

# Accessibility and Challenges of Inclusive Education Curriculum Standards in Indonesia: A Systematic Literature Review

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**Abstract.** This study aims to examine the implementation of inclusive curriculum standards in promoting educational equity in Indonesia, identify strategies to enhance educational accessibility for students from disadvantaged backgrounds, particularly in the context of content standards, and investigate the challenges in developing inclusive curricula. Employing a Systematic Literature Review (SLR) methodology, the study analyzes 50 scholarly articles from reputable academic databases, including Google Scholar, Web of Science (WoS), and Lens. The findings indicate that inclusive education aspires to provide equitable access to education for all children, including those with special educational needs, with the goal of optimizing each student's potential and fostering a more tolerant and inclusive society. In Indonesia, inclusive education is supported by a range of policies that offer a legal foundation for its implementation. Several strategies have been adopted to improve accessibility to quality education for students with special needs, including the development of inclusive curriculum standards, inter-sectoral collaboration, and efforts to improve infrastructure and teacher capacity. Nevertheless, the implementation of inclusive curricula continues to face significant challenges, such as inadequate facilities, limited teacher training, persistent social stigma, and difficulties in tailoring curricula to meet the diverse needs of learners. The success of inclusive education depends largely on the collaborative commitment of key stakeholders, government bodies, educational institutions, communities, and families, to cultivate a truly inclusive learning environment. This study underscores the critical importance of shared responsibility and sustained engagement in overcoming these barriers to achieve equitable and inclusive education for all children in Indonesia.

**Keywords:** inclusive education; curriculum standards; educational accessibility; equality

## INTRODUCTION

Education is a fundamental right that must be accessible to every individual without exception, including in Indonesia. However, despite the existence of policies promoting educational equality, disparities in education remain a significant issue, particularly concerning the accessibility and quality of education for students from deserving socioeconomic backgrounds. One proposed solution to address this inequality is the implementation of an inclusive curriculum, which aims to ensure equal educational opportunities for all learners, including those from disadvantaged groups. While the inclusive curriculum has been implemented in some areas, the question remains: to what extent can it contribute to educational equality in Indonesia, and what factors influence the accessibility of education for students from disadvantaged backgrounds? (Kemenristekdikti,

2020).

The phenomenon of educational inequality in Indonesia is reflected in the disparities in educational quality between students in urban and rural areas, as well as between those from affluent and low-income families. According to a report by BPS (2022), the country's education participation rate continues to exhibit significant regional disparities, particularly in terms of income levels. Although inclusive curriculum standards are designed to ensure equal educational opportunities for all learners, their implementation has not been fully effective in addressing these inequalities, especially in remote and disadvantaged communities (Nugroho, 2021). This underscores a critical gap in the application of inclusive curricula, which are intended to promote more equitable access to education for all children across the nation.

Several studies on the inclusive curriculum and educational equality in Indonesia indicate that, despite the presence of supportive policies, significant challenges persist. The implementation of the inclusive curriculum is frequently impeded by insufficient teacher training, inadequate school facilities and infrastructure, and limited parental engagement in supporting children's education (Santoso & Wibowo, 2020). Moreover, although inclusive curriculum standards have been established, their implementation in practice often falls short of expectations due to a limited understanding of the specific needs of learners, particularly those from disadvantaged backgrounds (Putra & Sari, 2021).

The theoretical gap in this study concerns the limited in-depth analysis of the contribution of inclusive curriculum standards to educational equality in Indonesia, as well as the factors affecting educational accessibility for students from disadvantaged backgrounds. Although various theories of inclusive education have been proposed to advance educational equity, there remains a lack of practical applications capable of effectively realizing this objective. Some theoretical frameworks highlight the importance of adapting curricula to accommodate student diversity (Ainscow, 2005); however, the implementation of these policies continues to encounter significant challenges at the practical level. Consequently, further research is required to examine the barriers to educational accessibility and to explore how inclusive curriculum standards can be optimized to bridge this gap.

