

COMPREHENSIVE LITERATURE ANALYSIS ON SOCIAL INCLUSION FOR PERSONS WITH DISABILITIES IN INDONESIA

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Abstract

Social inclusion for people with impairments is a vital step towards creating an equitable and fair society. Using the Comprehensive Literature Review technique, this study will examine the policies, problems, and supporting factors in the implementation of social inclusion for people with disabilities in Indonesia. The findings demonstrate that Indonesia already has a number of supportive laws, such as Law No. 8/2016 on Persons with Disabilities, however there are still gaps in their implementation. The primary barriers are a lack of accessible infrastructure, a shortage of qualified personnel, and a persistent societal stigma associated with persons with impairments. Government commitment, the engagement of civil society organisations, and the deployment of adaptive technology all help to promote social inclusion. The report also examines social inclusion methods in other countries, such as Sweden and Japan, where progressive policies have been effectively implemented via government-private sector partnership. The findings of this research emphasise the need of a multidisciplinary approach to social inclusion, as well as the need for more systematic tactics such as greater policy supervision, technology optimisation, and cross-sector cooperation. With these approaches, social inclusion for individuals with disabilities in Indonesia may be achieved in an efficient and sustainable manner.

Keywords: Social inclusion, people with disabilities, disability policy, inclusive education, employment, and adaptive technology.

Introduction

The term "social inclusion" describes how people may fully engage in all facets of social, political, economic, and cultural life without facing prejudice or obstacles. Social inclusion for people with disabilities include equitable access to healthcare, work, education, and community participation possibilities. More than one billion people worldwide suffer from impairments, according to the World Bank and the World Health Organisation (WHO), with the majority living in developing nations like Indonesia. Accessing their basic rights, especially in the areas of social assistance, work, and education, may be very difficult for people with disabilities. They are more likely to be at risk of poverty, have higher unemployment rates, and have lower levels of education than the overall population. Accessibility in a variety of spheres of life is one of the rights of people with disabilities that may be fulfilled in Indonesia under Law No. 8 of 2016 on Persons with Disabilities. However, there are still a lot of challenges in putting this strategy into practice, especially when it comes to removing social and institutional barriers that prevent people with disabilities from being included in society. Social inclusion for vulnerable populations, such as those with disabilities, necessitates a comprehensive and

community-based intervention strategy, according to social work expert Midgley. This strategy is consistent with the social model of disability, which holds that the social environment's failure to promote accessibility and participation—rather than the physical problems of those with disabilities—is the main obstacle.

Social inclusion for people with disabilities is a major concern for Indonesia, a developing nation. According to data from the Central Bureau of Statistics (BPS) in 2022, there are over 22.9 million people with disabilities in Indonesia. Their involvement in work and school is still rather minimal, however. The idea of inclusive schools was first proposed in the field of education in an attempt to provide kids with impairments equal opportunity. However, many schools still lack proper facilities, qualified instructors, and curriculum customised to the requirements of individuals with disabilities. Consequently, children with impairments have lower involvement and academic achievement rates than children without disabilities. Although Law No. 8 of 2016 stipulates a minimum quota of one percent for private sector enterprises and two percent for the public sector to employ people with disabilities, the policy's actual execution is still far from ideal. Many businesses are hesitant to hire people with disabilities because they don't know how to create an inclusive workplace.

Accessibility to public facilities including government offices, public transit, and healthcare services continues to be a major obstacle in the social services sector. According to a research by Damayanti, the majority of Indonesia's main cities lack disability-friendly infrastructure, which restricts the mobility and social engagement of people with disabilities. Despite the existence of laws promoting social inclusion for people with disabilities, a major problem is still the disconnect between policy and practice. According to Lipsky's policy implementation theory, effective policies won't have the greatest possible impact unless field-level implementers are prepared. Implementation barriers frequently take many different forms in the context of social inclusion for people with disabilities in Indonesia. These include low public and employer awareness of the rights of people with disabilities, inadequate accessible infrastructure, and a lack of funding for local and national policy implementation.

Social inclusion initiatives are hampered by the general public's ignorance about the rights of people with disabilities. People with disabilities are still stigmatised in many communities and the commercial sector because they are seen as societal burdens rather than contributing members of society. Another significant obstacle to people with disabilities' social involvement is non-inclusive public infrastructure. Only about 30% of public facilities in the Asia-Pacific area satisfy accessibility requirements for people with disabilities, according to a research done by the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP). Another major obstacle in the execution of policies is the lack of resources. Budgets and targeted initiatives to promote the social inclusion of people with disabilities are still lacking in many Indonesian areas. People with disabilities in rural locations are often overlooked, while the majority of disability programmes are still centred in large cities.

