



Fulfillment of the Rights of Children with Disabilities in Inclusive Education in the Digital Era: Evidence from Gorontalo City

Kindom Makkulawuzar^{a,1,*}, Mawardi De La Cruz^{b,2}, Hijrah Lahaling^{c,3}

^a Universitas Ichsan Gorontalo, Indonesia

^b Universitas Ichsan Gorontalo, Indonesia

^c Universitas Ichsan Gorontalo, Indonesia

¹ kindommakkulawuzar@gmail.com; ² mawardidelacruz13@gmail.com; ³ hlahaling@gmail.com*

* corresponding author

ARTICLE INFO

Article history

Received: 10 October 2025

Revised: 23 December 2025

Accepted: 25 December 2025

Keywords

Inclusive Education;
Children with Disabilities;
Socio-Legal Approach;
Digital Inclusion;
Policy Implementation.

ABSTRACT

Inclusive education constitutes a fundamental human right, yet children with disabilities in Gorontalo City face persistent barriers in accessing it. This study analyzes the legal framework governing inclusive education rights and evaluates the implementation of adaptive, technology-supported inclusive policies. Employing a socio-legal approach with a descriptive-analytical design, the research integrates normative analysis of legal instruments with empirical data from focus group discussions, interviews, and document review. Findings reveal that Regional Regulation No. 3 of 2023 has not been effectively operationalized, with implementation hindered by systemic factors (insufficient qualified teachers, non-adaptive curricula, inadequate accessible infrastructure), socio-cultural factors (stigma and bullying), and digital factors (limited device access and low digital literacy). The results highlight a substantial gap between normative guarantees and practical implementation. The study underscores the need for operational regulations, enhanced teacher capacity, accessible digital learning facilities, and multi-stakeholder collaboration to achieve an equitable and inclusive educational ecosystem.

This is an open access article under the [CC-BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) license.



1. Introduction

Education is universally recognized as a fundamental human right, as affirmed in the Universal Declaration of Human Rights and further reinforced by the Convention on the Rights of Persons with Disabilities (CRPD), which Indonesia ratified through Law No.

19 of 2011.¹ Central to these international frameworks is the principle of non-discrimination, which mandates that every child including children with disabilities must be guaranteed equal access to quality education. At the national level, this commitment is constitutionally and statutorily embedded in the 1945 Constitution of the Republic of Indonesia, Law No. 20 of 2003 on the National Education System, and Law No. 8 of 2016 on Persons with Disabilities.² Taken together, these legal instruments provide a comprehensive normative foundation for the implementation of inclusive education as a core mechanism for realizing the educational rights of children with disabilities.

Despite the existence of a comprehensive normative framework, the implementation of inclusive education in Indonesia continues to be constrained by persistent structural and cultural barriers. Existing scholarship suggests that inclusive education policies often remain at the level of regulatory discourse, with limited translation into substantive pedagogical practices within classrooms.³ In a similar vein, Ratheeswari (2023) observes that many schools lack adequately trained teachers possessing the competencies required for inclusive pedagogy and special needs support.⁴ These challenges are further compounded by deficiencies in accessible infrastructure and inclusive learning media, which collectively widen the gap between legal commitments and educational practice.⁵ Consequently, the practical realization of inclusive education in Indonesia remains fragmented and suboptimal.

These findings resonate with broader international literature, which suggests that the key challenge of inclusive education lies not merely in expanding access, but in ensuring effective policy implementation. Ainscow (2020) asserts that inclusive education can only function meaningfully when supported by operational policies with clear implementation indicators.⁶ UNESCO (2020) further identifies three critical pillars for effective inclusive education: human resource capacity, infrastructural readiness, and policy responsiveness to social and technological change.⁷ However, most existing studies predominantly focus on national policy frameworks or urban educational settings, leaving

¹ Rep Indonesia, “Undang-Undang Nomor 11 Tahun 2011 Tentang Pengesahan Convention on The Rights of Persons With Disabilities (Konvensi Mengenai Hak-Hak Penyandang Disabilitas)” (2011).

² Ismiyanto, “Implementation of Legal Justice in the Implementation of Inclusive Education at Elementary and Secondary School Levels in Indonesia,” *Pena Justisia: Media Komunikasi dan Kajian Hukum* 24, no. 1 (20 September 2025): 7503–20, <https://doi.org/10.31941/pj.v24i1.6738>.

³ Susie Miles dan Nidhi Singal, “The Education for All and inclusive education debate: Conflict, contradiction or opportunity?,” *International Journal of Inclusive Education* 14, no. 1 (2010): 1–15, <https://doi.org/10.1080/13603110802265125>.

⁴ Ismiyanto, “Implementation of Legal Justice in the Implementation of Inclusive Education at Elementary and Secondary School Levels in Indonesia.”

⁵ Ismiyanto.

⁶ Mel Ainscow, “Promoting inclusion and equity in education: lessons from international experiences,” *Nordic Journal of Studies in Educational Policy* 6, no. 1 (2020): 7–16, <https://doi.org/10.1080/20020317.2020.1729587>.

⁷ Sheila Wirz dan Sharmila Donde, “Global Education Monitoring Report, Inclusion and education: All Means All,” *Unesco*, 2009, 220–33.

limited scholarly attention to the effectiveness of local regulations as instruments for fulfilling inclusive education rights.

Within the Indonesian context, UNESCO (2020) underscores that the digital era simultaneously offers significant opportunities and poses complex challenges for the advancement of inclusive education. Digital technologies hold considerable potential to enhance learning accessibility for students with disabilities; however, in the absence of the systematic application of Universal Design for Learning (UDL) principles, technological innovation may inadvertently reproduce or even intensify new forms of exclusion.⁸ Anderson and Boyle (2015) likewise contend that digital transformation in education must be accompanied by adaptive curriculum development and strengthened digital literacy among both educators and learners to ensure meaningful inclusion.⁹ Despite these normative aspirations, empirical conditions reveal persistent disparities in digital literacy and technological infrastructure, particularly in Eastern Indonesia, which continue to constrain the effective implementation of digitally supported inclusive education.

Gorontalo City exemplifies these challenges at the local level. Data from the Gorontalo City Social Affairs Office (2023) indicate that 647 children with disabilities remain excluded from formal education. The barriers they encounter are not limited to physical accessibility but also encompass social and digital dimensions. The limited availability of teachers proficient in sign language, inadequate accessible learning resources, and low levels of digital literacy constitute significant impediments to inclusive education. Although the local government has enacted Regional Regulation No. 3 of 2023 on the Protection and Fulfillment of the Rights of Persons with Disabilities as an expression of policy commitment, the regulation has yet to comprehensively articulate strategic, operational, and digitally responsive frameworks necessary for the effective implementation of inclusive education.