Moreover, in the context of content standards, it is essential to identify strategies that can promote educational equity through the development of an inclusive curriculum. Designing such a curriculum requires a comprehensive approach that encompasses teacher training, the development of adaptive teaching materials, and the provision of infrastructure that accommodates student diversity (Utama, 2021). Additionally, the successful development and implementation of an inclusive curriculum necessitate the active involvement of multiple stakeholders, including schools, government bodies, and local communities, to ensure its acceptance and effectiveness across various segments of society (Yuliana & Abdurrahman, 2021).

This study offers a novel contribution by providing a deeper understanding of how inclusive curriculum standards can enhance educational equity, while also identifying the primary

challenges associated with their development. Recent research, such as that by Maulana (2023), suggests that despite the existence of policies supporting inclusive education, their implementation continues to face substantial limitations, particularly in terms of human resources and budgetary support. Consequently, a comprehensive evaluation is necessary to assess the effectiveness of these policies in addressing educational inequality in Indonesia.

The primary research questions addressed in this study are as follows: (1) How does the implementation of inclusive curriculum standards contribute to educational equity in Indonesia? (2) What strategies can enhance educational accessibility for students with disabilities within the framework of content standards? (3) What are the key challenges in developing inclusive curriculum standards in the Indonesian educational context? This study aims not only to answer these questions in order to provide informed recommendations for more inclusive education policies but also to identify critical factors that must be considered in the effective implementation of inclusive curriculum standards in Indonesia.

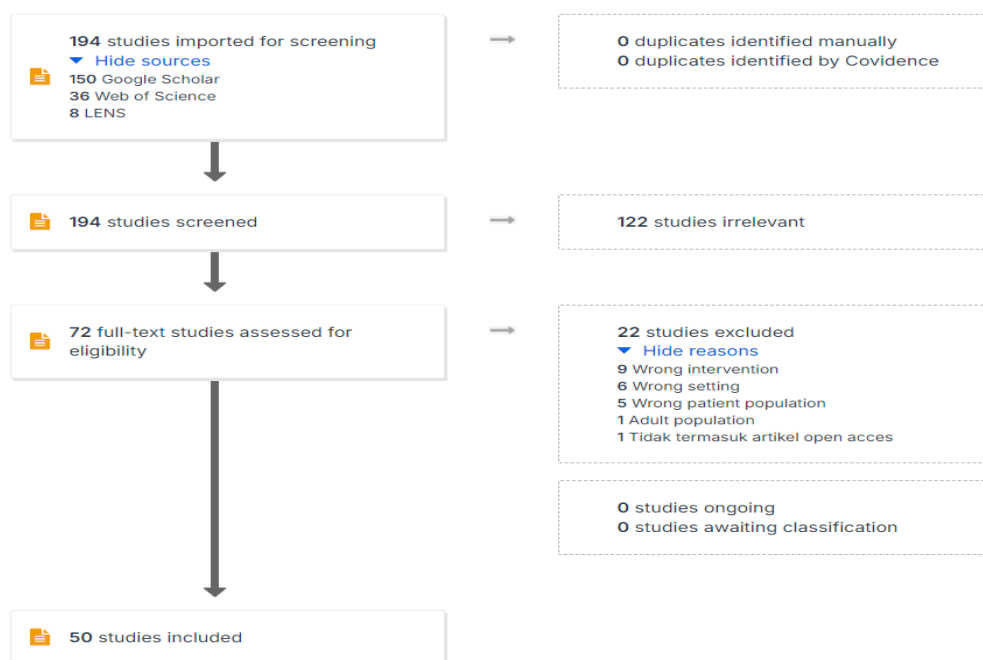
## METHODS

This article is based on a study employing the Systematic Literature Review (SLR) method, a structured and rigorous approach used to identify, evaluate, and synthesise existing research on a specific topic in this case, inclusive education (Gorashy & Salim, 2014; Mengist et al., 2020). The SLR method is widely applicable across various disciplines, including education (Husnah et al., 2024). This approach involves a comprehensive and transparent process that extends across several critical stages: searching for relevant literature, assessing the quality of selected studies, synthesising findings, conducting in-depth analysis, and reporting the results (Mengist et al., 2020). The literature search began with keyword identification and was conducted across databases like Google Scholar, Web of Science, and Lens. Results were reviewed via Covidence, stored in SciSpace, and managed using Mendeley or Zotero.

