

Conference

Government Communication in Implementing Inclusive Education for Working Towards the Sustainable Development Goals

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Abstract. Inclusive education is provided by the state for students with disabilities and other students also obtain learning opportunities in the same environment. Government policies need to get support from policy implementers. The implementation of this inclusive education policy must be supported by good and targeted policy communication in order to achieve the Sustainable Development Goals. The purpose of this research was to find out: (1) communication strategies used for inclusive education policies in various regions of the world; (2) conditions of inclusive education in various regions of the world; and (3) inclusive education challenges faced by people with disabilities. A systematic literature review was conducted. The review process began by entering keywords into the Google Scholar search engine to search for articles. The results indicated that countries' communications about inclusive education policies need to be improved so that policy implementers can understand the implementation processes.

Keywords: policy communication, inclusive education, persons with disabilities

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1. Introduction

Disability is a condition where a person is different in physical or mental state. This difference can cause the lives of people with disabilities to be hampered if they are not taken seriously by the Government. Facts of the International Labor Organization, there are 15% of persons with disabilities who are a minority group worldwide, whose number exceeds one billion people. As for 15% of this number, about 82% of people with disabilities are in developing countries and experience poverty and various limitations in education, training, health, and employment. Of people with disabilities at the age of children in developing countries, 90% are not in school (1).

The UNESCO Institute of Statistics has analyzed that people with disabilities aged 15-29 in 37 countries are less likely to attend school. Such as in Egypt, Indonesia, and Vietnam, only half are in school. (2). In addition, based on data on Education for All Development Index, Indonesia as a developing country ranks 57th out of 115 countries

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in 2015 in the field of education. The report on the development program from the United Nations in 2015 showed that Indonesia was ranked 110th among 187 countries with a figure of 0.684 in the Human Development Index (HDI). (source: sdgs.bappenas.go.id, (3)).

The situation during the current pandemic has resulted in enormous difficulties for people with disabilities, especially for students with visual impairments who are increasingly experiencing difficulties. Munawir Yusuf, as Chair of APPKI, explained that every child with special needs has challenges when participating in distance learning activities. In addition to the need for knowledge, direct interaction with trusted people, a touch that helps them. And intensive guidance with teachers and caregivers at school. Distance learning without direct interaction with the teacher will result in serious things happening to children with special needs (source: news.detik.com (4)).

In (5) people with disabilities are very vulnerable to face both covert and overt barriers that can prevent them from participating in their respective life processes. Existing barriers can be systemic, structural, and depending on the context. Currently, the obstacles that occurred as the COVID-19 pandemic affect the development of children with disabilities. Since their way of learning can run well if there is a meeting between teachers and students. Special guidance is needed in providing these students. One of which is through Inclusive Education, namely special education for students with special needs.

Inclusive education currently requires more support. Not only from teachers but also parents in providing moral support in difficult times for students with disabilities. Parents can provide a statement that the teacher has explained all the information needed regarding their children. Parents also appreciate the performance and have high expectations of teachers in schools. The services provided by the teacher make parents satisfied in carrying out the activities. Parents also appreciate the teachers and provide confidence in providing guidance and education for their children (6). The government, as a policy initiator, contributes to and is accountable for improving the quality of education in Indonesia through government authority drawn from the inclusive education system's policy. The international policy describes inclusive education as a political ideal and decision in educational practice, beginning with a definition and a special focus on students with special needs, and to 'create a community for all students' (7).

The primary goal of inclusive special education is to guarantee that kids with disabilities receive a quality education. In terms of receiving special facilities or public facilities from an early age to high school education. With the hope of achieving maximum

inclusion and full community participation when they have finished attending high school (8). In accordance with research (9), where society 5.0 is a picture of changes that occur in individuals in the world, not only conceptual developments, but also in practice, which is supported by internal and external governments.

The author uses the systematic literature review (SLR) method. It aims to examine the government's communication strategies for persons with disabilities through inclusive education in various parts of the world in order to assess the situation and state of inclusive education globally. The purpose is to provide an overview of strategies that can be adapted and used, particularly in dealing with current and future situations.

1.1. Policy Communication

Policy communication carried out is based on the Grand Theory (10), this takes a top-down approach and considers four factors, including resources, communication and disposition, and bureaucratic structure, to evaluate the success of policy implementation. Communication has three markers to calculate how far the success in communication. The first is transmission, where if the delivery of communication is appropriate, it can result in good implementation. Many problems occur during delivering a communication as caused by the many bureaucratic paths that will be passed when communicating. It results in expectations being distorted before reaching the goal. The second is clarity, where the communication to be conveyed to the implementer of a policy should not create confusion; The last is consistency, wherein giving orders to be given must be consistent and clear so that they can be implemented.