This discrepancy between normative commitments and practical realities reveals a regulatory gap that warrants critical examination. Existing scholarship has largely approached inclusive education through national policy or pedagogical lenses, while the effectiveness of local regulatory instruments particularly in the context of digital transformation remains insufficiently explored. Accordingly, this study aims to address this gap by conducting a normative legal analysis of the regulatory framework governing the fulfillment of inclusive education rights in Gorontalo City and by critically assessing its implementation amid the challenges and opportunities of the digital era. In doing so, the

⁸ Ismiyanto, "Implementation of Legal Justice in the Implementation of Inclusive Education at Elementary and Secondary School Levels in Indonesia."

⁹ Joanna Anderson dan Christopher Boyle, "Inclusive education in <sc>A</sc>ustralia: rhetoric, reality and the road ahead," *Support for Learning* 30, no. 1 (2 Februari 2015): 4–22, <https://doi.org/10.1111/1467-9604.12074>.

study seeks to contribute to both the theoretical discourse on inclusive education governance and the formulation of more responsive local policy frameworks.

Academically, this study advances scholarship in educational law by offering an integrative analytical framework that connects normative legal analysis with the evolving dynamics of digital transformation in inclusive education. Practically, it formulates policy-oriented recommendations aimed at enhancing the operational clarity of local regulatory instruments, strengthening teachers' competencies in inclusive digital literacy, and reinforcing multi-stakeholder collaboration in the governance of inclusive education. Accordingly, this study not only reaffirms inclusive education as a fundamental human right but also articulates concrete, context-sensitive strategies for advancing a more adaptive, equitable, and sustainable model of inclusive education in the digital era.

2. Legal Material and Methods

This study adopts a socio-legal research approach that integrates normative legal analysis with empirical field investigation. This approach is employed to critically examine the extent to which legal norms guaranteeing the rights of children with disabilities to inclusive education are effectively implemented at the local level. The research was conducted in Gorontalo City, Indonesia, between May and August 2025 and was guided by three analytical objectives: (1) to identify the barriers faced by children with disabilities in accessing inclusive education in the digital era; (2) to assess the readiness of regulatory frameworks, infrastructure, and human resources supporting inclusive education; and (3) to formulate strategic directions for strengthening the implementation of digitally supported inclusive education.

The study draws on both empirical data and legal materials. Empirical data were collected through focus group discussions (FGDs) and in-depth semi-structured interviews with key stakeholders, including officials from the local Department of Education and Department of Social Affairs, educators from inclusive schools, parents of children with disabilities, and representatives of civil society organizations engaged in disability rights and inclusive education advocacy. Legal materials comprised primary and secondary sources. Primary legal materials included the 1945 Constitution of the Republic of Indonesia, Law No. 20 of 2003 on the National Education System, Law No. 8 of 2016 on Persons with Disabilities, and Gorontalo City Regional Regulation No. 3 of 2023 on the Protection and Fulfillment of the Rights of Persons with Disabilities. Secondary legal materials were obtained from peer-reviewed journal articles, academic books, prior empirical studies, and official statistical reports issued by the Central Bureau of Statistics (BPS), the Regsosek program, and the Gorontalo City Social Affairs Office.

All data were analyzed qualitatively using a descriptive–analytical strategy. Normative legal analysis was conducted through statutory interpretation and regulatory harmonization to assess the coherence, consistency, and adequacy of the legal framework

governing inclusive education. Empirical data were analyzed using thematic analysis to identify recurring patterns related to implementation barriers, institutional capacity, and practical needs in the field. The findings derived from the normative and empirical analyses were subsequently integrated to generate comprehensive insights and policy-relevant recommendations aimed at strengthening inclusive education governance and practice in the digital era.

3. Results and Discussion

3.1 Legal Framework Governing the Rights of Children with Disabilities in Inclusive Education in Gorontalo City

Indonesia's national legal framework reflects an increasingly consolidated commitment to safeguarding the right to education for persons with disabilities through the progressive development of inclusive education policies. An early normative milestone was established through Minister of National Education Regulation No. 70 of 2009, which formally introduced inclusive education as an integral component of the national education system and embedded principles of equality and non-discrimination within mainstream schooling.¹⁰ This commitment has been further operationalized by the Minister of Education, Culture, Research, and Technology Regulation No. 48 of 2023 on Reasonable Accommodation for Students with Disabilities, which provides a more concrete regulatory mechanism for educational institutions to ensure accessibility, participation, and equal learning opportunities across all levels of education. Complementing these sectoral regulations, Law No. 8 of 2016 on Persons with Disabilities explicitly affirms the right of every child with disabilities to education free from discrimination and mandates the provision of appropriate support tailored to individual needs. Taken together, these instruments demonstrate Indonesia's normative alignment with the Convention on the Rights of Persons with Disabilities (CRPD), particularly Article 24, which obliges States Parties to establish inclusive education systems at all levels.¹¹ From a normative perspective, therefore, Indonesia exhibits a high degree of formal compliance with international legal standards governing inclusive education.

Notwithstanding the progressive nature of Indonesia's national legal framework, significant implementation gaps persist at the regional level. Empirical findings from Gorontalo City demonstrate that national legal norms governing inclusive education have

¹⁰ Republik Indonesia, "Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas pada Satuan Pendidikan Anak Usia Dini Formal, Pendidikan Dasar, Pendidikan Menengah, dan Pendidikan," *Kemendikbudristek §* (2023), <https://peraturan.bpk.go.id/Details/285711/permendikbudristek-no-48-tahun-2023>.

¹¹ Agung Wardana dan Ni Putu Yogi Paramitha Dewi, "Moving Away From Paternalism: The New Law on Disability in Indonesia," *Asia-Pacific Journal on Human Rights and the Law* 18, no. 2 (2017): 172–95, <https://doi.org/https://doi.org/10.1163/15718158-01802003>.

not been fully internalized within local education policies and institutional practices. Although local authorities have formally incorporated inclusive education principles into development planning instruments and institutional policy documents, implementation remains largely procedural and limited in substantive impact. The principal obstacles include the insufficient availability of educators equipped with competencies in inclusive pedagogy, particularly in sign language proficiency, differentiated instruction, and adaptive curriculum design.