Based on these concerns, the purpose of this research is to conduct a literature review in order to examine the idea and evolution of social inclusion for people with disabilities. Additionally, this research aims to identify Indonesian social inclusion policies and practices and assess how well they promote the rights of people with disabilities. It is anticipated that this study would provide literature-based suggestions to improve social inclusion for Indonesians with impairments. This research will look at a variety of relevant publications using a thorough literature review technique in order to provide a more thorough analysis of the efficacy of social inclusion policies and practices in Indonesia.

Research Methodology

Using a strategy called a Comprehensive Literature Review, this study aims to gather scientific data about the social inclusion of individuals with disabilities. This method summarises the development of disenfranchised people's social inclusion in Indonesia by analysing and integrating pertinent data from prior studies. By using this approach, we may examine various academic sources and policies in depth while also revealing the present shortcomings of social inclusion implementation (Snyder, 2019). This study's main goal is to evaluate the literature on the social inclusion of people with disabilities in a variety of contexts, such as social services access, education, employment, and legislation. The policy aspect examines the regulations, their efficacy in creating an inclusive environment for individuals with disabilities, and how they are applied across sectors. This research examines the presence of inclusive schools, the difficulties in implementing them, and the ways in which Indonesian education policies aim to create a more inclusive system in the field of education (Schuelka & Johnstone, 2019). The investigation looks at laws that support job prospects for people with impairments as well as the obstacles they still encounter in the workplace (Barnes & Mercer, 2022). In the social services sector, this study emphasises the availability of public amenities, social protection, and healthcare that enable people with disabilities to fully engage in social and economic life (Damayanti, 2021).

Numerous scientific publications, including scholarly journals, reference books, research papers, and pertinent government regulations, served as the study's data sources. Except in situations where traditional or fundamental references are still very relevant, only works published in the recent 10 years are utilised to assure validity and relevance. This guarantees that, when compared to other settings throughout the world, the study offers a precise knowledge of how social inclusion for people with disabilities has developed. Furthermore, this research makes use of studies from global organisations that often provide the most recent information on social inclusion for people with disabilities, including WHO (2011), the World Bank (2020), and UNESCAP (2018). A thematic analysis technique is used to analyse data, classifying material from several sources into major topics including social inclusion practices, policy, and difficulties. Using this method enables the research to spot trends and patterns in the literature review (Braun & Clarke, 2006). Because it facilitates the organisation of large amounts of data into relevant and

organised categories, thematic analysis is often used in qualitative research, especially in thorough literature reviews (Nowell et al., 2017). Additionally, a literature synthesis is used in this study, with an emphasis on comparing the results of other studies and identifying research gaps. According to Grant and Booth (2009), this method is helpful for figuring out how previous research has handled a certain problem and where there are still gaps or undiscovered elements. Therefore, this study offers a critical evaluation of conflicting results, patterns, and elements that need further focus in future research in addition to summarising the examined literature.

A thorough literature review has the benefit of offering an intellectual map of a subject of study, allowing scholars to see theoretical and practical advancements holistically (Torraco, 2016). Additionally, this evaluation helps to identify structural constraints, connect policy to execution on the ground, and provide evidence-based suggestions for future advancements. This supports Snyder's (2019) contention that the synthesis process in literature-based research has to be carried out methodically while taking into account the trustworthiness, validity, and applicability of every source consulted. By using this approach, the research hopes to further knowledge of the evolution of social inclusion for people with disabilities in Indonesia, the efficacy of policies put in place, and the difficulties still encountered in carrying out social inclusion initiatives. Furthermore, this study might provide additional evidence-based policy suggestions for enhancing the social inclusion of people with disabilities in Indonesia by combining the results of many earlier research. By using the Comprehensive Literature Review methodology, this study aims to give a thorough examination of the ways in which social inclusion policies and practices are used in many sectors in addition to collecting data from a variety of sources. Understanding how social, economic, and cultural aspects affect the effectiveness of social inclusion for people with disabilities and how Indonesia might benefit from best practices used in other nations are two things that this study can assist with.