The next stage, following the collection of articles related to inclusive-based content standards, involved saving the article metadata in .ris file format. These files serve as the primary data source for the screening process conducted through Covidence. The article selection process

**Table 1.** Initial Steps of Running the SLR

Topic/Title	Educational Equality through Inclusive Content Standards
Keyword:	Education equality, content standards, inclusive, accessibility, curriculum
Research questions	<ol style="list-style-type: none"> <li>1. How does the implementation of inclusive curriculum standards contribute to educational equality in Indonesia?</li> <li>2. What are the strategies to provide educational accessibility for students with disabilities in the context of the content standards?</li> <li>3. What are the main challenges in developing inclusive curriculum standards for education in Indonesia? Can inclusive curriculum standards effectively meet the learning needs of Indonesia's diverse student population?</li> </ol>
Query Design	<p>(<i>“kesetaraan*pendidikan*”</i>) AND (<i>“standar*isi*”</i> OR <i>“inklusif”</i> OR <i>“aksesibilitas”</i> OR <i>“standar*isi*inklusif*”</i> OR <i>“kurikulum*inklusif*”</i>)</p> <p>(<i>“education equality*”</i>) AND (<i>“content standards*”</i> OR <i>“inclusive”</i> OR <i>“accessibility”</i> OR <i>“inclusive content standards*”</i> OR <i>“inclusive curriculum*”</i>)</p> <p>(<i>“education*equality*”</i>) AND (<i>“content*standards*”</i>) AND (<i>“inclusive”</i> OR <i>“accessibility”</i> OR <i>“inclusive * content * standards*”</i>)</p>

**Figure 1.** PRISMA Flow Diagram

begins by importing data from several databases, all previously exported in .ris format. Once imported into Covidence, the article undergoes a two-stage screening process: an initial review based on titles and abstracts, followed by a full-text screening to assess their relevance to the study's focus. Through this systematic filtering, the starting group of 144 articles is narrowed down to 50 that are most pertinent to the research objectives. The selection process is illustrated in the following PRISMA diagram.

To analyze the 50 articles filtered through the Covidence, this study utilized the SciSpace application, a tool designed to assist researchers in efficiently managing and synthesizing academic literature. SciSpace helps streamline the research process by providing features such as article summarization, keyword extraction, and thematic organization. By using this application, researchers can more effectively identify key findings, patterns, and gaps within the selected articles, thereby enhancing the overall quality and coherence of the literature review.

