

Research Article

# The Effectiveness of Inclusive School Programs on Access and Equity of Educational Services in Sidoarjo Regency

Mashuri <sup>1\*</sup>, Eny Haryati <sup>2</sup>, Widyawati <sup>3</sup>

<sup>1-3</sup> Faculty of Administrative Sciences, Universitas Dr. Soetomo, Surabaya, Indonesia

\* Corresponding Author: [hurisdnporong@gmail.com](mailto:hurisdnporong@gmail.com)

**Abstract:** This research is motivated by the significance of inclusive education as a way to guarantee access and equity for students with special needs in Sidoarjo Regency. Even with robust national policies advocating for inclusive schools, their impact at the regional level is still not thoroughly examined. This study aims to assess the impact of inclusive school initiatives on enhancing educational access and equity of services. The aims are to (1) evaluate the access rates of students with special needs to both formal and non-formal education; (2) analyze equity of services in relation to facilities, teaching standards, and learning results; (3) pinpoint factors that facilitate and hinder implementation; and (4) develop policy suggestions for enhancing equitable services. The research utilizes a mixed-methods strategy incorporating a sequential explanatory framework that integrates quantitative survey information from 30 schools along with qualitative interviews conducted with policymakers, educators, and parents. The results show that the success of inclusive programs in Sidoarjo is intermediate, with significant differences between urban and rural schools. Leadership, teacher effectiveness, and collaboration across sectors stand out as crucial factors for success. The research indicates that maintaining inclusive education necessitates regional policy coordination, development of human resources, and data-driven monitoring to guarantee equity and equal learning chances for every student.

**Keywords:** Educational Access; Inclusive School; Local Policy; Program Effectiveness; Service Equity.

## 1. Introduction

Inclusive education is currently one of the important pillars in national education policy because it emphasizes the right of every child to receive fair educational services without discrimination. (Imamudin et al., 2021). The concept of inclusive education is now seen not only as the integration of students with special needs into regular classes, but also as a change in the education system that offers accommodations, a differentiated curriculum, and a learning environment that is sensitive to the various needs of children. The central government has issued implementation guidelines and regulations related to inclusive education that direct educational institutions to implement this policy in a targeted manner, including provisions for the admission of new students who are friendly to people with disabilities and technical guidelines for managing inclusive services as part of efforts to realize fair and equal education. These guidelines and regulations serve as a normative basis for the implementation of inclusion at the regional and school levels, so that the policy is not only written in documents, but also manifested in daily learning practices.

In Sidoarjo Regency, a commitment to inclusive education is evident in the presence of several schools that manage inclusion and special services coordinated by the Education and Culture Office and relevant technical implementation units. Baseline data from the Ministry of Education, Culture, Research, and Technology shows that students with special needs are spread across all sub-districts in Sidoarjo Regency, and several public schools have been officially designated as providers of inclusive education. The existence of inclusive education services even provides regional technical implementation units for children with special needs to address more intensive needs. The presence of pioneering schools implementing inclusive programs and local initiatives to promote children's rights signal administrative progress and

Received: September 27, 2025

Revised: October 08, 2025

Accepted: October 27, 2025

Online Available: October 29, 2025

Curr. Ver.: October 29, 2025



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efforts to increase access to education for children with special needs in this region. Statistics and local programs indicate that Sidoarjo has the administrative capacity to implement inclusion, but this capacity needs to be strengthened to ensure more equitable and high-quality services (Anjarsari, 2017; Febyana & Indartuti, 2024).

Several issues have arisen that hinder the effectiveness of inclusive school programs in ensuring access to and equity in education services. Field studies and assessments have identified issues such as a limited number of trained teachers in inclusive education, a lack of supporting facilities (counseling rooms, learning aids), limited physical access to school infrastructure, and inconsistent monitoring across educational units (Aminulloh et al., 2024; Fauziyah et al., 2025). Furthermore, several case studies in elementary schools and Islamic schools in Sidoarjo revealed gaps between official policy and daily practice, such as ineffective referrals for special services and suboptimal mechanisms for identifying children's needs, which ultimately impact equitable access and a sense of justice among students. These situations indicate that institutional capacity, financial support, and operational evaluation mechanisms are weaknesses that need to be addressed to make inclusion more meaningful (Zakiah, 2021).

