



Analysis of Inclusive School Implementation Based on Structural Functional Theory in Senior High Schools in Surakarta

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Abstract: This study analyzes the implementation of inclusive schools through Structural Functional Theory in senior high schools in Surakarta City. Utilizing a qualitative descriptive approach, this research focuses on two inclusive schools, SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta, as its subjects. Data were gathered through in-depth interviews, observations, and document analysis involving school principals, teachers, and educational staff as key informants, and the collected data were analyzed using Miles and Huberman's interactive model, which encompasses data reduction, data presentation, and conclusion drawing. The findings reveal that the two schools employ distinct strategies: SMAN 8 Surakarta prioritizes structured policies, regular teacher training, and facility development, whereas SMA Muhammadiyah 6 Surakarta adopts a community-centered approach by engaging parents and the local community, despite facing infrastructural limitations. By applying the AGIL framework (Adaptation, Goal, Integration, and Latency), this study highlights fundamental challenges, including inadequate teacher training, restricted resources, and the absence of formal policies. Consequently, the study suggests enhancing governmental support, fostering stronger partnerships between schools and communities, and ensuring continuous professional development for teachers to create a more effective and sustainable inclusive education system.

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Introduction

Education is a fundamental right for every Indonesian citizen. This is explicitly stated in Law Number 20 of 2003 on the National Education System, particularly in Article 5, Paragraph 1, which affirms that "Every citizen has the right to receive quality education." The state is responsible for ensuring that every citizen's educational needs are met. These needs extend beyond merely providing access to academic institutions, such as schools, and also include broader educational services, particularly ensuring access to education for children with special needs.

Education for children with special needs (CSN) is regulated under National Government Regulation No. 70 of 2009 on inclusive education. The inclusive education system is designed to provide specialized learning services that allow CSN to study alongside their non-disabled peers in the same classroom (Gusti, 2021). This system accommodates children with both physical and psychological disabilities. According to Sukadari (2019, pp. 2–3), the categories of children classified as CSN include:

- 1) Children with physical impairments, such as visual impairments (blindness), hearing impairments (deafness), and speech impairments;
- 2) Children with intellectual disabilities;



- 3) Children with motor impairments (physical disabilities);
- 4) Children with behavioral and emotional disorders (Emotional and Behavioral Disorder);
- 5) Children with specific learning disabilities or developmental delays, such as difficulties in reading, writing, and arithmetic (Learning Disability);
- 6) Children with autism spectrum disorder (ASD) or other intellectual impairments; and
- 7) Children with mental disorders, including impulsivity and hyperactivity (ADHD).

The primary objective of inclusive education is to integrate CSN into regular school environments as part of efforts to promote educational equity in Indonesia. Special institutions, such as Special Schools and Integrated Education programs, have been established to support CSN education (Mulyah et al., 2023). However, access to education for CSN remains limited, particularly at the secondary and higher education levels (Gusti, 2021). These limitations include long commuting distances to schools, a limited number of Special Schools, and the scarcity of regular schools capable of accommodating the needs of CSN. Integrating CSN into regular schools through inclusive education is a crucial step toward ensuring equal access to education for all children.

The limited access to inclusive education is also evident in the lack of information regarding its implementation at the secondary school level. Most research on inclusive education still focuses on elementary (SD) and junior high school (SMP) levels, while in-depth studies at the senior high school (SMA) level remain scarce (Gusti, 2021). An analysis of inclusive education articles from 2020 to 2024 through Google Scholar shows that only three articles discuss the elementary level, one at the early childhood education level, and one at the higher level.

The lack of inclusion schools at the senior high school level in Indonesia is also reflected in the city of Surakarta, one of the major cities in Central Java. According to Yusuf (2023), Surakarta has 16 inclusive elementary schools, 10 inclusive junior high schools, and only 5 inclusive senior high schools (SMA/SMK), all operating under the supervision of the Surakarta City Center for Disability Services and Inclusive Education (PLDPI). Among these schools, SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta are two senior high schools that have long implemented inclusive education..