Results of the Research

Aspects of Social Inclusion in Policy and Regulation

Through a number of laws and policies that guarantee the realisation of human rights, the Indonesian government has shown its dedication to improving social inclusion for people with disabilities. Law No. 8 of 2016 on Persons with Disabilities is one of the important legal frameworks. It superseded Law No. 4 of 1997, which was earlier criticised for emphasising the medical approach to disability too much at the expense of social components and empowerment (Herlina, 2020). In many areas of life, including as education, work, healthcare, and social involvement, Law No. 8 of 2016 recognises that people with disabilities have the same rights as other citizens (Ministry of Social Affairs, 2021). Through his social model of disability, social policy expert Oliver (1996) highlighted that social and environmental obstacles that limit people with disabilities' capacity to participate in society are more of a problem than their physical limitations. According to

this viewpoint, when it comes to resolving handicap difficulties, Law No. 8 of 2016 prioritises a social approach above a medical one. In actuality, this strategy encourages greater accessibility for people with disabilities across a range of industries, including social services, employment, and education.

Through the creation of inclusive schools, inclusive education policies have been put into practice, enabling kids with disabilities to attend classes with other kids in a setting that meets their requirements. One of the most important elements in enhancing the future social and economic prospects of people with disabilities is inclusive education, claim Schuelka and Johnstone (2019). However, there are still many obstacles in the way of inclusive education in Indonesia, namely the shortage of qualified teachers who can work with special needs children and the absence of facilities that facilitate accessibility for students with disabilities (Sunardi et al., 2019). A number of regulations, including Minister of Education and Culture Regulation No. 70 of 2009 on Inclusive Education for Students with Disabilities and Those with Exceptional Intelligence and/or Talents, have been issued by the Ministry of Education, Culture, Research, and Technology to promote inclusive education. Although the number of inclusive schools in Indonesia has increased as a result of this policy, there are still issues, such as a shortage of qualified teachers, inadequate school infrastructure, and the belief held by many schools that inclusive education is an extra burden because of financial limitations and a lack of knowledge about special education needs (Kustiani, 2020). Florian (2014), a specialist in inclusive education, highlighted that teachers' preparedness to use adaptable and responsive teaching strategies for students with different degrees of impairment is crucial to the success of inclusive education. Nonetheless, a lot of Indonesian schools continue to lack basic support services including accessible classrooms, sufficient teaching aids, and specialised training for teachers on how to work with students who have special needs (UNICEF Indonesia, 2021).

The enforcement of employment quotas, which mandate that government agencies and private businesses hire at least 2% of workers with disabilities in the public sector and 1% in the private sector, is one aspect of the employment sector's implementation of inclusive policies for people with disabilities. Government Regulation No. 60 of 2020 on Disability Service Units in the Employment Sector supports this approach. The low skill levels of people with disabilities as a result of restricted access to school and vocational training, as well as the lack of corporate preparedness to create an inclusive work environment, are some of the challenges this policy encounters in reality (Handayani, 2021). According to employment specialists Barnes and Mercer (2022), employment quotas by themselves won't function unless they're combined with assistance for job adaptability and skill development programmes. Many businesses in Indonesia are hesitant to recruit people with disabilities because they believe that they would need more money for workplace modifications and training. Furthermore, people with impairments are still stigmatised as being less productive than individuals without disabilities (Triwahyudi, 2021). More successful inclusive employment policies have been

put into place in a number of nations. Companies who do not fulfil the disability employment quota, for instance, are obligated to pay compensation in Germany and Japan. This money is then used to fund vocational training programmes for individuals with impairments (Heymann, 2019). By offering incentives and training programmes to businesses who hire people with disabilities, this model might be used as a guide by Indonesia to improve the efficacy of inclusive employment laws.

For people with disabilities, the government has offered a number of social assistance programmes, including community-based social rehabilitation services and the Family Hope Programme (PKH) for Disabilities. These initiatives seek to help people with disabilities who are living in precarious financial situations by offering them social and financial assistance. However, owing to social stigma, informational gaps, and geographic limitations, many people with disabilities still find it difficult to receive these programmes (Damayanti, 2021). Effective social welfare programmes for people with disabilities should be community-based and actively engage people with disabilities in the design and implementation process, according to social policy expert Midgley (1995). Nonetheless, a large number of social welfare initiatives in Indonesia continue to be top-down and prioritise social aid above empowerment. Because of this, many disabled people continue to rely on government assistance without making sincere attempts to become more independent (Shakespeare, 2013).

Through his capabilities approach, development expert Sen (1999) highlighted that social inclusion involves more than simply granting access to services; it also entails making sure that people with disabilities have equal opportunity to reach their full potential. As a result, Indonesian social inclusion laws and regulations must place a strong emphasis on empowerment, especially via the development of skills, the establishment of inclusive job opportunities, and expanded access to assistive technology that promote the independence of people with disabilities. There is still a disconnect between policy and practice, despite the introduction of several laws and regulations to promote social inclusion for people with disabilities. This problem is caused by a number of important causes, including: Government agencies' inability to coordinate results in ineffective policy implementation. Budgetary restrictions that restrict how thoroughly programmes may be implemented. Low public knowledge of people with disabilities' rights, which fuels ongoing discrimination and stigma Indonesia has to implement disability inclusion policies in a more comprehensive and community-based manner in order to attain greater social inclusion. This will guarantee a greater influence on people with disabilities and enhance their involvement in social life, work, and education.