A number of previous studies have discussed the achievements and challenges of inclusive education in Indonesia and on a regional scale in East Java Province (Rusly & Bramuda, 2024; Safara et al., 2023; Sitanggang et al., 2025). National reviews demonstrate significant achievements in major cities but also continue to report regional challenges regarding the availability of specialist teachers and the quality of services. A specific study in Sidoarjo highlighted good practices such as the establishment of child protection teams in schools and the school-driven initiative, but also revealed differences in quality between schools. Other relevant studies highlight the importance of evidence-based approaches and strengthening partnerships between the Department of Education and Culture, health services, and NGOs/communities to ensure the continuity of inclusive services (Kusumaningrum et al., 2024; Novianti et al., 2023). The existence of this previous research provides an empirical basis for designing a study that assesses the effectiveness of inclusion programs in more depth at the district level.

While there is a wealth of literature and policy reports addressing the implementation of inclusive education, there is a clear research gap in measuring the effectiveness of inclusion programs, particularly regarding two key dimensions: access (whether children with special needs actually receive services without structural or administrative barriers) and equity (whether the quality of services and learning outcomes are distributed equitably without discrimination). Most local research remains descriptive or focuses on specific school cases without applying standardized indicators of access and equity to compare outcomes across regions or service models. Furthermore, there is little research empirically examining the role of institutional factors (school leadership, budget mechanisms, cross-sectoral collaboration) in determining access and equity outcomes.

This gap provides an opportunity for this study to present new evidence. Based on this gap, this study aims to assess the effectiveness of the inclusive school program on access and equity of educational services in Sidoarjo Regency with the following objectives: (1) measuring the level of access of students with special needs to formal and non-formal educational services; (2) assessing the extent to which the services received are equitable—as seen from the availability of facilities, teaching quality, and learning outcomes; (3) identifying supporting and inhibiting factors for implementation (including teacher capacity, school leadership, budget support, and cross-sector collaboration); and (4) formulating operational policy recommendations to improve the distribution of inclusive services. The novelty of this study lies in the use of measurable performance indicators of access and equity, a mixed-method approach (quantitative-descriptive combined with in-depth qualitative), and an analysis of the role of local institutions in the context of national policy implementation. It is hoped that the results will provide empirical and practical contributions to policymakers in Sidoarjo and similar areas.

## 2. Theoretical Review

Inclusive education is considered as a framework of human rights and educational policies that prioritizes the fulfillment of the right of every child to learn together in an environment that respects diversity; UNESCO and UNICEF emphasize that inclusion is more than just the integration of students with special needs into regular classes but also requires the removal of structural, curricular, and cultural barriers so that every child can

participate significantly in the learning process. (Patana & Paulina, 2020). This concept prioritizes access (physical, administrative, and pedagogical) and equity (equality of opportunity and quality of services) as two key dimensions that need to be measured and maintained in any inclusion policy. This rights approach provides a normative basis for interventions at the school and district levels and requires monitoring tools that are sensitive to the diverse needs of students (Mahardhani & Wulansari, 2023).

Public policy implementation theory provides a framework for understanding why well-designed inclusion policies may not be effectively implemented on the ground; the classic model of Mazmanian and Sabatier (Mubarok et al., 2020) emphasizes important factors such as clarity of objectives, appropriateness of policy instruments, resources, political support, and the capacity of implementing organizations. All of these variables are relevant when evaluating inclusive programs at the district level, as implementation failures often arise from a mismatch between policy design and school institutional conditions. Therefore, effectiveness analysis needs to evaluate not only outcomes (access and learning achievement) but also the mechanisms (teacher training, budget distribution) that link policies to implementation in the classroom (Asrori et al., 2023; Siminto et al., 2023).

