government (Nazifah 2021).

The Republic of Indonesia, based on Pancasila and the 1945 Constitution of the Republic of Indonesia,

respects and upholds human dignity. Human rights, as fundamental rights inherently inherent in humans, are universal and lasting, and are also protected, respected, and maintained by the Republic of Indonesia; therefore, the protection and promotion of human rights, including for vulnerable groups, especially persons with disabilities, also need to be improved (Dewa Gede Sudika Mangku, 2019). Article 1 of Law Number 8 of 2016 concerning Persons with Disabilities defines a person with a disability as any person who experiences long-term physical and mental limitations that make it difficult for them to interact with society in general, thus making it difficult for them to obtain their rights (Sikti, 2019). However, the reality on the ground regarding the fulfillment, advancement, and protection of persons with disabilities as a basic human right still faces many obstacles. To date, persons with disabilities still face various obstacles in their activities and experience limitations in participating as equal members of society.

They also continue to experience discrimination, which is commonly faced by persons with disabilities in accessing information, education, employment, transportation, and other public services. In terms of education, many people with disabilities are still viewed with disdain by normal people. Often, people who fall into this vulnerable category experience discrimination. Based on personal experience during activities in schools, vulnerable groups are ridiculed and ostracized because they are considered unable to keep up with normal people. Another real example is that when vulnerable groups are in public places, they are often viewed (with a different gaze). Many people consider vulnerable people with disabilities to be a burden because they are considered difficult to communicate with, socialize with, and keep up with. Bullying often occurs in educational environments aimed at persons with disabilities. Ultimately, many choose to drop out of school.

Article 10 (a) of Law Number 8 of 2016 states that persons with disabilities have the right to receive quality education in all educational units, pathways, and levels, both inclusive and special. Textually, this norm appears to be promising and progressive. However, in practice, this norm lacks a strong binding force because it is not accompanied by adequate implementation instruments. In the theory of legal effectiveness, norms that lack implementing instruments, such as derivative regulations, monitoring mechanisms, and sanctions, can be categorized as empty norms.

This poses a major challenge in realizing inclusive education that guarantees equality for persons with disabilities. The main weakness of Article 10(a) lies in its declaration. Although it states a right, this article does not explain how that right can be accessed, who is responsible, or how the state guarantees its fulfillment. In the context of state administrative law, norms that lack implementing instruments risk being ineffective because their implementation cannot be tested. Therefore, government or ministerial regulations are needed to technically regulate standards for inclusive education services, teacher training, adaptive curricula, and disability-friendly infrastructure.

Children are part of the younger generation who have the potential to inherit the ideals of the nation's struggle and need to be nurtured and protected to ensure comprehensive physical, mental, and social growth and development (Kadek Diva Hendrayana, 2020). Children are a trust and a gift from Almighty God, who must always be protected because their dignity, honor, and rights as human beings must be upheld (Yuliartini, 2019). On the other hand, children are individuals who are not yet mature, either physically, mentally, or socially ( Darmakanti, 2022). Furthermore, limited access to special schools, most of which are only available in urban areas, results in many parents of children with disabilities choosing not to send their children to school.

This is certainly not in line with the regulations enforced by the Indonesian state, which upholds human rights and the Constitution. Protecting human rights is an obligation of the Indonesian Government. As Indonesian citizens, people with disabilities have the same rights, obligations, and participation as other Indonesian citizens. Rights are absolute. They are considered the largest minority group worldwide. Approximately 82% of people with disabilities live in developing countries and often face limited access to healthcare, education, training, and decent employment. With so many people with disabilities in Indonesia, there is a need for support programs and activities that adhere to the principle of equal rights for people with disabilities (PWD). One of the biggest challenges in implementing inclusive education

in Indonesia is regional disparity.

Many regions lack local policies that support inclusive education, and schools in remote areas often lack access to teacher training or adequate facilities. In some cases, children with disabilities must travel long distances to receive education or even miss out on school altogether because there are no schools that accept them. Case studies in several districts show that the success of inclusive education depends heavily on the commitment of local governments, collaboration with organizations for people with disabilities, and community participation. For example, in Sleman Regency, Yogyakarta, an inclusive teacher training program involving local communities and NGOs successfully increased the participation of children with disabilities in regular schools. However, such models are not yet widespread and remain rare. Therefore, a national policy is needed to encourage the replication of good practices throughout Indonesia.