Low levels of digital literacy among educators further exacerbate these implementation disparities. As noted by Palmieri et al. (2025) and Lewaherilla (2025), limited access to sustained professional development in inclusive educational technologies significantly constrains teachers' capacity to optimize learning processes for students with disabilities.¹² This situation is paradoxical given the substantial potential of digital technologies to enhance accessibility, participation, and meaningful engagement in inclusive learning environments. Taken together, these conditions underscore a regulatory disconnection between declarative legal commitments and the institutional and human resource capacities required for effective implementation in practice.

Gorontalo City Regional Regulation No. 3 of 2023 on the Protection and Fulfillment of the Rights of Persons with Disabilities constitutes a key local regulatory instrument within the governance of inclusive education. Its enactment reflects a formal commitment by the local government to embed principles of inclusivity and non-discrimination into regional policy frameworks. According to REGSOSEK (2022), Gorontalo City is home to 3,046 persons with disabilities, a substantial proportion of whom are of school age, thereby highlighting the practical urgency of ensuring effective regulatory support for inclusive education. However, despite its symbolic and normative significance, the regulation remains predominantly declaratory in nature and does not yet provide detailed operational provisions concerning inclusive curriculum standards, the integration of digital technologies in learning processes, or performance-based monitoring and evaluation mechanisms. This normative and operational incompleteness limits institutional accountability and risks weakening the effectiveness of inclusive education implementation at the local level.

From the perspective of Nonet and Selznick's (1978) theory of responsive law, an effective legal system must extend beyond normative recognition to actively respond to social realities and promote substantive justice.¹³ When applied to the context of Gorontalo City, this analytical lens reveals that local regulations governing inclusive education

¹² CRISTIANE NEVES PALMIERI et al., "INCLUSIVE EDUCATION IN FOCUS: CHALLENGES AND PATHWAYS TO PRACTICE," *Educação & Inovação*, 18 Agustus 2025, 1–16, <https://doi.org/10.64326/educacao.v1i4.41>; August Lewaherilla, "Inclusive English Learning For Students With Disabilities: Challenges And Solutions In The Digital Age," *Journal of Pedagogi* 2, no. 4 (2025): 51–59, <https://doi.org/10.62872/n4nx2v98>.

¹³ Teja Sukmana, "Responsive Law and Progressive Law: Examining the Legal Ideas of Philip Nonet, Philip Selznick, and Sadjipto Raharjo," *Peradaban Journal of Law and Society* 2, no. 1 (2023): 92–105, <https://doi.org/10.59001/pjls.v2i1.82>.

continue to operate predominantly at a declarative level, affirming rights and principles without establishing concrete and enforceable implementation mechanisms. This condition is consistent with Mulyadi's (2020) observation that inclusive education policy in Indonesia remains largely oriented toward formal recognition of rights rather than toward strengthening critical dimensions of implementation, including sustainable financing, adaptive curriculum development, and systematic teacher capacity building.¹⁴ As a result, both national and regional policy frameworks on inclusive education face persistent challenges in bridging the gap between declarative legal norms and the realization of substantive justice in practice.

Furthermore, existing scholarship emphasizes that the effectiveness of inclusive education policies at the regional level is contingent upon coherent synergy between regulatory design, budgetary allocation, and sustained technical support from the central government. Effective collaboration between executive and legislative institutions, reinforced by adequate fiscal decentralization, is critical to ensuring both the sustainability and equity of policy implementation.¹⁵ Nevertheless, persistent bureaucratic capacity constraints and limited fiscal space frequently undermine these efforts, reducing legal commitments to largely symbolic expressions.¹⁶ In the context of Gorontalo City, these structural limitations are reflected in a continued reliance on national policy directives without sufficient local regulatory and institutional strengthening, resulting in implementation outcomes that depend heavily on the discretion and initiative of individual schools or educators. This condition further reinforces the conclusion that local legal frameworks governing inclusive education remain predominantly declarative rather than responsive, as conceptualized by Nonet and Selznick (1978).¹⁷

Recent scholarship highlights the transformative capacity of digital technologies to expand access to, and enhance the effectiveness of, inclusive education, particularly in geographically and structurally disadvantaged regions. Assistive technologies, including

¹⁴ Asal Wahyuni Erlin Mulyadi, "Policy of Inclusive Education for Education for All in Indonesia," *Policy & Governance Review* 1, no. 3 (2017): 201, <https://doi.org/10.30589/pgr.v1i3.57>.

¹⁵ Rahman Rahman et al., "Kolaborasi Eksekutif Dan Legislatif Dalam Proses Penyusunan Kebijakan Umum Anggaran Inklusif Di Provinsi Sulawesi Tenggara," *Journal Publicuho* 7, no. 2 (2024): 677–94, <https://doi.org/10.35817/publicuho.v7i2.402>; Resi Salma Nazikha dan Farida Rahmawati, "Pengaruh desentralisasi fiskal, kapasitas fiskal daerah, dan elastisitas fiskal terhadap pertumbuhan inklusif Indonesia," *Jurnal Ekonomi, Bisnis dan Pendidikan* 1, no. 2 (2021): 120–34, <https://doi.org/10.17977/um066v1i22021p120-134>.

¹⁶ Syafarddin Syafarddin, "Assessment of Regional Bureaucratic Capacity for Inclusive Economic Development Policy Implementation," *International Journal of Economics and Management Research* 4, no. 3 (2025): 560–74; B. Pshyk, "the Role of Fiscal Space in Ensuring Inclusive Development of the Region: Theoretical Aspect of Research," *Efektivna ekonomika*, no. 5 (2020), <https://doi.org/10.32702/2307-2105-2020.5.12>; Yelvi Oktavia et al., "Desentralisasi dan Otonomi Pemerintahan Daerah: Studi Literatur Tentang Dinamika Kebijakan Pemerintahan Daerah Pasca-Reformasi," *PUBLICNESS: Journal of Public Administration Studies* 4, no. 2 (2025): 157–65, <https://doi.org/10.24036/publicness.v4i2.260>.