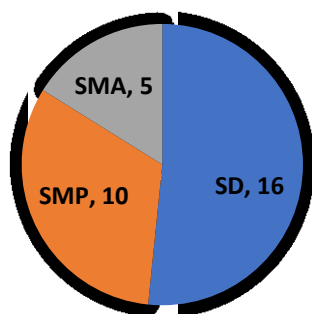


Figure 1. Comparison of inclusion schools at each level in Surakarta City

The limited number of inclusive senior high schools is also evident in Surabaya, where only two schools—SMAN 8 Surabaya and SMAN 10 Surabaya—offer inclusive education (Nugroho, 2022). The restricted admission of CSN at the senior high school (SMA) level contributes to the underdevelopment of human resource quality among individuals with



disabilities (Michael, 2020). The scarcity of high schools implementing inclusive education significantly hinders equal access to education for CSN. Although the government has introduced an inclusive education policy, its implementation at the senior high school level—both public and private—remains suboptimal. Many schools lack adequate preparedness, particularly in terms of infrastructure, curriculum, and qualified educators with specialized competencies in supporting CSN (Alfaaroqi & Khoiruddin, 2020).

A study conducted by Gusti (2021) on the implementation of inclusive education at SMAN 6 Mataram identified challenges, including the absence of a Special Education Teacher (SET). Consequently, the role of the SET was assumed by subject teachers who had not received sufficient training in inclusive education. As a result, teaching and learning activities (TLA) continued to follow the general Lesson Plan (LP), even though inclusive classrooms should implement an Individualized Education Program (IEP). The IEP is specifically designed to develop CSN's potential based on assessment results and a curriculum adapted to their specific challenges and needs (Mardiana et al., 2022). Although certain facilities have been provided, such as inclusion rooms, braille books, braille Qur'an, educational props, musical instruments, and accessibility features such as ramps and tactile paving, these provisions remain insufficient in meeting the ideal standards of inclusive education. These challenges contribute to the low participation of CSN in senior high school education, ultimately impeding the development of human resource quality among individuals with disabilities.

Similar challenges were also identified by Anjarwati et al. (2021) in their study on the implementation of inclusive education in Indonesia. Based on a literature review of 15 journal articles, Anjarwati highlighted four major challenges: (1) the limited competence of teachers in accommodating CSN's needs, (2) inadequate learning support facilities, (3) assessments that do not align with SET requirements, and (4) limited collaboration between schools, parents, and external stakeholders in fostering an inclusive learning environment. Additionally, discrepancies in addressing CSN needs are evident between public and private schools. Public schools generally receive greater government support, including operational assistance and the provision of specialized facilities. In contrast, private schools often struggle to obtain similar resources. The development of inclusive facilities and programs in private schools largely depends on internal school policies and parents' financial capacity. These disparities indicate that the implementation of inclusive education in public and private schools presents distinct characteristics and challenges that warrant further attention.

Through the framework of Structural Functionalism theory proposed by Talcott Parsons, schools as social institutions hold a crucial role in maintaining the equilibrium of the education system (Shodiq, 2023). Schools are responsible for accommodating all learners, including CSN, to ensure equitable access to education. In carrying out this function, educators, facilities, and government policy support must operate effectively. However, in practice, the implementation of inclusive education still encounters various obstacles, such as inadequate facilities and a shortage of educators with specialized competencies. These conditions lead to disparities within the inclusive education system, which, from the perspective of several practitioners in the field, is still perceived merely as a symbolic policy (Hartadi et al., 2019). Current inclusive education practices have not fully accommodated learner diversity. Consequently, segmentation persists within educational institutions based on religious background, ethnicity, and differences in physical and mental abilities. This imbalance in implementation indicates that Indonesia's inclusive education system is not yet fully prepared and requires strengthening from multiple dimensions to function optimally.