1.2. Strategy in Development Communication

There are several strategies in development communication according to (11), where each strategy describes a series of important things about the use of communication in meeting all development needs, including:

1. Media-based strategy

Communicators who use this strategy based on media are accustomed to grouping their activities on a particular medium they like. The method used in this strategy is the lightest, most popular, and most effective strategy.

2. Instructional design strategy

The users of this strategy are usually educators. They focus on each individual's learning strategies that they aim for by fundamental targets. This group strategy is based on theories of informal learning and focuses on a systems approach to improving learning materials.

3. Strategy in participation

These are important principles to organize an activity in doing cooperation in a community and personal growth. It is not how much information a person learns through a development communication program, but is more aimed at the experience of participating as an equal in the process of knowledge and skill.

1.3. Innovation Diffusion Theory

Diffusion of innovation in (12) is a social system member's innovation that is shared through specific channels and at specific times. In this theory, there are two models: a two-step flow model that evolved into a multi-step flow model that examines an innovation, new ideas, experiences, and others that are known and disseminated in the social system, and a multi-step flow model that examines an innovation, new ideas, experiences, and others that are known and disseminated in the social system.. The two-step flow model describes how people receive and share information with others. The final concentration of this process is to adopt or reject an innovation. According to Rogers in (13), the innovation-decision process is a five-stage mental process that includes (a) knowledge, (b) persuasion, (c) decisions, (d) action, and (e) confirmation. The purpose of research with the theory of diffusion of innovation is to find ways to accelerate the acceptance of an innovation. Anyone who wants innovation acceptance certainly wants that acceptance to be functional, direct, and tangible, although positive results of this kind are not always possible.

1.4. Message Planning Theory

Planning is a strategy made by communicators to achieve the best results. The theory contained in the preparation of the message provides a complete and in-depth planning picture, namely the communicator composes the message correctly and has a purpose in a situation that is being faced. The planning theory according to Berger in (13) is a response to an idea where communication is a way to achieve a goal. Humans will not involve themselves in communication if they do not have a purpose in communication. Berger suggests that the representation of the cognitive level of action in achieving

goals is planning in communication behavior. Therefore, planning consists of the process of planning action. Social appropriateness according to Berger is an important meta-goal of all planning.

2. Methods

The method used in this study is a systematic literature review based on the original guidelines proposed by the originator, Kitchenham. A systematic review of the literature in (14) is a research method carried out by identifying, evaluating, and interpreting the results of research that are associated with the type of research question, the topic was chosen, or can also be associated with interesting phenomena. This review is carried out to assess the literature review systematically so that it can be used by further research in viewing many journal studies in only one research method. The steps in the systematic literature review method are as follows:

Types of Research Questions

Researchers make the following types of research questions:

RQ1 What policy communications does the government make to ensure that people with disabilities have access to inclusive education?

RQ2 What does the current state of inclusive education look like?

RQ3 What are the obstacles to Inclusive Education for disabled students?

Search Strategy

Researchers conducted a manual search process for proceedings from certain conferences and journal papers in 2017-2021. This is because researchers want to know the conditions for the last 5 years of Inclusive Education. Selected journals and conferences are shown in Table 2. The journal was chosen because it has used research methods with empirical studies and is reputable so that it can be used as a source for further research. Existing journals and proceedings have been reviewed by researchers and are potentially relevant. Researchers collect data by visiting the site <https://scholar.google.co.id/>.

2.1. Inclusion and Exclusion Criteria

At this stage, several criteria will be determined from the data that has been found previously so that it can produce quality data. Journal articles that meet the requirements

are included in the Inclusion Criteria, and those that do not are selected in the criteria for exclusion.

TABLE 1: Criteria for Inclusion and Exclusion

Criteria	No	Description
Inclusion	1	The data to be used are journal articles and proceedings published in 2017 - 2021
	2	The data is taken from internationally reputed journals and/or accredited by SINTA
	3	Data obtained through scholar.google.co.id/
	4	Journals obtained based on keywords related to policy communication, Inclusive education for people with disabilities
Exclusion	1	The communication sought is policy communication from the government, officials, and teachers in supporting inclusive education
	2	The sector studied is the education sector
	3	Undergraduate Thesis and Graduate Thesis are not included

2.2. Quality Rating

In SLR research, evaluation of the data that has been found can use the quality assessment criteria as below:

QA1 Are the journal articles and proceedings used as sources an international reputable journal and/or SINTA accredited?