¹⁷ Sukmana, "Responsive Law and Progressive Law: Examining the Legal Ideas of Philip Nonet, Philip Selznick, and Sadjipto Raharjo."

speech-to-text and text-to-speech applications, as well as AI-driven adaptive learning tools, have been shown to improve participation, engagement, and learning autonomy among students with disabilities.¹⁸ Similarly, e-learning platforms and hybrid learning models offer flexible and cost-effective learning modalities capable of mitigating geographic barriers and resource limitations.¹⁹ Beyond issues of access, digital innovation also facilitates meaningful learning engagement through gamification strategies and collaborative digital projects that foster social interaction and inclusion.²⁰ These technological developments are closely aligned with the principles of Universal Design for Learning (UDL), which emphasize flexibility in content delivery, learner participation, and assessment methods.²¹ Nevertheless, the effectiveness of such innovations remains heavily dependent on educators' digital competencies and the presence of supportive regulatory frameworks that mandate and facilitate the provision of assistive technologies within schools. In the context of Gorontalo City, the absence of explicit regulatory provisions addressing the integration of assistive technologies indicates a limited recognition of digital innovation as a critical instrument for advancing substantive social justice in inclusive education.

In summary, while Gorontalo City formally possesses a legal basis for the protection and fulfillment of the rights of persons with disabilities through Regional Regulation No. 3 of 2023, substantial regulatory refinement remains necessary to align local governance with the paradigm of responsive law and the evolving demands of the digital era. Harmonization between national and regional regulatory frameworks must be accompanied by concrete operational planning, encompassing inclusive curriculum standards, systematic teacher training, the development of digital and assistive infrastructure, and performance-based monitoring and evaluation mechanisms. In the absence of such measures, regional regulation risks functioning merely as a symbolic administrative instrument, lacking the substantive transformative capacity required to ensure the effective fulfillment of inclusive education rights for children with disabilities.

¹⁸ Wiwi Fismariza dan Ofianto Ofianto, "Teknologi sebagai Solusi untuk Meningkatkan Akses Pendidikan di Daerah Terpencil," *TSAQOFAH* 5, no. 4 (25 Juni 2025): 3604–17, <https://doi.org/10.58578/tsaqofah.v5i4.6408>.

¹⁹ Khairul Firdaus dan Mahyudin Ritonga, "Peran Teknologi Dalam Mengatasi Krisis Kesehatan," *Jurnal Kepemimpinan & Pengurusan Sekolah* 9, no. 1 (2024): 43–57, <https://doi.org/https://doi.org/10.46245/543>.

²⁰ John Foster Jill Moyo dan Faith Nyirenda, "Leveraging Digital Books for Inclusive Learning in Remote Contexts," *Mediterranean Journal of Social Sciences* 15, no. 4 (2024): 98, <https://doi.org/10.36941/mjss-2024-0033>.

²¹ V Priyadharsini dan R Sahaya Mary, "Universal Design for Learning (UDL) in Inclusive Education: Accelerating Learning for All," *Shanlax International Journal of Arts, Science and Humanities* 11, no. 4 (2024): 145–50, <https://doi.org/10.34293/sijash.v11i4.7489>.

3.2. Implementation of Inclusive Education Policy from Legal and Technological Perspectives

The implementation of inclusive education policies in Gorontalo City continues to reveal a pronounced disparity between formal legal norms and empirical realities on the ground. Although Regional Regulation No. 3 of 2023 explicitly guarantees the right of persons with disabilities to equal access to education, data from the Gorontalo City Social Affairs Office indicate that 647 children with disabilities remain excluded from formal educational institutions. This condition illustrates that the constitutional right to education for children with disabilities has not been fully realized in practice and that the enforcement of inclusive education policies remains fragile, particularly at the level of educational institutions. Viewed from both legal and technological perspectives, this gap underscores systemic weaknesses in policy implementation, institutional capacity, and the integration of supportive digital mechanisms necessary to translate normative guarantees into substantive educational outcomes.

Human resource constraints constitute one of the most critical barriers to the effective implementation of inclusive education policies in Gorontalo City. A substantial proportion of teachers lack adequate competencies in inclusive pedagogy as well as the digital literacy required to support adaptive and technology-assisted learning. The limited availability of educators proficient in sign language and specialized instructional approaches for children with disabilities undermines classroom communication and learning effectiveness, particularly for students with hearing impairments and specific learning difficulties. This condition reflects the absence of systematic and sustained capacity-building initiatives as a regional policy priority. Consistent with the findings of Jaramillo et al. (2025) and Palmieri et al. (2025), the evidence suggests that continuous professional development integrating inclusive pedagogical skills and digital competencies is a prerequisite for ensuring the successful implementation of disability-inclusive education in the digital era.²²

The absence of a technologically adaptive curriculum and inclusive digital learning materials further intensifies implementation challenges at the school level. In practice, teachers continue to rely on standardized learning modules that lack digital modification and accessibility features tailored to the diverse needs of children with disabilities, resulting in online and blended learning environments that remain structurally non-inclusive. This condition is consistent with the findings of Lewaherilla (2025) and

²² Aida Revilla Jaramillo et al., "La educación inclusiva en la era digital: retos y oportunidades para la enseñanza de estudiantes con discapacidades en entornos virtuales," *Revista Científica de Innovación Educativa y Sociedad Actual "ALCON"* 5, no. 3 (2025): 209–17, <https://doi.org/10.62305/alcon.v5i3.586>; PALMIERI et al., "INCLUSIVE EDUCATION IN FOCUS: CHALLENGES AND PATHWAYS TO PRACTICE."

Bindhani and Gopinath (2024), who demonstrate that the limited availability of assistive technologies, such as screen readers, speech-to-text applications, and automatic subtitle generators, constitutes a significant barrier to students' comprehension and meaningful participation in digital learning processes.²³ As a consequence, inclusive education in Gorontalo City continues to operate within a one-size-fits-all instructional paradigm, which is fundamentally inconsistent with the principles of differentiated and reasonable accommodation mandated by Ministerial Regulation No. 48 of 2023.

Technological infrastructure deficits and resource constraints constitute additional structural barriers to the effective implementation of inclusive education in Gorontalo City. The limited availability of adaptive digital devices, uneven internet connectivity across educational institutions, and the absence of learning platforms equipped with accessibility features collectively exacerbate the digital divide experienced by children with disabilities. According to REGSOSEK (2022), 1,272 individuals in Gorontalo City experience mobility impairments and 665 individuals live with hearing impairments, many of whom require assistive technologies and specialized digital support to participate meaningfully in educational processes.²⁴ Nevertheless, persistent budgetary limitations and the absence of structured assistance schemes for the provision of adaptive digital devices render existing policy responses fragmented and insufficient. As a result, current implementation practices fail to meet the standards of social responsiveness and substantive equality emphasized in contemporary inclusive education discourse.²⁵

Equally significant are socio-cultural barriers manifested through persistent stigma and discriminatory attitudes toward children with disabilities. Empirical findings reveal multiple incidents of exclusion, bullying, and subtle forms of discrimination within mainstream schools, indicating that inclusive values have not yet been fully internalized at the institutional and community levels. The continued perception of disability as a social and economic burden adversely affects both school participation and parental confidence in formal education pathways. These findings corroborate the analysis of Bindhani and

²³ Lewaherilla, "Inclusive English Learning For Students With Disabilities: Challenges And Solutions In The Digital Age"; Sonali Bindhani - dan Geetha Gopinath -, "Inclusive Education Practices: A Review of Challenges and Successes," *International Journal For Multidisciplinary Research* 6, no. 2 (2024): 1–9, <https://doi.org/10.36948/ijfmr.2024.v06i02.17341>.