Aspects of Social Inclusion Supporting Factors

The government's commitment to enacting legislation that protects the rights of individuals with disabilities is a critical factor in promoting social inclusion. The Indonesian government has demonstrated a greater emphasis on the rights of individuals with disabilities, particularly since its ratification of the Convention on the Rights of Persons

with Disabilities (CRPD) in 2011. Due to its ratification, the government must provide disabled people equal rights in education, work, and social services (United Nations, 2011). Oliver (1996) argues that the social model of disability posits that the primary obstacle for individuals with disabilities is not their physical condition, but rather the inadequacies of social systems that fail to facilitate their participation. As a consequence, social inclusion projects must focus the eradication of these barriers by building more accessible and accommodating settings for people with particular disabilities. The final governmental commitment to achieving social inclusion within the context of national policy is expressed in Law No. 8/2016 on Persons with Disabilities. The primary focus of this act is persons with disabilities' basic right to equal participation in all sectors of society. Furthermore, the government's ongoing efforts to foster a more inclusive environment for people with disabilities are demonstrated by the implementation of supplementary policies, such as Government Regulation Number 60 of 2020 on Disability Service Units in the Employment Sector and inclusive education initiatives (Ministry of Social Affairs, 2021). Nonetheless, despite the presence of enabling policies, implementation continues to encounter several hurdles. Lipsky (1980), in his Street-Level Bureaucracy theory, asserts that the efficacy of policy is contingent upon its execution at the local level, where field officers often possess their own interpretations and constraints in implementing the policy. Despite repeated assurances, the government's commitment has mostly taken the form of regulations rather than concrete steps to ensure the program's successful rollout.

Civil society and non-governmental organisations (NGOs) work hand in hand with the government to help individuals with disabilities become more integrated into society. Some organisations in Indonesia that work to ensure that individuals with disabilities have access to the services they need include PPDl, Yayasan Mitra Netra, and SAPDA. According to Midgley (1995), inclusive change cannot occur without community-based social development. Because of their close relationships to local communities, civil society groups are in a prime position to provide solutions that meet specific needs. In several domains, non-governmental organisations contribute to employment skills training, educational accessibility, and aiding individuals with impairments in obtaining restricted social assistance (Handayani, 2021).

International organisations play a crucial role in promoting social inclusion policies in Indonesia. UNICEF has facilitated several inclusive education initiatives across diverse locations, particularly in enhancing teacher competencies and developing disability-friendly school infrastructure. The WHO also engages in health advocacy for individuals with disabilities, particularly with medical rehabilitation and access to health care (WHO, 2018). According to Barnes and Mercer (2022), civil society groups can only effectively campaign if they can work together with the government to promote social inclusion. People with disabilities now have better access to many parts of society in a number of countries because of strong collaboration between governmental and non-governmental groups. Still, fostering deeper collaboration between the two Indonesian parties, particularly with financial and legal assistance, is difficult. Understanding disability rights

is essential to social inclusion. Public awareness strongly impacts disability treatment in social, occupational, and educational settings. Shakespeare (2013) asserts that altering the way society views those with disabilities is one of the most difficult tasks in promoting social inclusion. People with disabilities are still often seen as a group that requires sympathy rather than as unique individuals with equal potential and rights in many cultures, including Indonesia. Campaigns to raise public awareness are thus a crucial first step in altering society's viewpoint.

Public awareness initiatives on the social inclusion of individuals with disabilities are expanding in Indonesia, particularly as a result of occasions like the yearly December 3 International Day of Disability. Additionally, television shows and other media platforms have started to highlight the achievements of individuals with impairments who succeed in a variety of industries. Some disabled persons, for instance, have achieved success as singers, Paralympic athletes, or even business owners. These motivational tales demonstrate that individuals with disabilities may make valuable contributions to society and help dispel the stigma that has been associated with them (Damayanti, 2021). Sen (1999) asserts that the Capabilities Approach hypothesis holds that social inclusion is contingent upon both the degree to which people may reach their full potential in a nurturing setting and the availability of resources and facilities. Consequently, greater public knowledge may contribute to the development of a more welcoming environment where individuals with disabilities can flourish without societal hurdles impeding their involvement. Nonetheless, there are still obstacles in the way of increasing public knowledge in general. Many individuals still have conservative opinions on people with disabilities in certain places, particularly in rural areas. In order to solve this problem, public education is essential. In order to raise awareness of social inclusion throughout Indonesia, more extensive educational initiatives must be created, whether via communities, the media, or schools.