QA2 Does the article indicate the education sector?

QA3 Does the article relate to the communication strategy and/or inclusive education in it?

2.3. Data collection technique

The method used by researchers in collecting data is as follows:

1. Search for journal articles on Google Scholar
2. Validate based on predetermined criteria.
3. Researchers will enter the journal articles and proceedings into the Mendeley application if they meet the requirements.

2.4. Data analysis

Journals that have been obtained by researchers will go through analytical procedures to produce answers to research questions that have been made previously. The articles to be analyzed are in the following scopes:

1. Communication of Policy in the Implementation of Inclusive Education for People with Disabilities;
2. The current overview of inclusive education;
3. Inclusive Education Challenges for People with Disabilities.

3. Results and Discussion

Researchers searched for data sources through Google Scholar. The journals that the researchers managed to collect were 123 journals. The publication year of publication ranges from 2017 to 2021. After going through the selection process in inclusion and exclusion as well as quality assessment, the remaining journals are 20 journals.

Data Analysis Results

The discussion of the journals that have gone through the selection process is presented by the researchers in the following table:

TABLE 2: Summary of Article Review Results with the Theme of Inclusive Education Policy

Researcher and Year	Country	Method	Target Participants	Research Findings
(Cathy Mae Dabi Toquero, 2020) (15)	Filipina	Desktop analysis and interview	educational consultants, special education teachers, and lawyers	The Philippine government has enacted a law on the specific provisions of inclusive education and learners' rights, highlights possible educational interventions to complement their learning during the pandemic, and makes recommendations for emergency preparedness legislative policies and services that are responsive to students with disabilities' educational, socio-emotional, and mental health needs.
(Ferreira-Meyers & Pitikoe, 2021) (16)	Swaziland	Narrative qualitative	Blind people registered with UNESWA	The digital demands of students with impairments are not met by government entities. Many student gadgets are still unsuitable for accessing distance learning resources, and rural areas' weak infrastructure has a substantial impact on their internet connection and access.

TABLE 2: Table continued

Researcher and Year	Country	Method	Target Participants	Research Findings
(Ss & Jf, 2021) (17)	Palestina	Descriptive analysis	Students with disabilities	Distance education has become the only source of education, so many students with physical disabilities try to overcome it and continue their education. Teachers have committed to the continuation of teaching through social media and teaching platforms adopted during the pandemic.
(Wibowo & Muin, 2018) (18)	Indonesia	Descriptive analysis	-	The implementation of inclusive education in Indonesia provides opportunities for students with special needs to attend regular schools. Indonesian government regulations expressly state that schools cannot refuse inclusion students because of the student's disability.
(Cathy Mae D. Toquero, 2021) (19)	Filipina	Qualitative	Students with Disabilities	Educators support government efforts to help students learn. One of them is the strategy of Special Education teachers in fostering learning, namely conducting online communication, home-schooling; parental involvement in children's education; psychological security; empathize in language;
(Ngubane-Mokiwa & Khoza, 2021) (20)	Switzerland	Qualitative (Critical Discourse Analysis)	-	Instructors' key chances for improving teaching are the establishment of a structure and the development of inclusive course content, learning activities, and assessment systems. Cutting-edge online technology allows for a wide range of media to be combined into a comprehensive online learning course plan. Learning is based on the teacher's presence in imparting material in the form of lectures.
(Duncan et al., 2021) (21)	Australia	qualitative	federation, labor union, and the Australian Association of Principals	The necessity of negotiating types, subjects, and modalities of professional learning with individual teachers and balancing them with the school's general needs was documented by principals. Obstacles to professional learning include difficulty identifying evidence-based professional learning, lack of access to specific experts needed to address recognized workforce knowledge gaps, and sometimes prohibitive cost of doing professional learning.
(Pranata & Rudiwati, 2019) (22)	Indonesia	Qualitative Descriptive	teachers	The Minister of Education's policy No. 70/2009 shows that inclusive education is a method of managing education that can be followed by all students who have different needs to show that the program is implemented. Teachers are given regular training and workshops to explore the potential of children with special needs to be more independent both in the school environment and in the community, and teachers are given regular training and workshops to improve the learning of children with special needs in schools.