²⁴ "Registrasi Sosial Ekonomi (REGSOSEK) 2022," 2022.

²⁵ K. Ratheeswari dan K. Nallathambi, "Challenges and Barriers in Implementing Inclusive Education Policies," *Shanlax International Journal of Arts, Science and Humanities* 11, no. S1-Nov (2023): 77–83, <https://doi.org/10.34293/sijash.v11is1-nov.6864>; H. L. Rahmatiah et al., "Strict Liability and Product Safety: the Case of Dangerous Syrup in Indonesia in the Maqāsid Al-Sharī'Ah Perspective," *Ahkam: Jurnal Ilmu Syariah* 23, no. 2 (2023): 543–62, <https://doi.org/10.15408/ajis.v23i2.34240>; Sofia Annisa Rahma, Anindya Larasati Ramadhani, dan Rona Angelica Zahra, "Inclusive Education Management Strategies in the Digital Era: Addressing Challenges and Seizing Opportunities for Equitable Access to SDG 4," *Managere: Indonesian Journal of Educational Management* 7, no. 2 (2025): 177–88, <https://doi.org/10.52627/managere.v7i2.672>.

Gopinath (2024), who emphasize that attitudinal barriers often constitute the most complex and deeply entrenched obstacles to inclusive education, frequently proving more resistant to reform than technical or infrastructural constraints.²⁶

From an institutional and regulatory perspective, the absence of derivative regulations mandating schools to implement accessible digital learning systems reflects a weak manifestation of responsive law. Educational institutions are not legally required to integrate accessibility features such as text-to-speech applications, screen readers, or other assistive technologies, resulting in inclusivity remaining predominantly declarative rather than operational. Although Regional Regulation No. 3 of 2023 establishes a formal legal foundation for the protection of disability rights, it does not provide detailed monitoring and evaluation mechanisms, nor does it set measurable performance indicators for inclusive education implementation. Furthermore, the lack of an independent supervisory or oversight body significantly constrains institutional accountability and undermines effective enforcement at the school level.

This normative–empirical disparity demonstrates that inclusive education policy in Gorontalo City has not yet fully internalized the principles of responsive law, namely a legal framework that adapts to social change and technological innovation. When regional policies are not systematically accompanied by sustained teacher capacity building, the development of adaptive and assistive technologies, and adequate digital infrastructure support, the right to education for persons with disabilities risks being reduced to a mere administrative formality. As emphasized by Palmieri et al. (2025) and Malizal and Rahman (2024), the integration of inclusive digital technologies can function not only as an equalizer of educational access but also as a catalyst for broader social transformation, provided that it is embedded within collaborative, adequately funded, and evaluation-oriented public policy frameworks.²⁷

In this context, the findings of this study highlight the urgent need for comprehensive reform in the implementation of inclusive education policies in Gorontalo City from both legal and technological perspectives. Such reform must extend beyond normative commitments and encompass concrete measures, including systematic teacher capacity building in inclusive and digital pedagogy, the development of adaptive curricula supported by assistive technologies, and the establishment of continuous, performance-based evaluation mechanisms to assess the effectiveness of Regional Regulation No. 3 of

²⁶ - dan -, “Inclusive Education Practices: A Review of Challenges and Successes.”

²⁷ PALMIERI et al., “INCLUSIVE EDUCATION IN FOCUS: CHALLENGES AND PATHWAYS TO PRACTICE”; Zelynda Zeinab Malizal dan Najib Aulia Rahman, “Breaking Boundaries in Inclusive Education: A Narrative Review of Pedagogical, Technological, and Policy Practices and Challenges in Regular Schools,” *Sinergi International Journal of Education* 2, no. 3 (30 Agustus 2024): 187–202, <https://doi.org/10.61194/education.v2i3.588>.

2023. Moreover, a critical reassessment of inter-agency coordination, equitable allocation of digital and assistive resources, and the meaningful participation of disability communities in policy design and monitoring is essential. Without these integrated and responsive interventions, inclusive education in the digital era risks remaining symbolic rather than transformative. Conversely, when grounded in responsive legal frameworks and technologically adaptive governance, inclusive education can function as a substantive instrument of social justice and the realization of equal educational rights for children with disabilities.

In this regard, the findings of this study indicate that the implementation of inclusive education policies in Gorontalo City has yet to fully reflect a responsive legal approach that is adaptive to technological and social transformation. Persistent gaps in teacher capacity, adaptive curriculum development, and digital infrastructure support suggest that Regional Regulation No. 3 of 2023 has not been operationalized in a manner capable of ensuring substantive equality in educational access. These conditions point to the necessity of a more systematic evaluation of existing legal and institutional frameworks, particularly in relation to their responsiveness to digital innovation and the lived realities of children with disabilities. Such evaluation provides a critical foundation for formulating targeted policy strengthening measures, which are further examined in the subsequent section.

3.3. Policy Evaluation and Recommendations for Strengthening Inclusive Education in the Digital Era

The evaluation of inclusive education policy implementation in Gorontalo City demonstrates that Regional Regulation No. 3 of 2023 has not yet effectively ensured the fulfillment of the educational rights of children with disabilities. While the regulation reflects a normatively progressive commitment to inclusivity, its translation into operational practices remains limited and fragmented. Empirical findings indicate that 647 children with disabilities continue to be excluded from formal education, underscoring a substantial gap between legal guarantees and lived social realities. This discrepancy reveals that the implementation of inclusive education policy has not yet embodied the principles of responsive regulation, namely a legal framework that is capable of adapting to concrete societal needs and structural challenges in the digital era.