Increased public awareness of the rights of people with disabilities, the government's dedication to creating policies that support them, and the active participation of non-governmental organisations and civil society organisations are all factors that contribute to social inclusion for people with disabilities in Indonesia. Effective implementation is still a significant difficulty, despite the enactment of several policies. Non-governmental organisations and civil society groups are crucial in promoting the rights of people with disabilities, offering skill development, and facilitating their access to social services. A more welcoming atmosphere is also facilitated by enhanced public awareness via media, social campaigns, and educational initiatives. To guarantee that social inclusion is more successful, further measures are necessary. To fully achieve social inclusion for individuals with disabilities, the government must enhance collaboration with many stakeholders, enhance procedures for implementing policies, and broaden community education initiatives.

Aspects of the Obstacles to Social Inclusion Implementation

There are still many obstacles standing in the way of people with disabilities' full involvement in society, despite the existence of several enabling factors and supporting legislation. These obstacles include restricted employment and inclusive education possibilities, societal stigma and prejudice, and a lack of physical and technical accessibility. The attainment of a fully inclusive society is hampered by these issues, which also lead to poorer levels of well-being and quality of life for those with disabilities. Social stigma and prejudice are major obstacles to the adoption of social inclusion for those with impairments. Families and communities still often see people with impairments as useless or even a burden. This mindset creates social barriers that keep individuals from engaging in social services, work, education, and other facets of life. Shakespeare (2013) claims that the stigma associated with impairments stems from an outdated belief system that views disability as a personal shortcoming or weakness rather than as a component of human variety. persons with disabilities are still often seen as persons in need of compassion rather than as equal citizens in many countries, including Indonesia. People with disabilities are subjected to discrimination in the larger societal structure as well as on an individual basis. People with disabilities are still not readily hired by many employers because they believe their output would be limited. This is consistent with study by Barnes and Mercer (2022), which discovered that one of the main obstacles preventing persons with disabilities from obtaining respectable professions is the stigma associated with their work.

Children with impairments often face prejudice in the education system, including exclusion or rejection from mainstream institutions. Because they believe that kids with disabilities need particular care that is challenging to provide, schools are often hesitant to admit them. Schuelka and Johnstone (2019) claim that one of the primary causes of the persistence of discrimination against children with disabilities in educational settings is the ignorance of educators and school personnel about the idea of inclusive education. Broader public awareness campaigns and training for stakeholders, such as schools, employers, and the general public, on the significance of social inclusion for individuals with disabilities are required to combat this stigma and prejudice.

The absence of technology and physical accessibility in public spaces is another obstacle to the adoption of social inclusion. Accessibility requirements for those with disabilities are not met by a large number of public buildings, transit, and other services. Just around 30% of public facilities in emerging Asia-Pacific nations satisfy accessibility requirements for those with disabilities, according to the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP, 2018). Many government buildings, schools, hospitals, and shopping malls in Indonesia lack accessible features like elevators, ramps, tactile paths for the blind, or dedicated restrooms for those with disabilities. As a result, individuals with impairments have mobility constraints that affect their involvement in a range of social and economic activities.

Public transit is still a significant obstacle. In many Indonesian cities, wheelchair users and the blind are still not accommodated on buses or trains. In fact, one of the most

important aspects in boosting the social and economic involvement of individuals with disabilities is the provision of public transportation that is accessible to persons with disabilities, according to the World Bank (2020). Additionally, there is currently limited access to adaptable technology, particularly in the fields of work and education. In Indonesia, technologies like AI-based communication devices for those with speech impairments, hearing aids for the deaf, and screen reader software for the visually impaired are uncommon and costly. WHO (2018) states that having access to adapted technology may greatly enhance the quality of life for those with disabilities by empowering them to work, study, and engage in society more independently. Stricter laws governing accessibility requirements in public infrastructure are required to remove these obstacles, as are rewards for businesses and organisations who provide technology that is accessible to people with disabilities. Increased investment in adaptive technology is also necessary to make it easier for those with disabilities to get the assistive equipment they need.