This study aims to examine the implementation of inclusive education in public and private senior high schools in the City of Surakarta through the lens of Structural Functionalism. The differences in support between public and private schools, particularly in addressing the needs of CSN, reflect distinct characteristics and challenges in the implementation of inclusive education. Through this analysis, the study seeks to explore the factors influencing these differences and investigate how each type of school contributes to inclusive education. It is expected that the findings will offer improved strategies for optimizing the role of schools, thereby enabling inclusive education to be implemented more effectively and comprehensively.

Research Method

This study uses a qualitative approach with a descriptive method to explore the implementation of inclusive education in public and private senior high schools in Surakarta City. The research was conducted at SMA Negeri 8 Surakarta and SMA Muhammadiyah 6 Surakarta, both officially designated as inclusive schools. The research sites were selected purposively, based on the presence of inclusive programs and the distinct characteristics of each school.

The data sources in this study include principals and teachers selected based on specific criteria, particularly their direct involvement in the implementation of inclusive programs. Data collection techniques comprised in-depth interviews using structured interview guidelines designed to investigate school policies, challenges, and experiences related to inclusive education. In addition, observations were carried out by documenting school facilities, learning activities, and interactions between CSN and non-CSN students. Documentation—such as school policies, curriculum materials, and student data—was also utilized to support the research findings.

To ensure data validity, this study applied methodological triangulation by comparing the results from interviews, observations, and document analysis. The data were analyzed using the Miles and Huberman model, which consists of three key stages: data reduction, data display, and conclusion drawing with verification (Murdiyanto, 2020). Furthermore, this research adopts the Structural Functionalism theoretical framework as an analytical tool to understand how various school elements—including educators, facilities, and government support—function in facilitating the implementation of inclusive education.

Results and Discussion

Implementation of Inclusive Education in High Schools in Surakarta City

Inclusive education at the senior high school level in Surakarta City is based on the mandate of the Central Java Regional Education Office Region VII through Decree No. 954/55Kep/SD-AUD/2013. This official designation provides a legal foundation for SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta to implement inclusive education using different approaches tailored to the specific characteristics of each school. SMAN 8 Surakarta implements inclusive education by providing special facilities for CSN students, conducting teacher training programs, and declaring itself a Child-Friendly School (SRA). Meanwhile, SMA Muhammadiyah 6 Surakarta carries out inclusive education by procuring supporting facilities for CSN and collaborating with sports communities to support the development of students with special needs.

Educators are key to the success of inclusive education in both schools (Nurfadhillah et al., 2022). At SMAN 8 Surakarta, support for inclusive education is demonstrated through



the assignment of a teacher to attend training and obtain certification as an IEP teacher. The presence of IEP teachers plays a pivotal role in mentoring and providing training for subject teachers. Additionally, IEP teachers act as coordinators for subject teachers who are responsible for assisting CSN students in their respective classrooms. With the involvement of IEP teachers, learning methods become more effective, particularly in the preparation of LET. The implementation of LET enables teachers to deliver instruction that better aligns with the needs and challenges experienced by CSN students.

At SMA Muhammadiyah 6 Surakarta, the implementation of inclusive education is carried out by subject teachers without the assistance of IEP teachers. The absence of IEP teachers means that adjustments to learning methods rely solely on each teacher's initiative, without standardized instruments such as LET. Teachers attempt to adapt teaching materials and strategies to meet the needs of CSN students based on their own experiences and personal understanding. This condition aligns with the findings of Lafiana et al. (2022), which reveal that teachers often need to adjust their methods according to the situation and specific conditions of CSN students during the teaching and learning process. As a result, teachers frequently face difficulties, as they must modify previously planned methods and spontaneously search for alternative approaches. This challenge becomes more complex due to the absence of teachers with a background in special education or formal training in inclusive pedagogy. Moreover, government support—both in terms of facility provision and teacher training—is still not optimally implemented in either public or private schools.