A closer examination of the local policy framework reveals that Regional Regulation No. 3 of 2023 lacks detailed and operational guidance for the implementation of digitally supported inclusive education. In particular, the regulation does not stipulate technical standards requiring schools to provide accessible learning environments, including the integration of assistive technologies and digital accessibility features. Moreover, the regulation is not reinforced by derivative legal instruments, such as mayoral regulations or binding circulars issued by the Education Office, which are essential for translating normative commitments into enforceable administrative practices. This

situation aligns with global findings indicating that inclusive educational policies, even when progressive on paper, often face coherence issues and structural barriers in practice. Systematic reviews of studies published between 2019 and 2024 highlight that the effective integration of assistive technologies, such as AI-based adaptive learning tools, educational robotics, and agile learning methodologies, is frequently hindered by limited teacher training, regional inequalities, and the coexistence of parallel educational systems.²⁸ Consequently, educational institutions apply divergent interpretations of “inclusive education,” leading to inconsistent implementation, unequal access to learning opportunities, and the suboptimal realization of substantive equality.

Empirical evidence indicates that the most critical implementation barriers are concentrated in human resource capacity and digital infrastructure readiness. A substantial proportion of teachers lack adequate pedagogical competencies for educating students with disabilities, particularly in sign language proficiency, differentiated instruction, and the effective use of assistive learning technologies. REGSOSEK (2022) data reveal that 665 individuals in Gorontalo City experience hearing impairments and 1,272 individuals face mobility limitations, both of which necessitate accessible and adaptive educational support. Nevertheless, most schools remain inadequately equipped with essential assistive technologies, including text-to-speech applications, closed captioning systems, and disability-friendly learning management platforms. The absence of systematic training programs and sustained technical assistance further constrains teachers’ capacity to leverage digital tools effectively, rendering the implementation of digitally supported inclusive education largely symbolic rather than substantively transformative.

Global evidence reinforces these findings. Systematic literature reviews reveal that while assistive technologies, such as screen readers, braille devices, augmented reality, and AI-driven adaptive tool, enhance accessibility, active participation, and critical skill development, their effective deployment faces significant challenges, including high costs, inadequate teacher training, social inequalities, and ethical considerations.²⁹ These international patterns highlight that the implementation challenges observed in Gorontalo City are not isolated but reflect broader structural and technological barriers to inclusive education worldwide. Consequently, modernizing local policies and tailoring educational strategies to the specific needs of students with disabilities are imperative to translate technological potential into substantive educational equity.

²⁸ Dennisse Guillén-martínez, Javier Alexander Alcázar-espinoza, dan Iván Ramírez-sánchez, “Policies , Assistive Technologies , and Barriers in Inclusive Education : A Global Systematic Review (2019-2024),” *Journal of Posthumanism* 5, no. 2 (2025): 208–18, <https://doi.org/https://doi.org/10.63332/joph.v5i2.418>.

²⁹ Mariela Verónica et al., “Technologies in Inclusive Education : Solution or Challenge ? A Systematic Review,” *Education Sciences* 15, no. 6 (2025), <https://doi.org/https://doi.org/10.3390/educsci15060715>.

From a governance perspective, weak inter-agency coordination constitutes an additional structural barrier to effective policy implementation. The Education Office, the Social Affairs Office, and implementing educational institutions do not yet operate within an integrated governance mechanism that systematically links disability data, identified educational needs, and budgetary allocation. Consequently, policy responses remain fragmented, sectoral, and lacking long-term sustainability, thereby contravening the principles of a whole-of-government approach that is essential for inclusive policy development in the digital era. This institutional fragmentation also undermines the effectiveness of monitoring and evaluation systems, limiting the ability of public authorities to assess implementation outcomes and policy impact in an objective and evidence-based manner.³⁰

Social and cultural dimensions also play a decisive role in shaping policy effectiveness. Persistent stigma and discriminatory attitudes toward children with disabilities continue to manifest within both school environments and the broader community. Although many schools formally designate themselves as inclusive institutions, empirical findings indicate that they have not yet consistently established safe, respectful, and non-discriminatory learning environments in practice. These attitudinal and structural barriers align with global observations that inclusive education success depends not only on formal regulation but also on broader social paradigm shifts and effective policy enforcement to ensure acceptance, dignity, and equal participation for all students.³¹

From a theoretical standpoint, these findings reinforce core socio-legal arguments that legal norms, when detached from enabling institutional and technological structures, lose their practical effectiveness. In this regard, Gorontalo City's Regional Regulation No. 3 of 2023 operates predominantly as a normative declaration rather than as a genuinely transformative regulatory instrument. A responsive law perspective emphasizes the necessity of reciprocal interaction between legal norms and evolving social realities; as educational practices undergo digital transformation, regulatory frameworks must correspondingly adapt to ensure continued relevance and operational capacity. In the absence of such adaptation, legal regulation risks not only stagnation but also the inadvertent obstruction of educational innovation and inclusive policy outcomes.

The academic implications of this study underscore the need to reconceptualize inclusive education law within an adaptive inclusion framework—one that extends beyond

³⁰ C Murphy, "A WHOLE-OF-GOVERNMENT APPROACH TO PROTECT UNACCOMPANIED CHILDREN FROM LABOR EXPLOITATION," *Southern California Law Review* 98, no. 4 (2025): 1047–90, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-105010347170&partnerID=40&md5=1f60f514ce8768ffe6b8273f7554ee5b>.

³¹ Humberto Murillo-jiménez et al., "Analyzing barriers to the effective implementation of technological tools in inclusive education: a scoping review," *Front. Educ* 10 (2025), <https://doi.org/10.3389/feduc.2025.1687664>.

the formal recognition of rights to incorporate digital technology as a central instrument for achieving substantive equality. Such a perspective reframes inclusive education not merely as a social or pedagogical concern, but as a dimension of digital justice, wherein equitable access to technology constitutes an integral component of the right to education. By advancing this analytical lens, the present study contributes to the enrichment of socio-legal scholarship and the emerging discourse on digital inclusion in the Indonesian context.

From a policy perspective, several strategic priorities must be pursued to strengthen inclusive education in the digital era. First, the issuance of mayoral regulations or directives from the Education Office should provide detailed technical guidance for the implementation of technology-based inclusive learning. Second, continuous teacher professional development programs focusing on digital literacy, sign language proficiency, and adaptive curriculum design are essential to equip educators with the necessary competencies.³² Third, dedicated budgetary allocations are required to ensure the availability of accessible digital devices and the development of inclusive learning platforms. Finally, multi-stakeholder collaboration among local government agencies, schools, families, and disability organizations must be reinforced to establish participatory monitoring and accountability mechanisms that can guarantee effective and equitable implementation.