The absence of inclusive education and work possibilities, in addition to social and physical constraints, are significant obstacles to the implementation of social inclusion for those with disabilities. Even though Government Regulation No. 60/2020 mandates that businesses hire a certain number of individuals with disabilities, the way this policy is being applied in the workplace is still far from ideal. Due to a lack of oversight and incentives for employers of individuals with disabilities, many businesses do not adhere to this rule (Triwahyudi, 2021). Heymann (2019) asserts that nations that have effectively expanded the employment of individuals with disabilities often have robust incentive programmes for businesses, such as financial aid for job training and assistance in creating a workplace that is accessible to persons with disabilities. Indonesia may use this concept as a guide to increase work prospects for disabled individuals.

Particularly in rural regions, Indonesia's educational system still falls short in promoting inclusive learning. persons with disabilities are still often seen as persons in need of compassion rather than as equal citizens in many countries, including Indonesia. People with disabilities are subjected to discrimination in the larger societal structure as well as on an individual basis. People with disabilities are still not readily hired by many employers because they believe their output would be limited. This is consistent with study by Barnes and Mercer (2022), which discovered that one of the main obstacles preventing persons with disabilities from obtaining respectable professions is the stigma associated with their work. Children with impairments often face prejudice in the education system, including exclusion or rejection from mainstream institutions. Because they believe that kids with disabilities need particular care that is challenging to provide, schools are often hesitant to admit them. Schuelka and Johnstone (2019) claim that one of the primary causes of the persistence of discrimination against children with disabilities in educational settings is the ignorance of educators and school personnel about the idea of inclusive education. Broader public awareness campaigns and training for stakeholders, such as schools, employers, and the general public, on the significance of social inclusion

for individuals with disabilities are required to combat this stigma and prejudice. For individuals with disabilities to have more chances in their social and economic life, stronger laws and incentives for businesses and organisations that promote social inclusion are also necessary.

Aspects of Social Inclusion Best Practices

Notwithstanding the difficulties, there are a number of excellent practices that may be used as models to enhance social inclusion for Indonesians with disabilities. People with disabilities may have improved access to many elements of life with government commitment, civil society engagement, and technical help, as shown by the successful implementation of numerous inclusion programmes in many regions and sectors. According to Oliver's (1996) social model of disability, the environment and policies that assist people with disabilities are just as important to the achievement of social inclusion as the people themselves. Society can guarantee that individuals with disabilities have equal opportunity to prosper and make contributions to society by establishing accessible surroundings and equal opportunities. The social inclusion programme in Yogyakarta, one of the most accessible cities in Indonesia for those with disabilities, is an example of best practices in social inclusion. The Yogyakarta local government has created policies that support the provision of accessible public amenities, such as more inclusive educational facilities and public transportation that is more accessible to those with disabilities (Damayanti, 2021).

According to research by Handayani (2021), Yogyakarta is a social inclusion model for a number of reasons. Because of the city's inclusive urban planning strategy, public spaces including bus stops, government buildings, and walkways have been made readily accessible to those with disabilities. To make sure that the policies created really meet the needs of handicapped persons, the local government works closely with organisations that support them. With Trans Jogja buses that include accessible features for those with disabilities, including as ramps, wheelchair room, and special seats, Yogyakarta has established a more inclusive transportation system. This is consistent with the World Health Organization's (2018) guidelines, which suggest that one of the most important factors in boosting the social and economic involvement of those with disabilities is inclusive transportation. Some inclusive schools in Indonesia have used technology-based teaching strategies that make it easier for students with disabilities to access course materials. Yayasan Mitra Netra's digital books and learning tools for pupils with visual impairments are one example. Technology helps to promote inclusive education by giving people with disabilities greater access to learning materials that can be adapted to meet their requirements, claim Schuelka and Johnstone (2019).

According to Kustiani (2020), despite the fact that technology has made inclusive education more accessible, there are still obstacles to overcome in its use, including inadequate infrastructure in rural regions and a lack of teacher training in its utilisation. Therefore, for the advantages to be more broadly realised, additional funding is required

for both community-based technology development and teacher training. Some businesses are beginning to adopt more inclusive policies for those with disabilities in the work market. Certain multinational corporations in Indonesia have created specialised job training programmes for individuals with disabilities with the goal of enhancing their abilities and assisting in the transition to a more accessible workplace. Businesses that adopt inclusive employment practices often see improvements in staff diversity, productivity, and their reputation as socially conscious organisations, claim Barnes and Mercer (2022). Unilever Indonesia has offered accessible workplace amenities and conducted employment training programmes for individuals with impairments (Triwahyudi, 2021). According to the Indonesian Ministry of Manpower (2022), Bank Mandiri has hired workers with disabilities for a variety of roles and given them training tailored to their need. Astra International offers a unique programme that uses social inclusion initiatives in the industrial sector to empower workers with disabilities.