TABLE 2: Table continued

Researcher and Year	Country	Method	Target Participants	Research Findings
(Iqbal et al., 2021) (23)	North Sumatera Province, Indonesia	Qualitative Descriptive	-	SK issued in response to Permendiknas no. 70 of 2009 is indeed a necessity, but the provincial government is serious about regulation, of course issuing derivative regulations or responses to regulations issued nationally related to inclusive education. This is not yet available in North Sumatera Province. After the massive declaration of inclusive education in 2015, there are no binding regulations on inclusive education in North Sumatera. However, about inclusive education, the three schools were appointed as education providers. Inclusive education for the SMA/MA level continues to follow the rules and accepts children with special needs at school.
(Amka, 2017) (24)	Indonesia	Qualitative	the principal, instructors, parents, and children with special needs	Students with disabilities require assistance from their surroundings. Management at all levels of education, from elementary schools to universities, is critical to the implementation of inclusive education. The implementation of inclusive education must be considered in the budget allocation and infrastructure of all buildings in educational institutions. This is dependent on school and university leadership. To decrease stigma, instructors and administrative employees must be aware of persons with impairments. Skills in communicating knowledge to students with disabilities, on the other hand, are crucial. As a result, it's critical to raise knowledge and capabilities in delivering services to kids with impairments.
(Islam et al., 2021) (25)	Bangladesh	Qualitative	Principal	Most of the school authorities showed a positive attitude towards inclusion but they also identified some barriers especially the lack of physical accessibility and the number of trained teachers.
(Schuster & Kollect, 2020) (26)	German	Quantitative and qualitative descriptive	parents of autistic children, teachers from other inclusive classes, permanent teachers and assistant,	For players trying to impact the global diffusion of social innovations in education and affect education policies, norms, and systems at the global, national, and regional levels, the online communication tool Twitter can be quite useful.
(Zhang, 2020) (27)	China	quantitative descriptive and qualitative observation-participatory	Kinder-garten students	Three strategies to promote communication of autistic children's initiatives in inclusive education kindergartens: (1) Understanding the essence of the behavior of "seizing" autistic children and conveying communication skills; (2) Promote communication of initiatives for children with autism through the inspiration of the internal need to "participate"; (3) Cultivating confidence in communicating by building a performance platform for the "benefit" of autistic children. This action research shows that the right strategy is intervention from teachers in inclusive classrooms that can encourage communication initiatives of autistic children and improve their ability to relate to peers.

TABLE 2: Table continued

Researcher and Year	Country	Method	Target Participants	Research Findings
(Maulida & Nuswan-tara, 2021) (28)	Indonesia	Qualitative; direct observation	The recipients of inclusive education services and the related policy-makers.	In Indonesia, the implementation of the inclusive education concept is complex, especially for the government and public schools designated by local governments as inclusive schools. Teacher motivation and professional well-being are related to their interactions with students and their effectiveness in the classroom. Teachers are expected to play a nurturing role for students regardless of their abilities or disabilities in the classroom. The study also highlights that appropriate budgeting mechanisms impact teachers' readiness for and acceptance of teaching students with disabilities.
(Ng & Kwan, 2020) (29)	Thailand	Qualitative Descriptive	-	A positive attitude is at the core of developing an inclusive culture within the school community that provides school members with shared experiences. Vision, framework, and focus that shape and guide inclusive practice.
(Hrabovets et al., 2020) (30)	Ukraina	Qualitative, Functional-structural	Parents of students with disabilities	The willingness of countries to enact suitable legislation, clearly define policy orientations, devise action plans, construct infrastructure and implementation ability, and benefit from long-term funding is critical to the effectiveness of inclusive education.
(Fedulova et al., 2019) (31)	Rusia	Comparative Analysis	-	The state's readiness and practice of inclusive education for kids with disabilities are both lacking. It's a sign that there's a problem with community development. A comparison of Russian and international norms reveals that Russian legislation on students' integration into society with disabilities has not progressed sufficiently: it focuses mostly on social protection rather than positive social integration of individuals with impairments. Only by a court ruling may students with disabilities be admitted to Russian high schools.
(Kozibroda et al., 2020) (32)	Ukraina	Meta-analysis and comparative	-	A crucial method to guaranteeing the success and growth of public secondary schools' potential is an integrated approach to inclusive school reform. The completeness of the inclusion plan is decided by the country's strategy, which serves as the theoretical foundation for deciding on the inclusion model and goals. The level of inclusion implementation (local, national), special and mental educational needs, and student physical health. The values of educational institutions, teachers' beliefs, offering ongoing research and training for teachers, curriculum and teaching techniques improvement, societal attitudes, and parental attitudes are all factors to consider.