**Table 2.** Analysis of Inclusive Education Implementation

Aspect	Main Findings	Source
Objectives of Inclusive Education	<ul style="list-style-type: none"> <li>• Provide access to quality education for all children, including those with special needs, to develop their potential, improve socialization, and prevent discrimination.</li> <li>• Foster tolerance, respect for diversity, and build social awareness among students.</li> </ul>	(Baharuddin & Saidang, 2020; Bakri, 2020a; Firman et al., 2020; Nugraha, 2020; Setiawan et al., 2020; Syaifudin, 2021)
Main Components	<ul style="list-style-type: none"> <li>• The implementation involves the integration of schools, teachers, students, parents, the community, and the government.</li> <li>• Develop inclusive policies and government regulations</li> </ul>	(Bahri & Nuryati, 2024; Ibda et al., 2024; Setiawan et al., 2020)
Implementation Strategy	<ul style="list-style-type: none"> <li>• Provide training for educators</li> <li>• Develop an inclusive curriculum</li> <li>• Improve facilities</li> <li>• Encourage collaboration among stakeholders</li> <li>• Conduct monitoring and evaluation.</li> <li>• Provide continuous training to enhance competence in supporting students with special needs</li> </ul>	(Bahri & Nuryati, 2024; Fionita & Nurjannah, 2024; Kumala et al., 2022; Riyadi et al., 2023)
Teacher Needs	<ul style="list-style-type: none"> <li>• Ensure mastery of learning strategies and curriculum adaptation</li> <li>• The role of teachers in character education and multiculturalism.</li> <li>• Identification and assessment of students with special needs</li> </ul>	(Kurnaedi & Muslih, 2023; Mufidah et al., 2021; Windayani et al., 2024)
Challenges	<ul style="list-style-type: none"> <li>• Lack of teacher training</li> <li>• Difficulties in curriculum adaptation and assessment techniques</li> <li>• Social and gender stereotypes</li> <li>• Lack of financial resources and facilities.</li> <li>• Supportive leadership through inclusive policies</li> </ul>	(Bahri & Nuryati, 2024; Firman & Rahman, 2020; Setiawan et al., 2020; Syaifudin, 2021)
Principal's role	<ul style="list-style-type: none"> <li>• Collaboration with the government and communities</li> <li>• Managing human resources and facilities to create an inclusive environment</li> <li>• Integration of values such as tolerance, cooperation, and respect for diversity</li> </ul>	(Ibda et al., 2024; Riyadi et al., 2023; Syaifudin, 2021)
Character Education	<ul style="list-style-type: none"> <li>• Use of active learning methods</li> <li>• Collaboration between regular students and students with special needs to foster an atmosphere of mutual support</li> <li>• Integrate multicultural elements into the curriculum</li> </ul>	(Asdaningsih & Erviana, 2022; Kurnaedi & Muslih, 2023)
Gender Equality and Culture	<ul style="list-style-type: none"> <li>• Respect and accommodate cultural diversity</li> <li>• Reduce social stereotypes and gender discrimination</li> </ul>	(Fionita & Nurjannah, 2024; Nadhiroh & Ahmadi, 2024; Windayani et al., 2024)

Source: SciSpace; ChatGPT

## RESULTS AND DISCUSSION

According to Minister of National Education Regulation No. 48 of 2023 on reasonable accommodation for students with disabilities in schools and higher education, individuals with disabilities are entitled to equal opportunities and access to quality educational services. The regulation mandates that all educational institutions provide budgetary support,

infrastructure, trained teachers and educational personnel, as well as curricula adapted to the needs of students with disabilities. Specifically, educational institutions are required to develop graduate competency standards, content standards, process standards, and assessment standards that align with the needs of students with disabilities. As of now, the number of inclusion-based schools in Indonesia has reached 44,477 (Indraswari, 2023), while the number of inclusive

**Table 3.** Education Accessibility Approaches for Persons with Disabilities

Aspect	Main Findings	Source
Curriculum Policies and Standards	<ul style="list-style-type: none"> <li>Minister of National Education Regulation No. 70 of 2009 is the cornerstone of inclusive education policy in Indonesia.</li> <li>The national curriculum is designed to accommodate students with special needs through modifications to the curriculum, learning materials, and evaluation systems.</li> </ul>	(Bakri, 2020; Juntak et al., 2023; Nurussakinah, Mulyadi, & Gandana, 2024)
Curriculum Modification	<ul style="list-style-type: none"> <li>An inclusive curriculum is necessary to meet students' needs, including individualized approaches and the adaptation of learning materials.</li> </ul>	(Sakti, 2020; Syaumi et al., 2024)
Curriculum Management and Implementation	<ul style="list-style-type: none"> <li>The inclusive curriculum requires reformulation, socialization, and adjustments in schools.</li> <li>Adaptations are made based on students' specific needs, such as designing child-friendly materials and providing supportive facilities.</li> <li>Cooperation between the government, educational institutions, teachers, parents, and communities is essential.</li> </ul>	(Baharuddin & Saidang, 2020; Purbasari et al., 2022; Utama, 2021)
Stakeholder Collaboration	<ul style="list-style-type: none"> <li>Collaboration with psychologists, therapists, and school committees enhances the effectiveness of implementation.</li> <li>The socialization of inclusive policies is necessary to foster a common understanding.</li> </ul>	(Insiatun et al., 2021; Juntak et al., 2023; Mustika et al., 2023)
Facilities and Infrastructure	<ul style="list-style-type: none"> <li>Technology and infrastructure support are essential to creating a welcoming learning environment for all students.</li> </ul>	(Angreni & Sari, 2020; Nurussakinah et al., 2024; Utama, 2021)
Teacher Readiness	<ul style="list-style-type: none"> <li>Teachers need additional training, competence in inclusive teaching, and a thorough understanding of the needs of students with special needs.</li> </ul>	(Novembli & Hasanah, 2024; Rahman et al., 2023; Sari et al., 2023)