In addition to educators, the availability of school facilities is a crucial factor in supporting the implementation of inclusive education (Khotimah, 2022). Both schools have made efforts to improve accessibility for CSN students by providing facilities such as stair railings and strategic pathways, braille reading materials, and mobility aids like wheelchairs. However, several limitations remain in achieving optimal accessibility. Some facilities still unavailable at both schools include tactile paving and adaptive sports equipment for students with physical disabilities. Moreover, SMAN 8 Surakarta has yet to provide toilets specifically designed for students with disabilities, in contrast to SMA Muhammadiyah 6 Surakarta, which has already accommodated this need. These limitations underscore the urgent need to improve infrastructure so that all students, including CSN, can access the learning environment more comfortably and independently.

Beyond educators and infrastructure, additional support for implementing inclusive education in both schools is realized through collaboration with community organizations. Collaborative efforts have proven to be an effective strategy for fulfilling both the academic and non-academic needs of CSN students (Alfirah & Gustiana, 2024). Both schools actively seek not only academic support but also non-academic enrichment for CSN students, including extracurricular activities in collaboration with relevant communities. In supporting non-academic programs in sports, SMAN 8 Surakarta partners with the Indonesian National Sports Committee (KONI), while SMA Muhammadiyah 6 Surakarta collaborates with the National Paralympic Committee of Indonesia (NPCI). These school-community partnerships reflect a meaningful effort to support CSN students in exploring their potential despite the challenges they face.

Obstacles in the Implementation of Inclusive Education

The implementation of a program is inevitably accompanied by certain deficiencies, challenges, and obstacles, especially in the context of inclusive schools in Indonesia (Anjarwati et al., 2022). Although SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta



have demonstrated a strong commitment to inclusive education, their efforts continue to encounter a range of obstacles, including but not limited to:

Obstacles to the Aspect of Educators

Teachers in inclusive schools need to improve their ability to utilize developments in science and technology to support inclusive learning for all students (Yunaini, 2021). However, the implementation of inclusive education in many schools still does not fully meet the standards set by the government. Educators have a crucial role in the success of inclusive education. At SMA Muhammadiyah 6 Surakarta, no LET is specifically responsible for assisting CSN students. As a result, the responsibility for mentoring falls entirely on subject teachers who have not received special training in inclusive education. Meanwhile, at SMAN 8 Surakarta, only one teacher is certified as a LET, limiting the spread of inclusive competencies among other teachers. These findings are in line with Yusuf et al. (2023), who emphasize the role of student mentoring for GPKs and schools that do not yet have dedicated assistants. Their research underlines the importance of ongoing mentoring through knowledge transfer on mentoring strategies for CSN students, so that teachers in inclusive schools are better prepared to face the demands of inclusive learning. Furthermore, the lack of government-facilitated training remains a significant challenge for both schools in enhancing the capacity of educators to manage inclusive classrooms more effectively.

Obstacles to Facilities and Infrastructure Aspects

Facilities in inclusive schools play an essential role in supporting the needs of students with special needs (CSN) (Nasti et al., 2025). At SMAN 8 Surakarta, although facilities such as wheelchair-accessible pathways and dedicated counseling rooms are available, special restrooms for CSN students are still unavailable. Meanwhile, at SMA Muhammadiyah 6 Surakarta, limited financial resources remain the primary obstacle in providing necessary inclusive facilities. Infrastructure such as ramps, tactile paving, and braille signage has not yet been provided, forcing CSN students to rely on assistance from teachers or peers to move around the school environment. According to the curriculum coordinator at SMAN 8 Surakarta, this limitation stems from insufficient budget allocation from the education office.

This condition highlights the need for the government to strengthen its role in supporting inclusive schools, through adequate funding, the formulation of more concrete policies, and technical assistance in procuring facilities that comply with accessibility standards (Amaliani et al., 2024). Without sufficient support from the government, inclusive schools will continue to face barriers in realizing a fully inclusive and diversity-supportive learning environment.

