

THE IMPLEMENTATION OF INCLUSIVE EDUCATION AS A STRATEGY FOR TRANSFORMING THE LEARNING SYSTEM TO ACHIEVE EQUALITY AND FAIRNESS FOR ALL STUDENTS IN INDONESIA: A LITERATURE REVIEW BASED ON THEORETICAL ANALYSIS AND EMPIRICAL PRACTICE

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Abstract

This study examines the implementation of inclusive education as a strategy for transforming the learning system in Indonesia to achieve equality and fairness for all students. Using a literature review approach based on theoretical analysis and empirical practice, this study integrates various theories of critical education, social justice, and universal design for learning with empirical findings from various regions in Indonesia. The results of the study show that inclusive education is capable of breaking down discriminatory barriers in the learning system and strengthening the participation and empowerment of learners with diverse needs. However, the success of its implementation is influenced by the readiness of teachers, infrastructure, socio-cultural support, and supportive cross-sectoral policies. This study recommends strengthening educator capacity, improving access to technology, and holistic policy coordination as key factors in expanding and strengthening inclusive education in Indonesia. Thus, inclusive education has proven to be an effective strategy for transforming the learning system to be fair and inclusive in the country.

Keywords: Inclusive education, learning system transformation, educational equality, social justice, education in Indonesia, universal design for learning, teacher capacity building.

Introduction

Education is the main foundation in human resource development, serving as a strategic instrument that can open access and opportunities for all citizens to develop optimally. In the context of Indonesia, a country that is highly diverse in terms of social, cultural, and geographical conditions, ensuring that every child receives a proper education is a complex but crucial challenge (Tubagus et al., 2023) ; (Aslan & Shiong, 2023) ; (Nurdiana et al., 2023) . Inclusive education has emerged as an innovative paradigm that not only emphasises formal access for all children but also prioritises the principles of respect for diversity and fairness in the learning process. The implementation of inclusive education in Indonesia is one of the efforts to transform the learning system, which aims to eliminate discriminatory barriers and strengthen equal opportunities for all students without exception (Katz, 2012) .

The concept of inclusive education itself stems from the spirit of Education for All, launched by UNESCO, which emphasises that all children, including those with special needs, must have the opportunity to learn in the same environment as their