Source: SciSpace; ChatGPT

madrasahs stands at 1,070 institutions (Kementerian Agama Republik Indonesia, 2024). Furthermore, by June 2024, the number of universities with disability service units is expected to reach at least 65 institutions.

At the practical level, inclusive education has been implemented in schools through various strategies. Numerous studies have examined its implementation across different levels of education. The following table presents an analysis of inclusive education practices, categorized according to common thematic areas.

A number of studies suggest that inclusive education aims to provide equal access to all children, including those with special needs, enabling them to develop their potential, enhance social skills, and avoid discrimination. Research by Setiawan et al. (2020) and Syaifudin (2021) highlights the crucial role of inclusive education in fostering a more tolerant and respectful society by emphasizing the value of diversity. This educational approach is expected to prevent discrimination against students with special needs,

whether physical, intellectual, or social, by recognizing the potential of all learners and ensuring a safe and supportive school environment.

A key component of inclusive education is the collaboration among various stakeholders to create a learning environment that accommodates all students. As described by Setiawan et al. (2020) and Bahri & Nuryati (2024), the success of inclusive education depends not only on school and teachers but also on the active involvement of parents, communities, and the government. The integration of these stakeholders supports a more holistic educational system in which all parties understand and respond to students' diverse needs. In this context, it is essential to build collective awareness of the importance of a non-discriminatory education system in order to foster an inclusive atmosphere throughout the education ecosystem.

The implementation of inclusive education requires a range of strategies efforts. Fionita & Nurjannah (2024) and Kumala et al. (2022)

**Table 4. Key Barriers**

Aspect	Main Findings	Source
Implementation Challenges	<ul style="list-style-type: none"> <li>Lack of facilities, infrastructure, and qualified teachers for inclusive education. The absence of effective policy support and funding.</li> </ul>	(Jannah et al., 2021; Syamsiyah, 2022; Wibowo & Muin, 2018)
Teacher Training and Competence	<ul style="list-style-type: none"> <li>Teachers require continuous training on differentiated learning strategies and inclusive pedagogical approaches.</li> <li>The lack of teacher competence is a major challenge in the implementation of the inclusive curriculum.</li> </ul>	(Angreni & Sari, 2020; Mustika al., 2023; Wijaya et al., 2023)
Social and Cultural Challenges	<ul style="list-style-type: none"> <li>Social stigma against students with special needs remains a barrier to implementation.</li> <li>Intimidation and social stereotypes affect the self-confidence and participation of students with special needs.</li> </ul>	(Bakri, 2020a; Mustika et al., 2023; Purbasari et al., 2022)
Lack of government support	<ul style="list-style-type: none"> <li>Insufficient direct support from the government, professional staff, and issues related to learning</li> </ul>	(Gusti, 2021)
Challenges from Parents and Society	<ul style="list-style-type: none"> <li>Lack of understanding among parents and the community about inclusive education and its implementation.</li> </ul>	(Jayadi & Supena, 2023; Sari et al., 2023)
Collaboration Among Stakeholders	<ul style="list-style-type: none"> <li>The need for collaboration between school principals, teachers, education authorities, and the community is key to the success of inclusive education.</li> </ul>	(Romadhon et al., 2021; Wahid & Khouilita, 2023)
Continuous Improvement	<ul style="list-style-type: none"> <li>Ongoing evaluation and training for teachers, along with the optimization of facilities, pose challenges to the implementation of inclusive education.</li> </ul>	(Sari et al., 2023; Sudiarni et al., 2023)
Philosophy and Core Values	<ul style="list-style-type: none"> <li>The implementation is based on the values of inclusion and the philosophy of <i>Bhinneka Tunggal Ika</i>, aiming to create a fair and discrimination-free learning environment.</li> </ul>	(Khairunnisa, 2024; Taufik & Rahaju, 2021)
Socialization and Awareness	<ul style="list-style-type: none"> <li>Efforts to socialize with teachers, parents, and the community enhance the acceptance of students with special needs in regular education.</li> </ul>	(Gusti, 2021; Novembli & Hasanah, 2024)
Technology and Learning Resources	<ul style="list-style-type: none"> <li>The utilization of technology is a challenge for interactive learning, and it must be tailored to meet students' needs.</li> </ul>	(Syaumi et al., 2024)
Policies and Legal Framework	<ul style="list-style-type: none"> <li>Policy and legal support are necessary, although its implementation is often not optimal in practice.</li> </ul>	(Syamsiyah, 2022; Wibowo & Muin, 2018)