Obstacles in the Aspect of Policy and External Support

The government, as the primary stakeholder, holds a responsibility to support the sustainability of inclusive education (Ardhika & Syaifudin, 2023). However, the support provided by local governments, whether in the form of regulations, policy implementation, or budget distribution, remains suboptimal. Training for educators is only provided to a limited number of teacher representatives, with the expectation that they will disseminate their knowledge to colleagues. Moreover, the process of identifying the needs of students with special needs (CSN) during the admission stage has yet to be conducted comprehensively, resulting in many specific needs of CSN students not being adequately accommodated.



In addition, the lack of synergy between schools, parents, and the broader community poses a significant challenge in creating an inclusive learning environment. Hafiansyah & Rasyidina (2024) emphasize that collaboration between schools and external stakeholders—such as social workers, psychiatrists, and therapists—can serve as a solution for addressing the needs and overcoming the obstacles faced by CSN students. However, both SMA Muhammadiyah 6 Surakarta and SMAN 8 Surakarta have yet to establish strong partnerships with such external parties. One of the main obstacles faced is the limited funding allocated by the education office, which has hindered the optimal implementation of various programs aimed at improving the quality of inclusive education.

The obstacles encountered in the implementation of inclusive education in Surakarta underline the urgent need for strengthened support from the government, community, and schools. This support includes the provision of more adequate facilities, ongoing professional development for teachers, and the establishment of formal policies that can holistically accommodate the needs of children with special needs (CSN). In addition, active engagement between schools and parents (Mirrota, 2024), as well as support from the broader community (Alfirah & Gustiana, 2024), are crucial factors in fostering an inclusive and sustainable learning environment. With integrated efforts from all parties, inclusive education in the city of Surakarta is expected not only to be implemented effectively, but also to serve as a reference for other schools in advancing equal access to education for all learners.

Analysis of the Implementation of Inclusive Education According to Functional Structures Talcott Parsons

According to Talcott Parsons' Structural Functional Theory, every social system consists of four essential functions known as AGIL: Adaptation, Goal Attainment, Integration, and Latency. These four functional imperatives are fundamental elements that serve as prerequisites for the sustainability and effectiveness of any social system over time (Rivaldy et al., 2024). Adaptation refers to the system's capacity to respond and adjust to the ever-changing dynamics of its environment, Goal Attainment emphasizes the system's ability to achieve predetermined goals, Integration is responsible for maintaining coordination and harmony among elements within the system, while Latency ensures the preservation of patterns and values so that the system remains stable in the long term.

As one of the key social institutions, the education system must also fulfill the four AGIL functions to operate effectively and sustainably (A'yun, 2022). Inclusive education, which aims to ensure that all students, including CSN, receive equitable access to education without discrimination, can be analyzed using the AGIL framework to evaluate the extent to which schools can adapt to inclusion policies, achieve educational objectives, maintain coordination among school components, and uphold the values of inclusion over time. Through the AGIL scheme, this study examines how SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta implement inclusive education following the four core functions in Parsons' Structural Functional Theory.

The adaptive function in a social system illustrates the system's capacity to confront and adjust to ongoing changes in its internal and external environments (Aspan, 2021). In order to endure, social systems—including educational institutions—must be able to revise existing policies and structures to align with the evolving needs of society. In the context of inclusive education, adaptation is a key element in ensuring that every learner, including CSN, receives access to and educational services that meet their specific needs (Amaliani et al., 2024). This adjustment encompasses not only physical facilities, but also policies,



curricula, and the competencies of educators in responding to the diverse needs of students. Without sustainable adaptation, inclusive education risks becoming merely a theoretical concept without effective implementation in practice.

The adaptation function in inclusive education is reflected in the school's efforts to adjust policies and facilities to meet the needs of CSN. At SMAN 8 Surakarta, adaptation is evident in the provision of wheelchair access points, counseling rooms, and braille books—forms of adjustment to accommodate students with disabilities. In addition, the school has adopted inclusive education into its system by developing IEPs and providing special training for teachers in handling CSN. However, the absence of supporting facilities such as special toilets for students with disabilities indicates certain limitations in these adaptation efforts.