The collaborative governance framework adds an institutional dimension (Mahardhani, 2023): Inclusive education requires a multi-actor network—the education and culture office, health services, the Women's Empowerment, Child Protection, and Family Planning Office, universities, non-governmental organizations, school committees, and families—that need to operate within a credible and sustainable coordinating forum. Recent literature suggests that the implementation of complex public services such as inclusion is more successful when there is a formal system for sharing information, clarifying roles, and aligning resources among actors; without such coordination, programs risk being fragmented and inequitable (Juwita et al., 2024). Thus, research on the effectiveness of inclusive programs must assess the capacity of collaborative networks and the quality of coordination processes in addition to measuring technical indicators.

From a school organization perspective, theories of organizational change and organizational learning emphasize that transitioning to inclusive practices requires cultural change, educational leadership, and ongoing capacity development (Apelehin et al., 2025). Schools that successfully integrate inclusive values generally demonstrate transformative principal leadership, teachers with pedagogical differentiation skills, and internal procedures for identifying and supporting children with special needs (Azizah & Sulistyorini, 2025). Recent literature in the educational context emphasizes that technical interventions without the transfer of values and skills are often temporary; therefore, evaluation of effectiveness should include indicators of cultural change and teacher professionalism (Guerriero, 2017).

Digital transformation and data-driven governance are now crucial elements in strengthening access and equity in education services; recent research shows that integrated data systems (e.g., student registration, intervention monitoring, and special needs case dashboards) enable more equitable resource allocation planning, more direct identification of service gaps, and public accountability for inclusive outcomes (Marlina et al., 2024; Wandu et al., 2025). However, the literature also warns of the dangers of the digital divide, namely differences in access to technology and analytical skills that, if left unaddressed, will only widen the gap. Therefore, assessing the effectiveness of inclusion programs must consider the readiness of data infrastructure and the ability of institutions to transform data into responsive policies (Safrizal et al., 2022).

### 3. Method

This study applies a mixed-methods approach with an explanatory sequential design to assess the effectiveness of the inclusive school program in improving access and equity of educational services in Sidoarjo. (Pahleviannur et al., 2022; Sugiyono, 2018). In the quantitative phase, the study used a stratified purposive sampling technique to select 30 schools (elementary, junior high, and special needs schools/inclusive education providers) distributed across five sub-districts with urban and semi-urban characteristics. Respondents consisted of students with special needs, their parents/guardians, classroom teachers, and special education assistant teachers who completed a standardized questionnaire with a high level of reliability. Quantitative indicators applied included dimensions of access and equity, such as the enrollment ratio of children with special needs per school, the frequency of special services (therapy, counseling), distance from school, ease of administration (admission of

inclusive students), the teacher-assistant ratio for children with special needs, the availability of disability-friendly facilities, and learning quality scores based on classroom observations.

Data analysis was conducted descriptively and inferentially using mean difference tests and ordinary least squares regression to determine predictors of access and equity of services. The qualitative phase was conducted through in-depth interviews, group discussions, and document analysis involving key informants from the Department of Education and Culture, the head of the inclusion division, school principals, special education teachers, representatives from the Department of Women's Empowerment, Child Protection, and Family Planning, non-governmental organizations focused on disability, and parents of children with special needs. Qualitative data were analyzed using a thematic coding approach and triangulated with quantitative results to strengthen the interpretation and validity of the findings. In addition, this study created an Access Index and an Inclusive School Equity Index using a short Delphi method with local experts to provide an objective assessment of the indicators. Ethical aspects of the study were maintained through official permission, informed consent, data anonymization, and referral procedures if any special cases were detected during the interviews. The study was conducted over six months, covering the stages of instrument development, data collection, comprehensive analysis, and the preparation of evidence-based policy recommendations. This research design provides an in-depth understanding of the effectiveness of inclusive school policies while producing an operational policy framework that focuses on equal access, service equity, and the sustainability of the inclusive education system in Sidoarjo Regency.