Source: SciSpace; ChatGPT

emphasize the need for the government to establish clear policies on inclusion, provide continuous training for educators, and develop a curriculum that accommodates the needs of students with varying conditions. These efforts should also include improvements to learning facilities and the promotion of stakeholder collaboration. Regular monitoring and evaluation are critical to ensuring that the curriculum aligns with the goals of inclusive education and to identify potential challenges in its implementation.

Nonetheless, the implementation of inclusive education continues to face several challenges. Studies by Setiawan et al. (2020) and Bahri & Nuryati (2024) identify key obstacles, including difficulties in identifying and assessing students with special needs, as well as insufficient teacher training in adapting the inclusive curriculum. Social stereotypes and gender-based

discrimination further hinder the development of a genuinely inclusive school environment. Additionally, limited financial resources and inadequate infrastructure present significant challenges, as inclusive education requires substantial investment to meet the diverse needs of learners. Therefore, the success of inclusive education depends heavily on addressing these barriers through coordinated efforts and effective policy implementation.

The following table presents an analysis of the contribution of inclusive curriculum standards to educational equity in Indonesia, categorized according to key thematic areas.

Inclusive education in Indonesia is grounded in Minister of National Education Regulation No. 70 of 2009, which serves as the primary policy framework for ensuring equitable access to education for all children, including those with special needs. According to this regulation, the

national curriculum is designed to accommodate students with special needs through the adaptation of learning materials, assessment systems, and instructional methods. As highlighted by Nurussakinah et al. (2024) and Juntak et al. (2023), Despite the existence of inclusive policies, the implementation of a modified curriculum often encounters significant barriers. This underscores the necessity of a comprehensive understanding of the diverse needs of learners and the capacity of schools to adjust the curriculum to support inclusive learning environments.

Nonetheless, the management and implementation of an inclusive curriculum present complex challenges. Baharuddin & Saidang (2020) and Purbasari et al. (2022) argue that an inclusive curriculum demands thorough reformulation, effective dissemination, and adjustment tailored to the specific needs of each student. These adaptations include the development of more child-friendly instructional materials and the provision of supportive infrastructure, such as inclusive classrooms and assistive learning tools. Curriculum reform must not only address the needs of students with special needs but also consider prevailing social and cultural dynamics. Without sustained efforts in curriculum reformulation and adaptation, the goals of inclusive education are unlikely to be achieved. Furthermore, research by Sakti (2020) and Syaumi et al. (2024) emphasizes the necessity of an individualized approach within the curriculum, one that encompasses not only content but also assessment and pedagogical strategies that align with the unique characteristics of each learner.