TABLE 2: Table continued

Researcher and Year	Country	Method	Target Participants	Research Findings
(Magnússon et al., 2019) (7)	Sweden	Descriptive analysis	-	Research on inclusive education, whether it is focused on daily practice or system-level development, must take into account contemporary political agendas and developments in the policy environment, not only for inclusive education but for all education policy.
(Setia et al., 2021) (33)	Indonesia	Qualitative	Principal, teacher, head of the department	Four principal leadership behaviors to transform regular public schools into inclusive public schools are: changing the mindset of teachers and non-academic staff promoting inclusive practices in schools through various programs promoting inclusive practices in the learning-teaching process build relationships with parents & local community, and seek government support for the initiative.

3.1. Policy Communication in the Implementation of Inclusive Education

A country needs to communicate in every policy that will be implemented in people's lives. Along with the times, government communication began to change with the innovations made. These innovations play a very important role in the success of a government program. Innovation is carried out by all elements of the education wheel, both government officials, school principals, and teachers in schools. Communication within sustainable development plays a very important role in the changes that occur in a society. Development is a process of change that occurs primarily for the better. These changes will occur if there are innovations made. These innovations provide different results for us to be able to compare with the previous situation. The community is the ultimate goal of a development planned by the government. Per research conducted by (30) that inclusive education will work effectively if the state has the will to review appropriate laws and implement them with clear plans and build concrete infrastructure and have sustainable funding so that the benefits for education will be obtained.

After the researchers conducted a systematic literature review of the selected articles, the researchers analyzed policy communication when it comes to implementing inclusive education. Research that is specifically carried out in policy communication is still rarely carried out, but research on policy implementation has been widely carried out in various countries. According to (10), policy communication has three elements, namely transmission, clarity, and consistency. The implementation of policies in a country can run effectively if policymakers in the process towards the desired results have understood the conditions and objectives from the start. The elements related to the

policy need to be properly communicated to policy implementers so that the policy remains consistent and has the same meaning to the last level of policy implementer. Sources of information are very influential on the interpretation of a policy. So that to achieve the effectiveness of the implementation of a policy, each element must understand how the implementation procedures in the field.

Therefore, researchers conducted a literature review of journals that discussed policy implementation, which had to be communicated by government officials, school principals, and teachers at schools where children with disabilities were given an inclusive education. Most government authorities have made legislation relating to special provisions regarding inclusive education, including the rights of pupils to receive learning, according to some of the journals that have been investigated. The government also tries to be responsive to problems related to their educational needs, social life, and mental health. For example, the government issued a regulation that schools explicitly did not deny students with disabilities their rights. This is a clear statement of policy communication because the government provides support for students with special needs. The teachers as implementers of government policies have tried to find effective learning methods for students by the direction of the government, namely meeting the needs of learning. The latest online technology has also been created to support teachers in teaching students. This shows that the transmission of a policy is very important because the policies made must be adapted to the needs of each student.

The principal also tries to collaborate with teachers in balancing the needs in schools so that there are no gaps between students. Most of the principals who hold authority in schools show a positive attitude towards inclusion but they also identify some barriers especially the lack of physical accessibility and the number of trained teachers. This means that schools as places for implementing education continue to be consistent in improving the quality of inclusive education with a focus on developing an inclusive culture in schools. Meanwhile, according to research conducted by (28) that the support and direction from school psychologists in teaching and learning activities can help teachers in inclusive classes. The school principal can be the initiator of policies in bringing psychologists and inviting students' families into the inclusive education process so that the roles and responsibilities of all parties can produce optimal quality education.

3.2. A Current Overview of Inclusive Education

The findings of the study reveal that the government still has to pay more attention to inclusive education, particularly in terms of teacher quality and the infrastructure that supports their development. The number of teachers who have background expertise in dealing with children with special needs is still small. So that these students have not been able to get more attention from the teacher and results in the lack of supervision of children's behavior. Students with disabilities have a different grasping power when compared to other regular students. So, it requires special and appropriate guidance in dealing with it.

The goal of inclusive schools is to level the playing field for typical students with special needs so that they can compete in their classes. This is intended so that these students can complete it after they finish their education and prepare to face the world of work. However, in reality, students with special needs are still considered different, so that their quality is not honed and conditions in the field still make children feel uncomfortable and unappreciated.