## 4. Results and Discussion

### 4.1 Access to Educational Services for Students with Special Needs in Sidoarjo Regency

Research findings indicate that access for children with special needs in Sidoarjo Regency has improved over the past five years, particularly following the implementation of a regional policy on inclusive education in 2021. Based on survey data from 30 sample schools, the percentage of enrolled children with special needs increased from an average of 2.4% to 4.1% of the total student population. This increase was influenced by the implementation of a flexible zoning policy and an affirmative action program for new student admissions that supports children with special needs through a recommendation system from schools and the Department of Education and Culture. However, geographic access remains a major issue for schools in rural areas, where the average distance from home to an inclusive school is more than 3 km. This situation aligns with Ainscow's theory of educational accessibility. (Meriska et al., 2025) which emphasizes that educational inclusion must be evaluated not only through administrative acceptance, but also through the physical and social presence that enables children to fully participate.

Furthermore, regression analysis indicated that the presence of a special needs teacher was a significant predictor of increased participation rates for children with special needs ( $\beta = 0.63$ ;  $p < 0.01$ ). Schools with special needs teachers still showed up to a 25% higher attendance rate for children with special needs compared to schools without special needs teachers. In-depth interviews with school principals supported this finding: many stated that the special needs teacher played a crucial role in communicating with parents and adapting the curriculum. This supports the social support framework theory of Florian & Spratt (Luo & Li, 2024) which emphasizes that the presence of empathetic professional mentors is key to sustainable inclusion.

Although access has improved, inequalities remain evident between public and private schools. Public schools, pilot projects of the Department of Education and Culture, are equipped with improved accessibility facilities, such as ramps, dedicated restrooms, and therapy rooms. In contrast, private schools and schools in rural areas still face infrastructure challenges and a shortage of support staff. Research data shows that some parents choose not to enroll their children due to distance and social stigma. This confirms Slee's view (Mahardhani & Wulansari, 2023) that challenges to inclusion are often structural, not personal, and stem from resource imbalances among schools.

In addition, outreach programs from the Department of Education and Culture and collaboration with local non-governmental organizations such as the Cinta Anak Inklusif Foundation have also contributed to increasing public awareness. Focus group discussions (FGDs) indicate that public perceptions of inclusive education are improving, with 78% of respondents expressing support for the integration of children with special needs in

mainstream schools. However, teachers remain concerned about the additional workload associated with managing students with special needs. This indicates a gap between policy implementation and teacher preparedness, as highlighted by Fullan (Daga et al., 2025) in the theory of Educational Change.

From a public policy perspective, these results demonstrate that inclusive access is inseparable from intersectoral management. The Office of Women's Empowerment, Child Protection, and Family Planning and the Office of Social Affairs complement each other in providing referral services for children with special needs, but coordination between agencies remains suboptimal. School sources stated they had not yet received the latest technical guidelines on reporting children with special needs and standards for individual learning plans. These findings demonstrate that the effectiveness of inclusive policies in developing countries depends on regulatory consistency and the capabilities of local bureaucracies.

Therefore, it can be concluded that the effectiveness of inclusive education access in Sidoarjo Regency is quite good, but remains limited and dependent on institutional support and the availability of professional support staff. Policy changes should focus on resource distribution, the provision of inclusive transportation for people with disabilities, and strengthening collaboration between regional government organizations so that every child has an equal opportunity to attend school and develop optimally.

#### **4.2 Fairness of Service and Quality of Learning**

Equity in inclusive education services in Sidoarjo Regency can be evaluated through the aspects of equal facilities, teacher capabilities, and equality of learning outcomes among students. Quantitative data shows that only 58% of inclusive schools are equipped with complete supporting facilities, such as therapy rooms, hearing aids, and tactile visual media. Schools that receive funding support from the regional budget are usually more able to provide these facilities than non-pilot project schools. This situation indicates that equity has not been fully realized due to the unequal distribution of resources among schools. Rawls' theory of equity in education (Latifah et al., 2024) emphasizes that equity must be understood as the redistribution of resources so that every individual has an equal opportunity to grow according to their potential. In the Sidoarjo context, the policy for distributing inclusive education assistance remains centralized and fails to address the needs of individual schools.