Meanwhile, SMA Muhammadiyah 6 Surakarta is also striving to adapt to the needs of CSN, one of which is through the provision of accessible toilets as a response to the need for more inclusive infrastructure. Beyond physical facilities, the school has also begun adjusting its teaching methods to be more inclusive, although implementation still faces obstacles due to the absence of special education teachers/LET.

The imbalance between the number of educators and the number of CSN is a significant obstacle in optimizing inclusive education. Based on data compiled by Yusuf (2018), the ideal ratio between CSN and special education teachers should be 4:1, but in practice, the limited number of such teachers results in many CSN not receiving optimal educational services. This further highlights the urgent need to increase the number of special education teachers and to provide training for subject teachers, so they are better prepared to adapt inclusive teaching methods. Without adequate adaptation in terms of policies, human resources, and facilities, the implementation of inclusive education will continue to face obstacles in realizing an equitable learning environment for all students.

Goal Attainment in a social system refers to the system's ability to realize the direction and objectives it has established (Aspan, 2021). In every social system, including educational institutions, there is a shared goal that must be achieved through the active involvement of all its elements. The success of a system is determined not only by how goals are formulated, but also by the extent to which the involved elements contribute to achieving those goals effectively and sustainably.

The Goal Attainment function in the context of inclusive education reflects a school's success in realizing the vision of equal education for all students, including CSN. The implementation of inclusive education aligns with the Surakarta City Government's efforts to realize the concept of Education for All at every level of education. This commitment was reinforced by the issuance of Decree No. 954/55Kep/SD-AUD/2013 by the Central Java Region VII Education Office, which designated SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta as inclusive education providers at the senior high school level. This designation affirms the role of both schools in providing inclusive and sustainable access to education. Furthermore, the declaration of SMAN 8 Surakarta as a Child-Friendly School further strengthens the school's commitment to creating a learning environment that supports inclusivity, in line with the values upheld in inclusive education.

However, in practice, the implementation of inclusive education in Indonesia still faces a number of obstacles that hinder the achievement of its intended goals, causing its implementation to not yet be fully aligned with the established objectives (Andriyan et al., 2023). The obstacles encountered include limited supporting facilities, a shortage of educators with specialized competencies in inclusive education, and the need to strengthen parental and community involvement in supporting the learning process of CSN (Jannah et



al., 2021). In addition, guidance and counseling services play a crucial role in supporting the success of inclusive education, particularly in helping students develop their academic, social, and emotional capacities to their fullest potential. With more optimal guidance services, inclusive education not only focuses on physical and academic accessibility, but also provides comprehensive support for the development of students in accordance with their individual needs.

Therefore, the achievement of inclusive education goals must be supported by more concrete efforts, such as improving CSN-friendly facilities, strengthening teachers' competence in handling students with special needs, and optimizing guidance and counseling services. Through these efforts, the inclusive education system can be implemented more effectively and sustainably, enabling every student, including CSN, to receive equal and quality educational opportunities.

Integration in a social system refers to the ability of a system to manage and harmonize the relationships between its components so that it can function harmoniously (Aspan, 2021). Well-integrated systems tend to be more stable and able to maintain their balance in the face of internal and external dynamics. In the context of inclusive education, integration plays an important role in building a conducive learning environment for all students, including CSN, through synergy and cooperation established among school elements and related parties.