Collaboration among stakeholders is a critical factor in the effective implementation of inclusive education. Studies by Juntak et al. (2023) and Mustika et al. (2023) demonstrate that synergy among government agencies, educational institutions, parents, communities, and educators is essential for fostering a learning environment that embraces diversity. Active cooperation with psychologists, therapists, and school committees can further enhance implementation by offering holistic support to students with special needs. Additionally, the dissemination of inclusive education policies is vital to ensure that all stakeholders share a common understanding of the objectives and principles of inclusive education, as well as their respective roles in its successful execution.

A significant barrier to the realization of inclusive education is the limited availability of

physical facilities and infrastructure. Nurussakinah et al. (2024) and Angreni & Sari (2020) observe that insufficient resources can impede students with special needs from fully accessing educational content. Essential facilities include not only physically accessible classrooms but also educational technologies that facilitate interactive and adaptable learning experiences. Therefore, optimizing the use of technology in inclusive education is crucial to fostering a more inclusive and supportive learning environment for all students and minimizing the obstacles faced by those with disabilities.

The following analytical table categorizes the primary challenges affecting the implementation of inclusive curriculum standards, drawing on findings from a range of scholarly studies, in an effort to advance educational equity in Indonesia.

The implementation of inclusive education in Indonesia encounters several significant challenges, particularly related to inadequate facilities and infrastructure to support students with special needs. Studies by Jannah et al. (2021) and Syamsiyah (2022) indicate that, despite the introduction of inclusive policies, school facilities often remain unsuitable for students with physical or learning disabilities. Moreover, a shortage of qualified teachers and the limited availability of specialized training represent major obstacles to the effective implementation of an inclusive curriculum. Teachers require a comprehensive understanding of students' special needs, as well as appropriate pedagogical skills to ensure equitable learning experiences. Without sufficient funding and robust policy support, the successful realization of inclusive education will remain difficult.

A key determinant of success in inclusive education is teachers' readiness to manage diverse classrooms. According to findings by Sari et al. (2023) and Rahman et al. (2023), professional development in inclusive teaching is essential to enhance teachers' competencies in addressing the varied needs of learners. Educators must possess not only theoretical knowledge of differentiated instructional strategies but also practical skills to adapt the curriculum to accommodate students with a wide range of abilities and limitations. Therefore, continuous training and the provision of resources focused on the development of inclusive pedagogical competencies are critical. The role of parents and communities is equally significant. Rohmah et al. (2023) emphasize that parental and community support, as well as increased awareness, can foster greater acceptance

and participation of students with special needs in mainstream educational settings.

Support these efforts, collaboration among key stakeholders, including school principals, teachers, educational authorities, and community members, is essential. Strong partnerships facilitate ongoing evaluation and optimization of resources and facilities necessary for the effective implementation of inclusive education, as highlighted by Romadhon et al. (2021) also Wahid & Khouilita (2023).

### **Accessibility Challenges and Systemic Constraints in Inclusive Education Implementation**

Inclusive education aims to ensure equal access to quality education for all children, including those with special needs, thereby fostering a more tolerant and diverse society. As noted by Setiawan et al. (2020) and Taufik and Rahaju (2021), the implementation of inclusive education in Indonesia must be grounded in the principles of inclusion and the national philosophy of *Bhinneka Tunggal Ika*, which emphasizes unity in diversity. Inclusive education not only provides opportunities for students with special needs to grow and develop but also promotes broader social awareness of diversity and acceptance within society.

However, the success of inclusive education is heavily contingent upon the commitment of the government and relevant stakeholders to effectively implement inclusive policies. In Indonesia, the legal foundation for inclusive education is provided by the Minister of National Education Regulation No. 70 of 2009, which outlines provisions for the education of students play a critical role in advancing educational equity. Grounded in the *Bhinneka Tunggal Ika* philosophy, the curriculum aims to offer equitable access to education regardless of students' social, economic, or individual conditions. Nevertheless, despite the existence of policy support, the practical implementation of inclusive education continues to face significant obstacles, particularly in the areas of curriculum development, including graduate competency standards, content standards, instructional processes, and assesment frameworks.