Learning observations indicate that 70% of regular teachers have implemented teaching differentiation strategies, such as adjusting assignments and assessments to focus on student abilities. However, implementation remains administrative in nature, lacking comprehensive pedagogical planning. Special assistant teachers play a crucial role in meeting the learning needs of children with special needs, but their heavy workloads result in inconsistent service quality. In practice, inclusion is not merely a technical adjustment but also a paradigm shift from "accepting differences" to "celebrating diversity." Therefore, equity in service delivery is determined not only by the availability of resources but also by the extent to which schools integrate inclusive values into the educational process.

Interview results indicated a clear difference in teacher capabilities between private and public schools. Public schools have access to inclusive training provided by the Department of Education and Culture and partner institutions such as universities. On the other hand, teachers in private schools stated that they had never received formal training on inclusive learning approaches. This gap influences the inequality in policy implementation. In the capability approach theory proposed by Sen (Gumelar & Qomar, 2025), Equity in education must be viewed not only in terms of formal equality, but also in terms of the actual ability of individuals (both teachers and students) to utilize available opportunities. In this regard, regional policies must ensure that all teaching staff receive opportunities for professional development without exception.

The quality of inclusive learning is also evident in students' academic and non-academic achievements. Based on grade and portfolio analysis, no significant differences were found in cognitive learning outcomes between children with special needs and regular students in schools with active inclusive teachers. However, significant differences were detected in socio-emotional aspects and classroom engagement. In schools that support inclusive learning communities, children experience increased self-confidence and greater engagement, indicating that equity can be measured not only by learning outcomes but also by creating an educational atmosphere that prioritizes student participation and well-being.

In addition, local policies that support the integration of inclusive school programs with the independent curriculum also expand opportunities for learning innovation. Schools are given the freedom to adapt the Pancasila student profile to the needs of students with special

needs. However, some schools still experience difficulties implementing formative assessments that focus on individual student abilities. This obstacle highlights the need for an adaptive assessment system that supports students, emphasizing that fair assessment in an inclusive context must evaluate progress, not just the achievement of shared standards (Adeoye et al., 2025).

From all the results, it appears that equity in education services in Sidoarjo Regency has shown progress through improved teacher competency and curriculum adjustments, but challenges remain in the equitable distribution of facilities and training across schools. Future policy strategies should focus on equity-based budgeting and an inclusive accountability system, where budgeting and school performance assessments take into account the proportion of students with special needs. Therefore, equity in education services is not merely a policy norm, but also a concrete practice in every classroom that values diversity and emphasizes the sustainability of inclusive learning.

### **4.3 Factors Strengthening and Inhibiting the Implementation of Inclusive School Programs in Sidoarjo District**

The factors strengthening the implementation of inclusive schools in Sidoarjo Regency generally stem from three main areas: advanced regional policies, the capacity of school institutions, and social support from the community. First, Sidoarjo Regency has demonstrated a strong commitment through regional regulations and a Regent's Decree requiring every public school to provide access to at least one inclusive class. This policy aligns with Minister of National Education Regulation No. 70 of 2009 and is supported by the educational decentralization policy following regional autonomy, which provides room for local adaptation. Field research reveals that these regulations serve as a solid foundation for schools to accept and provide services to students with special needs without discrimination. Successful inclusive policies need to be supported by transformative leadership capabilities at the school level so that their implementation is not merely symbolic. (Nadhiroh & Ahmadi, 2024). This is evident in several leading schools in Sidoarjo that have successfully made inclusion an integral part of their school culture, not just an administrative program.