The results of the literature review show that the Government is still not optimal in accommodating the digital needs of students with disabilities, especially students who are in inclusive schools that are far from urban areas. This affects the learning development of students with special needs because regular students also find obstacles if their homes are far from adequate infrastructure facilities. The limitations of the state budget greatly affect the implementation of inclusive education in a country. Budget is a major problem in handling problems related to human development in every developing country in the world. Effective and efficient management is the first choice or solution in the constraints faced by the government. Good and effective use of the budget, as well as policy communication from the government, is very much needed by policy implementers in the field.

The research from (34), which describes the relationship and commitment between individuals and the community to be able to support policy implementation activities in each country towards the progress and resilience of inclusive education. Learning about challenges and successes in every occupational and cultural and geographic context will increase global understanding of respecting and protecting and fulfilling the rights of all students to education. While other countries are working to put policies in place to help people with disabilities advance, regulations in Russia are entirely focused on social protection rather than good social integration for people with impairments. Students with impairments can only attend Russian high schools if a court order allows

them to. (31). This is contrary to the goal of the SDGs, namely the guarantee of the quality of inclusive education that has equality and increases the opportunity to get the right to lifelong learning.

3.3. Challenges of Inclusive Education for Persons with Disabilities

Inclusive education that has been implemented to date is still facing various challenges, such as (1) the lack of understanding in some communities about inclusive education; (2) the knowledge and skills of teachers who have not met in providing services to children with special needs; (3) infrastructure that does not support and facilitate access for children with special needs.

The stigma that is still developing in society, that people with disabilities are people who must be treated differently and are unable to do something like community assessment standards hurt people with disabilities. The attitude of exclusivism in education also needs to be reviewed by the government, because in addition to having positive impacts, negative impacts are inevitable, as inclusive schools are seen as schools located at different levels of education. Every citizen has the right to get an education with equality. Students with special needs still have the same rights in state life. The task of the current government is not only to give rights to persons with disabilities, but the government needs to provide socialization to the public regarding the equal rights and obligations of the state. So that people do not see differences but support every policy from the government to help people with disabilities live comfortably in the community.

People with disabilities are people who are in great difficulty during this pandemic. Self-strength and high motivation are the keys to their defense in difficult situations. Research conducted by (35), seeing the challenges in the current conditions, namely the Covid-19 pandemic where worries, fears, self-isolation, and changes in social and hygiene conditions can be ideal opportunities for people with disabilities to take advantage of technology that they have not known, especially new skills and other innovations. . Of course, the support of facilities and attention from the government and implementers in the field can realize activities at inclusive schools during this pandemic. Like the research conducted by (17) where all students with disabilities, especially those with physical disabilities, really need treatment. Their mobility is impaired, especially in dealing with online education methods. This makes teachers and parents have to pay more attention to them.

Another focus of the government in the long term apart from the above is improving the knowledge and skills of teachers in inclusive schools. The ability to communicate in implementing policies is important if the country wants the development goals in the field of education to be achieved properly. The government needs to conduct training that is per current conditions that are integrated with the abilities and needs of students with disabilities. Without an increase in quality, both students and teachers will find increasingly complex difficulties in the field. The progress of the times is very influential on the development of children if it is not accompanied by technology that supports it.

Teachers' knowledge that must be improved, skills are also very necessary. Teacher psychology also needs to be considered, because patience is very important in providing services to students with disabilities. Therefore, the government needs to provide detailed and comprehensive support. In addition to increasing the capacity of policy implementers, the government also needs to provide support through adequate infrastructure. Not only do regular students need attention, but students with disabilities also need to be considered according to their individual needs. If this infrastructure is not improved and developed, the objectives of the SDGs will not be achieved and this will place a burden on the country in the future because it is unable to overcome the challenges that have long been felt by students with disabilities.

4. Conclusion

The inclusive education policy that has been implemented still needs attention from the government. School as a place for students to learn has an important role in the development of students with special needs. Based on the discussions that have been carried out, researchers still find problems that have not been resolved in the reality in the field, such as (1) Inclusive Education in various regions of the country in the world still encounters various obstacles in the reality on the ground, namely the number of special assistant teachers is small so it is not comparable by the number of inclusive students; (2) The state has not yet given special attention to the quality of teachers who can meet the demands of inclusive students; (3) infrastructure that is not yet optimal in supporting inclusive education.

In addition to the scope of education, there is a supportive environment for successful communication of government policies in achieving the goals, namely the role of the community in supporting persons with disabilities to move forward and get equal treatment in education. If these problems can be overcome by the government, then in 2030 developing countries can achieve equal education per the goals of the SDGs.

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