The Convention on Persons with Disabilities or CRPD is an international or national recognition of the rights of persons with disabilities to live equally with society in the fulfillment and protection of the rights of persons with disabilities, which has been ratified by Indonesia (Rachmawati & Trisnaningtyas, 2025). With the ratification of the CRPD by the Indonesian government through Law Number 19 of 2011, the state is obligated to guarantee and promote the realization of the rights of persons with disabilities by creating laws and regulations that do not violate the rights of persons with disabilities. With this regulation, the government must ensure that every building plan or consideration of public transportation is accessible to persons with disabilities, who require different means of assistance (Maria Christina Karen Paruntu, 2023). For example, blind people need Braille to read, deaf people need sign language interpreters (BISINDO), hard of hearing (HoH) people need Hearing Aids (ABD) or text in audio-visual telecommunications, and finally, paralyzed people need wheelchairs to move and transfer.

This condition, which has not been well managed, indirectly illustrates that Indonesia is one of the countries that has not been able to handle the problems of people with disabilities (Purwanto, 2012). Despite the Indonesian government's ratification of the rights of persons with disabilities, this has not resolved their problems. This is because public facilities and education remain limited (Jasmina, 2023). Inclusive education is not merely a policy issue; it is also an integral part of fulfilling human rights. Within the framework of human rights, every individual has the right to an education without discrimination. The Convention on the Rights of Persons with Disabilities (CRPD) emphasizes that states must guarantee equal access to education for persons with disabilities. In the Indonesian context, the ratification of the CRPD through Law No. 19 of 2011 should provide a strong foundation for promoting inclusive-education reform.

However, without operational implementing regulations, this ratification has not yet fully impacted the systemic change. Social justice in education requires states to accommodate students' special needs, including those with disabilities. This means that the education system must be flexible, adaptive, and responsive to diverse needs. In practice, many schools lack the capacity to accept students with special needs because of limited resources, teacher training, and infrastructure. Therefore, a rights-based approach must be applied in the formulation of education policies, ensuring that they are oriented not only toward efficiency but also toward equity and inclusion.

Comparisons with practices in other countries, such as Japan and Australia, show that the success of inclusive education is determined by the existence of derivative regulations governing service standards, evaluation mechanisms, and sustainable-budget support. Therefore, existing norms in Indonesia can be categorized as empty norms if they are not immediately reinforced with implementable policies (Dumako, 2024). Several studies have shown that in developing countries, the level of education attained by people with disabilities is lower than that attained by people without disabilities (UNESCO, 2015).

The implementation of the Convention on the Rights of Persons with Disabilities (CRPD) in Japan and Australia demonstrates a more systematic approach than that in Indonesia. After ratifying the CRPD, Japan immediately adjusted its national legal framework by issuing the Basic Act for Persons with Disabilities, which explicitly stipulates the obligations of central and local governments to provide inclusive education, including curriculum adjustments, teacher training, and the provision of accessible

facilities in schools (Jeffrey S. J. Lengkong, 2025). Australia has gone even further by integrating CRPD principles into the Disability Discrimination Act and Disability Standards for Education, which provide a clear legal mechanism for people with disabilities to assert their rights in cases of discrimination in education settings. Both countries emphasize the importance of operational derivative regulations so that legal norms do not stop at the declarative level (Yada, 2024).

Thus, Indonesia's position in the global context is still at the declarative stage in fulfilling the right to inclusive education for people with disabilities. Despite ratifying the CRPD and regulating the right to education in Article 10 (a) of Law No. 8 of 2016, Indonesia has not been able to demonstrate the same effectiveness as developed countries such as Japan and Australia, which have derivative regulations, oversight mechanisms, and clear technical standards. This places Indonesia as a country that is still lagging behind in the comprehensive implementation of inclusive education; therefore, concrete steps are needed to strengthen regulations, expand access, and ensure equal rights to align with international commitments in realizing the Sustainable Development Goals (SDGs). To address the normative weaknesses in Article 10(a), the government must immediately draft implementing regulations that technically govern inclusive education.