The second driving factor comes from improving the skills of teachers and educational staff. The Sidoarjo Regency Education and Culture Office regularly holds training for special education teachers in collaboration with universities that provide special education. This capacity-building program has been proven to increase teacher confidence in developing individualized education plans and implementing differentiated learning strategies. The quality of inclusive teacher training is key to the success of equitable learning, as teachers are the primary actors implementing policies in the classroom (Wulandari et al., 2024). Survey data shows that schools that undergo more intensive training have better inclusive service effectiveness scores than schools that have not received formal training.

Support from the community and non-governmental organizations also plays a significant role. In several sub-districts, such as Waru and Taman, groups of parents of children with special needs have established independent organizations that serve as platforms for exchanging experiences, advocating for policies, and providing financial and emotional support to other families. The existence of these social networks increases community understanding of the educational rights of children with special needs and strengthens the social legitimacy of inclusive programs. The significance of horizontal collaboration between social actors in improving the capacity of educational institutions (Mahardhani et al., 2025). Assistance from non-governmental organizations such as the Sidoarjo Special Needs Children Care Foundation also supports schools in providing learning aids and psychological counseling services for students.

However, several significant barriers remain in the implementation of inclusive school programs in Sidoarjo. The primary obstacle is the lack of facilities and infrastructure that support people with disabilities. Approximately 60% of schools studied lack adequate physical access, such as accessible pathways, adapted toilets, and therapy rooms. This situation reflects the gap between normative policies and the reality of their implementation. This gap arises from a lack of coordination between levels of bureaucracy and limited resources available in the regions. These physical barriers impact the comfort and participation of students with special needs, ultimately reducing the effectiveness of the inclusion program.

The second barrier is related to teacher workload and lack of support from professional staff. Data shows that a single teacher assistant often has to manage more than five students with special needs, each with very different needs. This imbalance in the ratio reduces the

effectiveness of individual learning and leads to teacher burnout. Research by Zakiah (2021) emphasizes that the successful implementation of inclusive education is greatly influenced by a balanced teacher-to-student ratio and psychological support for teachers. In Sidoarjo, not all schools have permanent special assistant teachers; some are simply assigned administratively without adequate training. This suggests that the recruitment and placement system for special assistant teachers must be strengthened through a competency-focused certification mechanism.

Furthermore, another hindering factor stems from inadequate intersectoral coordination. Although there is an inter-agency communication forum (the Department of Education and Culture, the Department of Women's Empowerment, Child Protection, and Family Planning, the Department of Social Affairs, and the Community Health Center), its implementation remains unplanned and lacks an integrated work program. Inclusive education truly requires synergy between social, health, and family welfare policies to meet the complex needs of students with special needs. This finding aligns with the collaborative governance theory of Ansell & Gash (2008), which highlights that the success of inclusive public programs requires clear roles, trust among actors, and ongoing communication. In Sidoarjo, the opportunities for intersectoral collaboration are substantial, but require a more organized formal coordination structure and clear budget support for effective and sustainable policy implementation.

#### **4.4 Policy Recommendations and Practical Implications of the Inclusive School Program in Sidoarjo District**

Research findings indicate that the effectiveness of the inclusive school program in Sidoarjo Regency is strongly influenced by the collaboration between local policies, school capacity, and community involvement. Based on empirical results and modern inclusive education policy theory, policy recommendations are aimed at improving the program's access, equity, and sustainability. The Sidoarjo Regency Government must develop a Regional Action Plan for Inclusive Education as an operational document involving various regional agencies in integrating the policies of the Education and Culture Office, the Social Service Office, and the Women's Empowerment, Child Protection, and Family Planning Office. This document serves as a strategic guideline and results-based budgeting, so that the inclusive program is not merely an annual project but an integral part of the regional education system. Successful inclusive policies require a system-wide approach, in which all levels of government share responsibility for ensuring equal access to education for all individuals. (Rohmatillah et al., 2024).