According to Nurussakinah et al. (2024) and Syamsiyah (2022), although adjustments have been made to the national curriculum to better accommodate students with special needs, these modifications have not been effectively translated into practice. Major challenges include inadequate

infrastructure, insufficient teacher training, and limited policy enforcement, inclusive education demands more than formal policy declarations; it requires substantial financial investment and practical support, including the development of adaptable curricula and accessible learning resources to ensure that students with disabilities receive high-quality education.

Access to education for students from marginalized or disadvantaged backgrounds is often impeded by various systemic barriers. One of the most pressing issues is the lack of appropriate physical infrastructure and technology required to support an inclusive learning environment. Although the inclusive curriculum is designed to cater to diverse student needs, inadequate resources significantly hinder its effectiveness. Furthermore, many educators lack the necessary competencies and professional development in differentiated instruction, which exacerbates the exclusion of marginalized learners. As highlighted by Mufidah et al. (2021) also Kurnaedi & Muslih (2023), ongoing professional development is essential for enhancing teachers' capacity to expected not only to deliver academic content but also to serve as agents of character education and to promote multicultural values within the classroom.

In addition to structural and pedagogical challenges, the implementation of inclusive education is obstructed by sociocultural barriers such as stigma, stereotypes, and bullying directed at students with special needs. Research by Setiawan et al. (2020) and Purbasari et al. (2022) reveals that negative perceptions, often held by both the broader community and educational practitioners, can significantly undermine students' self-esteem and hinder their academic and social development. These issues are compounded by the lack of teacher preparedness in addressing student diversity, as well as by the limited flexibility of curricula and assessments to accommodate diverse learning needs. The persistence of social stigma and insufficient public awareness continues to delay progress in inclusive education and contributes to psychological barriers for students who require more targeted support within the education system.

The provision of adequate physical and technological infrastructure is fundamental to enabling inclusive education. Addressing these needs necessitates coordinated efforts among all stakeholders, including government bodies, educational institutions, parents, and the wider community. As emphasized by Juntak et al. (2023)



and Romadhon et al. (2021), creating a truly inclusive educational environment requires collective responsibility and collaboration. Educational facilities that are inaccessible or ill-equipped to accommodate students with special needs represent a significant impediment to the realization of inclusive education and must be prioritized in government planning and investment.

In conclusion, the effectiveness of inclusive curriculum standards in Indonesia is highly dependent on the synergy between various stakeholders. Sustained collaboration among governmental agencies, schools, families, and community members is essential for cultivating a supportive learning environment for all students. Additionally, the success of inclusive education requires continuous monitoring and evaluation of curriculum implementation to ensure alignment with inclusive values. Integrating character education that emphasizes tolerance, cooperation, and respect for diversity can further reduce discriminatory practices and enhance social equity within the educational system. With strong commitment and active participation from all sectors, Indonesia's inclusive curriculum can serve as a powerful vehicle for ensuring that every child, without exception, receives equitable educational opportunities.

## CONCLUSION

This study affirms that inclusive education seeks to provide equal access to quality education for all children, including those with special needs, enabling them to realize their full potential and fostering a more tolerant and diverse-respecting society. Various strategies have been implemented to enhance accessibility for students with special needs, including the development of inclusive curriculum standards, collaboration with multiple stakeholders, and improvements in infrastructure and teacher professional development. However, significant challenges persist, such as inadequate facilities, limited teacher training, persistent social stigma, and difficulties in adapting the curriculum to address the diverse needs of all learners. The success of inclusive education largely depends on the collective commitment of stakeholders, including government bodies, educational institutions, communities, and parents, to establish a supportive and inclusive educational environment.

A key limitation of this study is its focus solely on the Indonesian context, without comparative

analysis involving other countries that have adopted inclusive education systems. Additionally, the study does not directly assess the impact of inclusive education on the academic and social development of students with special needs, focusing instead on policy frameworks and implementation strategies. Future research should broaden its scope to encompass diverse regions across Indonesia, with attention to disparities in implementation at local and regional levels. Furthermore, longitudinal studies investigating the long-term effects of inclusive education on both students with special needs and their peers in general education are essential for evaluating the sustainability of inclusive models.

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