Best practices in employment inclusion, according to Heymann (2019), include not only hiring individuals with disabilities but also providing them with professional support or mentors to help them adjust to the workplace, modifying the workplace, and providing continuous job training. People with impairments are becoming more socially included thanks in large part to technology. Accessibility for individuals with impairments has improved because to technological advancements including voice-based programmes for the blind, assistive listening devices powered by artificial intelligence, and online learning environments for inclusive education. The development of technology-based solutions to enhance the quality of life for those with disabilities has been initiated by a number of startups in Indonesia. These include GPS-based navigation software that enable the visually impaired to traverse metropolitan areas more freely (Damayanti, 2021). A Bandung-based IT business has created an autonomous wheelchair that can be operated with voice instructions (Handayani, 2021). As part of initiatives to promote digital inclusion for persons with disabilities, artificial intelligence-based communication tools have also been created to facilitate communication on digital devices for those with speech impairments (World Bank, 2020). According to the World Bank (2020), if regulations are in place that make it easy for persons with disabilities to access and utilise technology, it may be a potent instrument for fostering social inclusion. As a result, the government must promote increased funding for the creation of adapted technology and guarantee that everyone, including those with disabilities from middle-class to lower-class backgrounds, may buy them.

Social inclusion for individuals with disabilities in Indonesia may continue to advance with the help of inclusive legislation, community support, and technology innovation. Yogyakarta has led the way in making the city more accessible to people with disabilities, and the job and education sectors have begun to take a more inclusive stance. Even if social inclusion policies have advanced, more work is still required to remove obstacles. To guarantee that policies are carried out successfully, the government must enhance collaboration with a range of stakeholders, including the corporate sector and

civil society organisations. By taking the appropriate actions, Indonesia may get closer to its goal of having a society that is completely inclusive of those with disabilities.

Discussion

Aspects of Comparative Analysis of Policy and Implementation

According to Law No. 8/2016 on Persons with Disabilities and its implementing regulations, the Indonesian government has put in place a number of measures to enhance social inclusion for people with disabilities. The rights of people with disabilities are legally guaranteed by these laws in a number of areas, including as social assistance, work, and education. But in reality, there is still a big disconnect between field execution and legislation. A good policy won't have the full effect if implementing officers aren't prepared, according to Lipsky's (1980) theory of street-level bureaucracy. Despite having strong national designs, many social inclusion measures face challenges when put into practice locally. The inability of the federal and local governments to coordinate the implementation of social inclusion programmes is one of the primary challenges. As a consequence, policy implementation has become uneven, with some areas successfully implementing inclusion programmes while others continue to face physical and human resource constraints.

The education sector is another area where the discrepancy between field practice and regulation is apparent. In practice, many schools are not prepared to welcome kids with special needs, despite Permendikbud No. 70/2009 on Inclusive Education requiring that schools accept students with disabilities. Lack of training for instructors on how to work with kids with disabilities is one of the primary reasons why inclusive education has not been implemented, according to Schuelka and Johnstone (2019). Many educators lack the knowledge and abilities necessary to engage with students with disabilities and implement inclusive teaching practices. The implementation of Government Regulation No. 60/2020's labour quota for individuals with disabilities continues to confront significant challenges in the work sector. Due to a lack of knowledge and comprehension about how to modify the workplace for those with disabilities, many businesses do not adhere to this requirement. Barnes and Mercer (2022) claim that nations with effective inclusive employment policies are those that not only mandate that businesses hire individuals with disabilities but also offer incentives to businesses that adopt inclusive practices, like training grants and workplace modifications.

Indonesia might take inspiration from other nations that have implemented social inclusion more successfully. Strict laws and an educational and job system that is built to embrace those with disabilities as members of society, for instance, provide significant support for social inclusion policies in Sweden. Heymann (2019) asserts that Sweden's human rights-based strategy, which is constantly implemented in all governmental policies, is the reason for the country's success in building an inclusive society. In the meanwhile, private sector-based employment training programmes for individuals with

disabilities have been successful in raising the percentage of disabled workers in Japan's manufacturing sector to above 50%.