Second, to strengthen school institutional capacity, a School-Based Inclusive Development model is needed, which places schools at the center of policy innovation. This model encourages each inclusive school to design an inclusive school development plan approved by the Department of Education and Culture and includes targets for improving services, developing adaptive facilities, and enhancing the capabilities of special assistant teachers. With this school-oriented approach, policies can be tailored to local characteristics and the needs of students with special needs in each educational institution. School autonomy and instructional leadership are essential drivers of sustainable innovation (Mahardhani, 2016). With technical oversight assistance from the education office, schools have greater flexibility in allocating resources, collaborating with universities, and creating inclusive, technology-based learning innovations.

Third, funding policies should be directed toward a positive Inclusion-Based Funding scheme. Based on the quantitative analysis in this study, a significant relationship was found between the availability of dedicated funds for inclusive facilities and improvements in access and equity scores. Therefore, the allocation of regional school operational assistance can be adjusted to include an inclusion incentive component for schools that proactively serve children with special needs, particularly in semi-urban and rural areas. This affirmative funding can also be used to recruit additional special assistant teachers, provide learning aids, and provide ongoing training. Allocating resources based on need is crucial to address structural inequities in education services.

Fourth, in terms of strengthening human resources, it is recommended to develop competency certification for regional special assistant teachers in collaboration with universities that provide special education programs. This certification evaluates not only pedagogical competence but also collaboration skills and psychosocial understanding of students with special needs. According to Florian and Beaton's theory of inclusive teacher professionalism (Rosfiani et al., 2025), Inclusive teachers need to possess reflective and

adaptive skills to address diversity in the classroom. The training certification program in Sidoarjo can serve as an example of sustainable teacher professional development tailored to the local context. Furthermore, this training can strengthen networks between inclusive schools, fostering the exchange of best practices and mentoring.

Fifth, to strengthen intersectoral collaboration, it is necessary to establish a regional inclusive services coordination forum comprising representatives from government, social institutions, disability organizations, the media, and academia. This forum will serve as a platform for policy dialogue, information exchange, and joint monitoring of inclusive program implementation in the field. This approach aligns with the collaborative governance theory of Ansell & Gash (2008). This study highlights the importance of trust and communication between actors in achieving public policies focused on inclusivity. Through a regional inclusive services coordination forum, Sidoarjo Regency can strengthen public accountability and integrate inclusive approaches into other sectors such as health, social services, and labor.

Finally, from a practical perspective, this study confirms that the success of inclusive school programs is not solely measured by increased access for children with special needs (ABK) to formal education, but also by shifting the underlying social and institutional paradigms. Policy implementation needs to shift from a charity-based model to a rights-based model, where inclusion is considered a fundamental right of every citizen, not merely a policy of concern. In the Sidoarjo context, the achievement of inclusive programs will serve as a benchmark for progress in regional education management based on social justice. Therefore, continuous policy evaluation based on data and research is crucial, so that the resulting recommendations are not merely conceptual but can be implemented to build an inclusive, adaptive, and equitable education system for all children in Sidoarjo Regency.

## 5. Conclusion

This study states that the implementation of the inclusive school program in Sidoarjo Regency has proven effective in expanding educational access for children with special needs and improving equity in learning services, although challenges related to structure and resources remain. Quantitative data indicate that schools with strong leadership support, a sufficient number of special needs teachers, and disability-friendly facilities have higher access and quality of learning. Conversely, qualitative results indicate that collaboration between local governments, schools, and community organizations is a key factor in the success of the policy implementation. The main obstacles identified are budget constraints and a lack of teacher competency in managing inclusive classes. Therefore, inclusive education policies should focus on developing human resource capacity, establishing needs-focused funding mechanisms, and digitizing monitoring systems to ensure equity of services across schools. This study contributes empirical evidence for the advancement of collaborative, adaptive, and sustainable models of inclusive education governance, and emphasizes the importance of a data-driven approach in realizing an equitable, inclusive, and diverse education system at the local level.

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