These regulations must include service standards, success indicators, evaluation mechanisms, and sanctions for institutions that fail to meet their inclusive obligations. Furthermore, public policy must be cross-sectoral, involving the Ministry of Education, Ministry of Social Affairs, Ministry of Health, and local governments. Regulatory strengthening strategies must also be supported by accurate data on the number of people with disabilities, the types of disabilities, and the educational needs. An integrated national data collection system will facilitate targeted planning and budget allocation. Furthermore, the active participation of disability organizations and civil society is crucial to ensure that policies truly reflect the needs on the ground.

Teachers play a central role in realizing inclusive education (IE). They are not only teachers but also facilitators, mentors, and agents of change. In the context of inclusive education, teachers are required to possess adaptive pedagogical competencies, high levels of empathy, and the ability to manage heterogeneous classes. Unfortunately, many teachers in Indonesia have not received specific training to deal with students with special needs. This leaves them unprepared to face the challenges of inclusivity in classrooms. Inclusive teacher training should be included in the teacher education curriculum at universities. Furthermore, certification programs and continuing professional development focused on inclusive education are necessary.

The government should also provide incentives, such as special allowances or awards, to teachers who teach in inclusive schools. This will enhance their appreciation of the teaching profession and motivate them to optimally support inclusive education. Globally, inclusive education is part of the commitment to the Sustainable Development Goals (SDGs), specifically goal four: "Ensure inclusive and quality education and promote lifelong learning opportunities for all." Indonesia, as a country that has ratified the CRPD and is committed to the SDGs, has a moral and legal responsibility to ensure that inclusive education becomes a reality, not just talk. By strengthening regulations, improving teacher capacity, expanding access to education, and involving all stakeholders, Indonesia can move towards a more equitable and inclusive education system. This study is expected to contribute academically to encouraging policy reform and strengthening legal protection for persons with disabilities in education.

## **5. Conclusion**

### **5.1. Conclusion**

Based on the results of the study, it can be concluded that Article 10 (a) of Law No. 8/2016 contains norms that guarantee the right to inclusive education but has not been fully effective in practice. The limitation of this study lies in the lack of empirical data regarding implementation in various regions; therefore, the analysis is still predominantly normative. Therefore, further research is needed with an empirical approach to assess the extent to which inclusive education policies are implemented in schools.

Suggestions include the need for the government to formulate more operational derivative regulations,

strengthen the capacity of teachers in inclusive education, and provide a special budget to support educational services for children with disabilities. In conclusion, further efforts are needed to strengthen inclusive health policies, increase accessibility and training of medical personnel, and raise public awareness to ensure that people with disabilities receive equal and discrimination-free healthcare services.

### **5.2. Limitation**

This study has limitations because it uses only a normative approach with a literature review, thus failing to comprehensively describe the empirical conditions in the field related to the implementation of inclusive education for people with disabilities. The data used were largely derived from academic literature and legal regulations, thus not capturing variations in practices across regions. Furthermore, this study did not quantitatively assess the level of participation of persons with disabilities in formal or non-formal education. Therefore, the results of this study emphasize normative and theoretical aspects, while empirical analysis is still needed in further research to provide a more comprehensive picture of the topic.

### **5.3. Suggestion**

To strengthen the effectiveness of Article 10 (a) of Law No. 8 of 2016, the government needs to immediately formulate operational derivative regulations, establish standards for inclusive education services, and create clear monitoring and sanction mechanisms. The capacity of teachers and education personnel must be improved through specialized training, and local governments are required to provide accessible infrastructure for all students. Collaboration with organizations for persons with disabilities and international institutions is also crucial to ensure that policies are aligned with field needs. Furthermore, further empirical research is needed to assess the implementation of inclusive education in different regions. With these steps, the right to inclusive education for persons with disabilities can be guaranteed, and Indonesia can align with global commitments and the Sustainable Development Goals (SDGs).

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