

Inclusive and Quality Education as a Pillar of Human Resource Development

Farel Juliyandra Restu Hermawan¹, Imroatun Sholikha², Muhammad Faiz Maulana³, Zhafif Iqbal Kurniawan⁴, Zhafif Yusuf Al Amin⁵

fareljuliyandragntg@gmail.com ¹, imroatunsholikha77@gmail.com ²,
kipekijul@gmail.com ³, zhafif.iqbal.123@gmail.com ⁴,
zhafifyusufalamin@gmail.com ⁵

Telkom University Purwokerto

Abstract: *The implementation of inclusive and quality education has an important position in creating the best and most skilled human resources. However, there are still gaps in improving the excellence of human resources. The purpose of this study is to analyze the enforcement of human resource characteristics through inclusive education and produce key action guidelines that can be implemented. This research method uses literature study methods and qualitative analysis centered on education policies, the implementation of inclusive schools and secondary data on the contribution of education. The impact of the research shows that the implementation of inclusive education will consistently increase learning opportunities and advantages for all children, reduce inequality, and increase adaptation and change skills. Some of the factors that strengthen the development of inclusive education include education financing, sustainable teacher training plans, and improving education infrastructure. Therefore, quality inclusive education forms the foundation for improving skilled, creative human resources and plays a role in national development.*

Keywords: *Inclusive education, quality of human resources, human development, access to education, equality in education*

Abstrak: Implementasi Pendidikan inklusif dan berkualitas mempunyai kedudukan penting dalam menciptakan sumber daya manusia yang terbaik dan terampil. Meskipun begitu, masih tersisa dalam peningkatan keunggulan sumber daya manusia. Tujuan penelitian ini adalah menganalisis penegakan karakteristik sumber daya manusia melalui Pendidikan inklusif dan menghasilkan petunjuk tindakan utama yang dapat di laksanakan. Metode penelitian ini menggunakan metode studi literatur dan analisis kualitatif yang berpusat dengan kebijakan Pendidikan, penerapan sekolah inklusif dan data sekunder tentang kontribusi Pendidikan. Dampak penelitian memperlihatkan bahwa Implementasi Pendidikan inklusif dengan konstan akan menambah kesempatan dan keunggulan pembelajaran untuk semua anak, menurunkan ketimpangan, serta menaikan keterampilan penyesuaian dan perubahan. Sebagian penyebab yang memperkuat pembangunan Pendidikan inklusif, yang meliputi pembiayaan Pendidikan, rencana pelatihan guru yang berkesiambungan, dan peningkatan infrastruktur Pendidikan, oleh karena itu, Pendidikan inklusif berkualitas mewujudkan pondasi dalam peningkatan sumber daya manusia yang terampil, kreatif dan berperan dalam pembangunan nasional.

Kata kunci: Pendidikan inklusif, kualitas SDM, pembangunan manusia, akses pendidikan, kesetaraan pendidikan

Introduction

Education influences the advancement of a nation, as education, excellence, and human resources can also be continuously improved. Developing the quality of human resources plays a crucial role in overcoming the challenges of globalization, technological

advancement, and increasingly aggressive economic competition (Tilaar, 2004). In national development, inclusive and quality education is one of them to ensure that every citizen has the same opportunity and does not differentiate to get education. The inclusive education plan emphasizes Pancasila on the principle of equality and social justice, which means giving the right to learn without exception, without paying attention to social, economic, cultural, religious, or physical and mental differences. Inclusive education seeks to give opportunities to students with special needs, and also creates learning conditions that are ECD (Early Childhood Development), respect differences, develop empathy, and foster cooperation. This is in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System which states that every citizen has the right to obtain quality and equal education.

Different from other educational policies that focus on academic standards, national curriculum, and equalizing excellence between schools, inclusive education is a manifestation of the implementation of Pancasila values as a form of democratic society. Inclusive education prioritizes fairness and learning opportunities for all students without distinction, including children with special needs, children from underprivileged families, or those from remote areas. Inclusive education fosters the values of Pancasila, which include cooperation, tolerance, justice, and respect. Inclusive education also facilitates the development of the Pancasila spirit (Kaelan, 2017). Rahayu (2019) also revealed obstacles in infrastructure, training, and low funding for inclusive education. Obstacles to inclusive education without optimal planning and implementation could significantly reduce human resources that should already be well-educated.

Research methods

This research employs a qualitative approach with descriptive analysis techniques. The descriptive approach aims to examine and understand a situation, condition, or phenomenon that has occurred, then present the results in a descriptive manner (Sugiyono, 2020). In this case, this study does not use qualitative research because it does not involve direct respondents. The data sources in this study are secondary data in the form of literature, consisting of scientific books, research journals, government reports, national education policy documents and academic articles relevant to the research topic. This data is taken from the literature and accessed by research in various scientific data providers and official archives such

as Google Scholar, ScienceDirect, Mendeley and policy documents from the Ministry of Education, Culture, Research, and Technology. The data is taken based on research on sources and literature relevant to the concept of inclusive education, national education policies, and strategies for strengthening human resources, classification of data based on themes, interpretation of data and in-depth analysis related to improving inclusive education.