Aspects of Implications for Social Work and the Welfare of Persons with Disabilities

Improving the wellbeing of individuals with disabilities requires a multidisciplinary approach to social inclusion. Social inclusion necessitates the participation of several stakeholders, such as communities, schools, health professionals, and social workers, in addition to government programmes. Midgley (1995) asserts that the best strategy for enhancing the welfare of marginalised populations, such as those with disabilities, is community-based social development. Social workers play a crucial role in promoting more inclusive policies, assisting with service access, and assisting with personal empowerment. Social workers may serve as a liaison between individuals with disabilities and accessible resources, such as social rehabilitation programmes, career opportunities, or educational opportunities, in the framework of social inclusion. As the idea of case management in social services has grown, so too has the role of social workers in enhancing accessibility for individuals with disabilities. Shakespeare (2013) asserts that in order to guarantee that individuals with disabilities have the access they need, social workers working in inclusion programmes must be proficient in evaluating each client's requirements, creating suitable interventions, and collaborating with a range of partners. Social workers may help persons with disabilities negotiate an inclusive work system in the employment sector by offering job training, helping them obtain employment, and campaigning for more disability-friendly workplace policy. Social workers have a more formal role in inclusive employment programmes in certain nations, including Canada and Australia, where they facilitate the employment of individuals with disabilities in non-discriminatory and supportive environments (World Bank, 2020).

Methodical Techniques to Promote Social Inclusion

A number of policy ideas may be put into practice to increase the efficacy of social inclusion initiatives. By making sure that every area has a clear plan for achieving social inclusion, the government can better oversee the application of current legislation. A system of incentives must also be in place for businesses and educational institutions that actively assist and hire individuals with disabilities. Sen (1999) asserts that the capabilities approach holds that social inclusion is contingent upon both the degree to which people have the chance to realise their potential and their access to services. Consequently, programmes that promote social inclusion have to concentrate on enhancing economic empowerment, skill development, and access to technology that makes it possible for those with disabilities to become more self-sufficient. It is impossible to overlook how technology is promoting social inclusion. The quality of life for people with disabilities has been greatly enhanced by the development of adaptive technologies, such as AI-based communication applications for those with speech impairments, screen reader software for the blind, and artificial intelligence-based hearing aids. Countries that invest in

adaptable technologies and make sure they are available to all segments of society are those who have had success with social inclusion, according to the World Bank (2020). Another tactic that has to be improved is cooperation between the public and business sectors as well as civil society. In establishing inclusive employment training programmes, the public-private partnership approach has shown effectiveness in a number of nations, including the Netherlands and Germany. This concept may be implemented in Indonesia by enlisting businesses in apprenticeship programmes for individuals with disabilities and making sure that the workplace can be modified to accommodate their requirements.

This debate leads to the conclusion that, despite Indonesia's many legislation promoting social inclusion for those with disabilities, there are still implementation gaps in the area. Indonesia may benefit from other nations' successful implementation of more successful inclusion programmes. Social workers have an increasingly significant role in social inclusion, particularly when it comes to promoting individual empowerment and making services more accessible. A more methodical approach is required to increase the efficacy of social inclusion, which includes strengthening laws, making use of technology, and fostering more cooperation between the public, commercial, and civil society sectors. Social inclusion for those with disabilities in Indonesia may be more concretely achieved with a more integrated strategy.

Conclusion

Finally, this study revealed that since Law No. 8/2016 on Persons with Disabilities and other supporting legislation, Indonesia's social inclusion policies have evolved drastically to suit handicapped persons. This policy respects social services, employment, and education as well as handicaps rights. Significant implementation challenges undermine the effectiveness of the policy. A significant obstacle is determining whether or not a certain behaviour is in violation of the regulations. Even if there is a consistent rate of growth, many programmes fail because there is either a shortage of resources, a lack of coordination between federal and state authorities, or all of these factors. People who have impairments continue to face discrimination and stigma from society, which is one of the primary reasons why a workplace that is completely accessible has not yet been reached. Individuals with disabilities are able to engage more completely in modern society as a result of actions taken by the government, the work of civil society groups that advocate for disability rights, and the development of novel technology that make it possible for individuals with impairments to fully participate in society. Some examples of exemplary practices that demonstrate how to successfully execute the appropriate regulations and consistently apply social inclusion include the Yogyakarta inclusion legislation, educational programmes that are driven by technology, and employment training for handicapped individuals in multinational corporations. The implications of this study for social policy indicate that enhancing the efficacy of social inclusion need a multimodal approach including several disciplines. The government must improve the policy implementation mechanism by including the corporate sector, civil society groups,

and social workers in the process. Social workers play a critical role in assisting persons with disabilities to access resources, develop economic empowerment, and fight for their rights in society. Moving ahead, a more systematic approach for promoting social inclusion is required, including the use of adaptive technology, improved public awareness, and better coordination between the government, corporate sector, and community. It is envisaged that a more integrated strategy would result in more effective and long-term social inclusion for individuals with disabilities in Indonesia.

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