If effectively implemented, these measures have the potential to position Gorontalo City as a pilot model for technology-responsive inclusive education. Success should be evaluated not only by increased participation of children with disabilities but also by the enhancement of equitable, safe, and dignified learning experiences. Robust implementation of digital-inclusive policies would provide tangible evidence of the local government's commitment to human rights and social justice principles.

Overall, the synthesis of empirical evaluation and policy analysis highlights that inclusive education in the digital era requires a synergistic approach integrating legal frameworks, human resource capacity, and technological innovation. Comprehensive regional policy reform is critical to ensure that law transcends normative declaration and functions as a substantive instrument of social empowerment. With strategic policy direction and operational support, Gorontalo City can achieve an education system that is both legally inclusive and digitally transformative.

4. Conclusion

This study concludes that the implementation of inclusive education in Gorontalo City has not yet achieved substantive effectiveness as envisioned by national and

³² Umi Muzayanah et al., "Accessibility and Challenges of Inclusive Education Curriculum Standards in Indonesia: A Systematic Literature Review," in *International Conference on Science, Education and Technology*, vol. 11, 2025, 269–80.

international legal frameworks. While Regional Regulation No. 3 of 2023 provides a normative foundation for the realization of educational rights for children with disabilities, its operational capacity remains limited and largely declarative. Key obstacles include the shortage of trained educators, the absence of adaptive curricula, inadequate accessible digital infrastructure, and weak institutional coordination. These conditions highlight a persistent gap between legal norms and empirical realities, indicating that current policies have not fully embraced the principles of responsive regulation and digital inclusion.

From an academic perspective, the findings emphasize the necessity of repositioning inclusive education policy within an adaptive inclusion framework that integrates digital technology as a mechanism for substantive justice. Strengthening implementation requires the issuance of derivative regulations that operationalize technology-based inclusive learning, continuous teacher capacity development in digital literacy and sign language, the provision of accessible digital learning platforms, and the establishment of collaborative, multi-stakeholder governance mechanisms. More broadly, this study contributes to socio-legal scholarship by demonstrating that securing inclusive education rights in the digital era demands not only legal certainty but also innovative, equity-oriented policy transformation that ensures meaningful participation, empowerment, and social justice for children with disabilities.

5. References

- , Sonali Bindhani, dan Geetha Gopinath -. "Inclusive Education Practices: A Review of Challenges and Successes." *International Journal For Multidisciplinary Research* 6, no. 2 (2024): 1–9. <https://doi.org/10.36948/ijfmr.2024.v06i02.17341>.
- Ainscow, Mel. "Promoting inclusion and equity in education: lessons from international experiences." *Nordic Journal of Studies in Educational Policy* 6, no. 1 (2020): 7–16. <https://doi.org/10.1080/20020317.2020.1729587>.
- Anderson, Joanna, dan Christopher Boyle. "Inclusive education in <scp>A</scp> ustralia: rhetoric, reality and the road ahead." *Support for Learning* 30, no. 1 (2 Februari 2015): 4–22. <https://doi.org/10.1111/1467-9604.12074>.
- Firdaus, Khairul, dan Mahyudin Ritonga. "Peran Teknologi Dalam Mengatasi Krisis Kesehatan." *Jurnal Kepemimpinan & Pengurusan Sekolah* 9, no. 1 (2024): 43–57. <https://doi.org/https://doi.org/10.46245/543>.
- Fismariza, Wiwi, dan Ofianto Ofianto. "Teknologi sebagai Solusi untuk Meningkatkan Akses Pendidikan di Daerah Terpencil." *TSAQOFAH* 5, no. 4 (25 Juni 2025): 3604–17. <https://doi.org/10.58578/tsaqofah.v5i4.6408>.
- Guillén-martínez, Dennisse, Javier Alexander Alcázar-espinoza, dan Iván Rámirez-sánchez. "Policies , Assistive Technologies , and Barriers in Inclusive Education : A Global Systematic Review (2019-2024)." *Journal of Posthumanism* 5, no. 2 (2025): 208–18. <https://doi.org/https://doi.org/10.63332/joph.v5i2.418>.
- Indonesia, Rep. Undang-Undang Nomor 11 Tahun 2011 Tentang Pengesahan Convention on The Rights of Persons With Disabilities (Konvensi Mengenai Hak-Hak Penyandang Disabilitas) (2011).

- Ismiyanto. "Implementation of Legal Justice in the Implementation of Inclusive Education at Elementary and Secondary School Levels in Indonesia." *Pena Justisia: Media Komunikasi dan Kajian Hukum* 24, no. 1 (20 September 2025): 7503–20. <https://doi.org/10.31941/pj.v24i1.6738>.
- Lewaherilla, August. "Inclusive English Learning For Students With Disabilities: Challenges And Solutions In The Digital Age." *Journal of Pedagogi* 2, no. 4 (2025): 51–59. <https://doi.org/10.62872/n4nx2v98>.
- Malizal, Zelynda Zeinab, dan Najib Aulia Rahman. "Breaking Boundaries in Inclusive Education: A Narrative Review of Pedagogical, Technological, and Policy Practices and Challenges in Regular Schools." *Sinergi International Journal of Education* 2, no. 3 (30 Agustus 2024): 187–202. <https://doi.org/10.61194/education.v2i3.588>.
- Miles, Susie, dan Nidhi Singal. "The Education for All and inclusive education debate: Conflict, contradiction or opportunity?" *International Journal of Inclusive Education* 14, no. 1 (2010): 1–15. <https://doi.org/10.1080/13603110802265125>.
- Moyo, John Foster Jill, dan Faith Nyirenda. "Leveraging Digital Books for Inclusive Learning in Remote Contexts." *Mediterranean Journal of Social Sciences* 15, no. 4 (2024): 98. <https://doi.org/10.36941/mjss-2024-0033>.
- Mulyadi, Asal Wahyuni Erlin. "Policy of Inclusive Education for Education for All in Indonesia." *Policy & Governance Review* 1, no. 3 (2017): 201. <https://doi.org/10.30589/pgr.v1i3.57>.
- Murillo-jiménez, Humberto, Marco Centeno-alarcón, Jorge Buele, dan Francisco Yumbra. "Analyzing barriers to the effective implementation of technological tools in inclusive education: a scoping review." *Front. Educ* 10 (2025). <https://doi.org/10.3389/educ.2025.1687664>.
- Murphy, C. "A WHOLE-OF-GOVERNMENT APPROACH TO PROTECT UNACCOMPANIED CHILDREN FROM LABOR EXPLOITATION." *Southern California Law Review* 98, no. 4 (2025): 1047–90. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-105010347170&partnerID=40&md5=1f60f514ce8768ffe6b8273f7554ee5b>.
- Muzayanah, Umi, Wasino Wasino, Agus Wahyudin, Aji Sofanudin, dan Moch Lukluil. "Accessibility and Challenges of Inclusive Education Curriculum Standards in Indonesia: A Systematic Literature Review." In *International Conference on Science, Education and Technology*, 11:269–80, 2025.
- Oktavia, Yelvi, Aldri Frinaldi, Lince Magriasti, dan Hendra Naldi. "Desentralisasi dan Otonomi Pemerintahan Daerah: Studi Literatur Tentang Dinamika Kebijakan Pemerintahan Daerah Pasca-Reformasi." *PUBLICNESS: Journal of Public Administration Studies* 4, no. 2 (2025): 157–65. <https://doi.org/10.24036/publicness.v4i2.260>.
- PALMIERI, CRISTIANE NEVES, MARCELE JOVENCIO BRAGA, TATIANA DIVINA DE OLIVEIRA MARANGON, dan AELISANGELIS DAVYS FERREIRA BARBOSA. "INCLUSIVE EDUCATION IN FOCUS:

- CHALLENGES AND PATHWAYS TO PRACTICE.” *Educação & Inovação*, 18 Agustus 2025, 1–16. <https://doi.org/10.64326/educao.v1i4.41>.
- Priyadharsini, V, dan R Sahaya Mary. “Universal Design for Learning (UDL) in Inclusive Education: Accelerating Learning for All.” *Shanlax International Journal of Arts, Science and Humanities* 11, no. 4 (2024): 145–50. <https://doi.org/10.34293/sijash.v11i4.7489>.
- Pshyk, B. “the Role of Fiscal Space in Ensuring Inclusive Development of the Region: Theoretical Aspect of Research.” *Efektynna ekonomika*, no. 5 (2020). <https://doi.org/10.32702/2307-2105-2020.5.12>.
- Rahman, Rahman, Muhammad Arsyad, Asriani, Muhammad Ishak Syahadat, dan Muhammad Amir. “Kolaborasi Eksekutif Dan Legislatif Dalam Proses Penyusunan Kebijakan Umum Anggaran Inklusif Di Provinsi Sulawesi Tenggara.” *Journal Publicuho* 7, no. 2 (2024): 677–94. <https://doi.org/10.35817/publicuho.v7i2.402>.
- Rahmatiah, H. L., Tri Suhenra Arbani, Risnah, dan Rahmatul Akbar. “Strict Liability and Product Safety: the Case of Dangerous Syrup in Indonesia in the Maqāṣid Al-SharīʿAh Perspective.” *Ahkam: Jurnal Ilmu Syariah* 23, no. 2 (2023): 543–62. <https://doi.org/10.15408/ajis.v23i2.34240>.
- Ratheeswari, K., dan K. Nallathambi. “Challenges and Barriers in Implementing Inclusive Education Policies.” *Shanlax International Journal of Arts, Science and Humanities* 11, no. S1-Nov (2023): 77–83. <https://doi.org/10.34293/sijash.v11is1-nov.6864>.
- “Registrasi Sosial Ekonomi (REGSOSEK) 2022,” 2022.
- Republik Indonesia. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas pada Satuan Pendidikan Anak Usia Dini Formal, Pendidikan Dasar, Pendidikan Menengah, dan Pendidikan, Kemendikbudristek § (2023). <https://peraturan.bpk.go.id/Details/285711/permendikbudristek-no-48-tahun-2023>.
- Revilla Jaramillo, Aida, Sahidi Liceth Zamora Arteaga, Mercedes Margarita Zamora Arteaga, dan Sandra Patricia Sánchez Ramírez. “La educación inclusiva en la era digital: retos y oportunidades para la enseñanza de estudiantes con discapacidades en entornos virtuales.” *Revista Científica de Innovación Educativa y Sociedad Actual “ALCON”* 5, no. 3 (2025): 209–17. <https://doi.org/10.62305/alcon.v5i3.586>.
- Salma Nazikha, Resi, dan Farida Rahmawati. “Pengaruh desentralisasi fiskal, kapasitas fiskal daerah, dan elastisitas fiskal terhadap pertumbuhan inklusif Indonesia.” *Jurnal Ekonomi, Bisnis dan Pendidikan* 1, no. 2 (2021): 120–34. <https://doi.org/10.17977/um066v1i22021p120-134>.
- Sofia Annisa Rahma, Anindya Larasati Ramadhani, dan Rona Angelica Zahra. “Inclusive Education Management Strategies in the Digital Era: Addressing Challenges and Seizing Opportunities for Equitable Access to SDG 4.” *Managere: Indonesian Journal of Educational Management* 7, no. 2 (2025): 177–88. <https://doi.org/10.52627/managere.v7i2.672>.
- Sukmana, Teja. “Responsive Law and Progressive Law: Examining the Legal Ideas of

-
- Philip Nonet, Philip Selznick, and Sadjipto Raharjo.” *Peradaban Journal of Law and Society* 2, no. 1 (2023): 92–105. <https://doi.org/10.59001/pjls.v2i1.82>.
- Syafarddin, Syafarddin. “Assessment of Regional Bureaucratic Capacity for Inclusive Economic Development Policy Implementation.” *International Journal of Economics and Management Research* 4, no. 3 (2025): 560–74.
- Verónica, Mariela, Samaniego López, Monserrat Catalina, Orrego Riofrío, Santiago Fabián Barriga-fray, Bertha Susana, dan Paz Viteri. “Technologies in Inclusive Education : Solution or Challenge ? A Systematic Review.” *Education Sciences* 15, no. 6 (2025). <https://doi.org/https://doi.org/10.3390/educsci15060715>.
- Wardana, Agung, dan Ni Putu Yogi Paramitha Dewi. “Moving Away From Paternalism: The New Law on Disability in Indonesia.” *Asia-Pacific Journal on Human Rights and the Law* 18, no. 2 (2017): 172–95. <https://doi.org/https://doi.org/10.1163/15718158-01802003>.
- Wirz, Sheila, dan Sharmila Donde. “Global Education Monitoring Report, Inclusion and education: All Means All.” *Unesco*, 2009, 220–33.