The integration function in inclusive education includes close collaboration between principals, teaching staff, including LET, vice principals for academic affairs, parents, education offices, and relevant organizations (Dea Mustika et al., 2023). This synergy aims to ensure that inclusive education policies and practices can run optimally. At SMAN 8 Surakarta, the presence of LET plays a central role in bridging the specific needs of CSN with the approaches applied by teaching staff. In line with the findings of Saskia et al. (2024), LET acts as a facilitator who assists CSN students and regular teachers in understanding the needs as well as the obstacles and difficulties faced by students with special needs. Through this role, LET not only supports the adaptation of learning methods to better suit the characteristics of CSN, but also helps create a more inclusive learning environment that can adjust to the diverse needs of all learners.

The role of LET cannot be completely replaced by subject teachers or homeroom teachers, because LET has specific expertise in assisting and providing guidance to CSN students (Hanaa & Mia Evani, 2022). In addition to offering direct support to students, LET also plays a role in sharing insights and teaching strategies with other educators. Through coordination between the principal, LET, and subject teachers, an inclusive education mechanism is formed that is more adaptive to student needs and effective in overcoming various obstacles faced by CSN students in the school environment.

In addition to collaboration at the school level, integration is also strengthened through cooperation with the education office, which supports schools in obtaining additional training for teachers and in providing supporting facilities, such as learning aids for CSN students (Moberg et al., 2020). Parents also play a role in the inclusive education process, especially during the stage of student admission. Parents' openness in communicating their children's needs enables schools to develop learning plans that are more aligned with the conditions and challenges faced by CSN students. Thus, the integration between school and family becomes an important factor in the success of inclusive education.

More than just the academic aspect, integration in inclusive education also involves the development of CSN students' potential in non-academic fields. SMAN 8 Surakarta has



partnered with KONI to provide opportunities for CSN students to develop their athletic skills. Meanwhile, SMA Muhammadiyah 6 Surakarta collaborates with NPC to support inclusive extracurricular activities for CSN students. This collaboration not only encourages CSN students to achieve in non-academic areas but also increases their self-confidence and strengthens their social interaction (Suprihatin et al., 2022). This effort is an essential part of the integration strategy in the inclusive education system, which not only focuses on academic achievement but also strives to ensure equal opportunities for every student to fully develop their potential.

Social system maintenance (Latency) refers to the ability of a system to maintain, reinforce, and adjust its underlying values to remain relevant and sustainable (Aspan, 2021). A social system must have mechanisms to protect itself from threats that may disturb its balance, either through adaptation or the formation of norms that support long-term stability. The values embedded within a system can be transformed and adapted to ongoing changes while retaining the essence of its core principles.

In the context of inclusive education, the Latency function plays a role in maintaining the sustainability of inclusion values within school culture and policies. This aligns with the study by Sulistiawati & Nasution (2022), which emphasizes the importance of cultivating character education sustainably so that it may evolve into a school-wide culture. SMAN 8 Surakarta demonstrates its commitment to this principle through systematic policies, including regular training for teachers, the implementation of a curriculum tailored to the needs of CSN students, and the active role of GPK in supporting the learning process while instilling inclusive values in the school environment. GPK not only acts as a companion for CSN students but also serves as a mentor for other teachers in designing more inclusive teaching approaches (Hanaa & Mia Evani, 2022). Beyond the academic aspect, the culture of inclusion at this school is reinforced through initiatives to create a welcoming and supportive learning environment for all students, one of which includes inclusion awareness programs that involve the entire school community.

Meanwhile, SMA Muhammadiyah 6 Surakarta maintains inclusive values through a community-based approach, emphasizing the active involvement of parents and the strengthening of social interactions between CSN and non-CSN students. One of the main strategies implemented is the internalization of moral values and tolerance, aimed at fostering a more inclusive and harmonious learning environment. This value cultivation not only focuses on raising awareness of diversity but also encourages students to develop attitudes of empathy and mutual respect in their daily lives (Suroyyah & Harmanto, 2021). As part of these efforts, the school holds group discussions, experiential learning sessions, and various collaborative activities between CSN and non-CSN students. Through these efforts, it is expected that the values of inclusion will not only be taught theoretically but also practiced directly in social interactions. With this approach, students are not only taught to appreciate differences but also to understand that every individual has the potential to grow when supported in an inclusive and nurturing environment.

However, efforts to maintain the sustainability of inclusion values in both schools still face a number of obstacles. The reliance on individual initiatives and the lack of formal policies that regulate inclusivity in a more structured manner pose challenges to ensuring that inclusion values can be sustained in the long term. Therefore, further support is needed in the form of policy strengthening, continuous training for educators, and more systematic involvement of all school elements.



This study emphasizes that the effectiveness of inclusive education does not solely depend on formal policies, but also on the integration of various elements within the education system. Conceptually, these findings reinforce the relevance of Structural Functionalism theory in understanding the dynamics of inclusive education, in which policy adaptation, goal achievement, integration among stakeholders, and the maintenance of inclusive values are key determinants for the sustainability of the inclusive education system. Practically, this study identifies the main obstacles in the implementation of inclusive schools in the City of Surakarta, particularly in the aspects of teaching personnel, facilities, and policy support. Therefore, improving the quality of inclusive education must involve more comprehensive teacher training, the provision of infrastructure that complies with accessibility standards, the strengthening of regulations and policy evaluation, and the enhancement of collaboration between schools, parents, and communities.

Thus, this research not only offers theoretical contributions to the understanding of inclusive education dynamics, but also provides strategic recommendations for governments, schools, and other stakeholders in formulating more effective policies. A more holistic and sustainable approach is expected to support the realization of a higher-quality and more effective inclusive education system at the senior high school level, particularly in the City of Surakarta.

Conclusion

This study reveals that the implementation of inclusive education at SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta is carried out through different approaches. SMAN 8 Surakarta adopts a more structured system through the presence of Special Assistant Teachers (GPK), teacher training programs, and the provision of facilities to support the needs of CSN students. Meanwhile, SMA Muhammadiyah 6 Surakarta places greater emphasis on a community-based approach involving parents and the local community, although it still faces limitations in terms of facilities and training support.

Based on an analysis using Talcott Parsons' Structural Functionalism theory, the implementation of inclusive education in both schools reflects the four main functions in the social system (AGIL). *Adaptation* is evident in the schools' efforts to adjust the curriculum, teaching methods, and facilities to meet the needs of CSN students. *Goal Attainment* is reflected in the schools' objectives of realizing inclusive education, supported by government policies such as the designation of SMAN 8 Surakarta and SMA Muhammadiyah 6 Surakarta as inclusive schools. *Integration* can be seen in the collaboration between GPK, subject teachers, principals, and external parties in supporting the inclusive learning process. *Latency* plays a role in ensuring the sustainability of inclusive education through the internalization of inclusive values within the school environment, along with the involvement of parents and the community.

These findings affirm that the success of inclusive education is not solely determined by school policies, but also requires the support of educators, adequate facilities and infrastructure, and the continuity of the systems implemented. The main obstacles that still need to be addressed include limited teacher training, insufficient facilities that support accessibility, and the absence of comprehensive formal policies. Therefore, synergy among schools, the government, and the community is crucial to create a truly inclusive and sustainable learning environment.



Recommendation

Schools are expected to enhance the competence of educators through relevant training, particularly in managing diverse classrooms and designing curricula aligned with the needs of CSN students. Parental involvement also needs to be strengthened, especially during the student admission process, so that the needs and abilities of CSN students can be identified from the outset. In addition, collaboration with social institutions such as the NPCI and KONI is expected to be utilized to support CSN students in developing their abilities, both in academic and non-academic fields.

Local governments are advised to increase support through greater budget allocations for inclusive education, including the provision of more adequate facilities and training for educators. Formal policies that support the sustainability of inclusion programs also need to be reinforced, accompanied by regular mentoring and evaluation programs. Community participation is a crucial element in creating an inclusive learning environment. Through collaboration between schools, the government, and the community, inclusive education in Surakarta City is expected to continue to grow sustainably and provide equal benefits for all children.

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