Data analysis was conducted using a descriptive qualitative analysis method consisting of a systematic narrative description of the research findings, which addressed the research problem. Data obtained from various sources were compared and synthesized to identify common perspectives and differences regarding the context of human resource

development in Indonesia. This research aims to understand the role of inclusive education and Pancasila values as fundamental pillars in developing competent, character-based, and highly competitive human resources.

Results and Discussion

The Concept of Inclusive and Quality Education as well as Its relevance towards human resources

Education is an educational framework that places each participant as an individual who has the same rights to obtain quality educational services without discrimination. This concept is rooted in universal human values and the principles of social justice as written in Pancasila and Law Number 20 of 2003 concerning the National Education System. Tilaar (2004) explains that democratic education must be able to meet the diversity of individuals, both in terms of ability, social background and physical and psychological conditions. Thus, inclusive education becomes an important foundation in building a national education system related to the development of Human Resources. Education is not only about achieving academic intelligence, but also becomes a means of character development, and social empathy which is a characteristic of civilized Indonesian people.

When it comes to human resource development, inclusive education is crucial because it focuses on equal learning opportunities for everyone. Human resources, in this case the product of inclusive education as a source of competitive and moral excellence, are trained in such a way that they understand and respect differences. According to Warisno (2018), human development rooted in basic humanitarian values guarantees the production of a generation that is not only intelligent but also wise and virtuous. Thus, inclusive education plays a dual role: not only increasing access to education but also delving deeper into the quality of human beings as the primary actors of development.

In line with the fourth goal of the Sustainable Development Goals (SDGs), inclusive education also strives to ensure that all education meets the highest quality standards. The primary goal of inclusive education is to ensure that not only social

structures that separate people based on economic status are dismantled to realize class-based education, but also core values such as empathy, solidarity, and cooperation are instilled. Inclusive education fosters a global and open-minded community. Therefore, education is mandatory in the mission of building competitive and high-quality human resources through inclusive education.

Inclusive and Quality Education in Development Human Resources Quality

Providing equal learning opportunities, meaning that by providing equal learning opportunities to every child, regardless of their social, economic, or physical situation, inclusive education creates a diverse and collaborative learning environment. Such an environment is not only conducive to the growth of students' social, emotional, and cognitive skills but also plays a role in the formation of these abilities. Thus, classes with this arrangement directly promote pro-social values such as empathy, justice, and solidarity

among students. These values are central to developing human resources who are not only good professionals but also individuals of integrity and spiritual enlightenment.

A positive aspect of inclusive education is the increased ability to produce critical and creative thinkers and problem solvers. In inclusive classes, students learn to interact with people of varying character levels, abilities, and learning styles. This situation encourages students to adapt, think outside the box, and find solutions together when facing various problems. The Minister of Education and Culture (2024) is often quoted as saying that the freedom given to teachers in practicing free-form learning techniques allows students to learn at their own pace, with their own potential, and their own interests. With this approach, each student has the opportunity to grow and develop without facing the pressure to be someone they are not, as is often the case in traditional education systems.

Apart from that, quality inclusive education supports the formation of positive character in participants. Educate. Children who grow up in an inclusive environment are accustomed to accepting differences and understand the importance of cooperation and mutual assistance. The attitudes of respect, care, and adaptation created through inclusive learning experiences become valuable social assets for the life of society and the nation. Therefore, inclusive education not only forms intellectual human resources, but also emotionally and socially prepared. This realizes inclusive education as a powerful tool in building a superior generation that is ready and able to face the challenges of the global era while still practicing the values of Pancasila.

Implementation of Inclusive and Quality Education in Indonesia

The implementation of inclusive education in Indonesia is regulated by law, one of which is Regulation of the Minister of National Education Number 70 of 2009. This policy states that students with special needs or disabilities, as well as students with exceptional talents, have the right and opportunity to receive education in regular units. This policy aims to expand inclusive education and ensure fairness. Although the provisions are in place and clearly stated, in practice, several challenges remain. According to Juntak et al. (2023), many schools still experience difficulties in implementing it consistently due to limited natural resources and inadequate infrastructure.

Another challenge is the lack of teacher competency in addressing the diverse needs of each student. Many teachers lack sufficient training and experience in learning methods that create flow, differentiation, and adaptive strategies. The success of inclusive education is largely determined by teachers' expertise in adapting materials, learning methods, and assessments to the individual needs of each student (Sam Amir et al., 2023). Furthermore, the lack of support from families, communities, and the government for students also hinders the provision of a truly inclusive learning environment, encompassing not only students with special needs but also students with disabilities. In the field, some children drop out of school to support their families financially. This is where the role of the community and government is crucial. It would be beneficial to provide targeted, routine assistance so that those who truly need it receive it.

Nevertheless, the government continues to strive to develop and strengthen the implementation of inclusive education throughout Indonesia as a concrete manifestation of the implementation of Pancasila values of social justice and equal rights in education. Through the Ministry of Education, Culture, Research, and Technology (2024), the government continues to develop the Independent Curriculum, which provides space for educational institutions to adapt the learning process to suit the characteristics, needs, and potential of students. Furthermore, the government also implements various supporting programs, such as competency training for educators so that teachers are able to understand and implement the principles of inclusive education in schools. This effort is balanced by a program providing free nutritious meals to all students in Indonesia to ensure that students are in optimal physical and mental condition for learning.

by conducting training for educators, implementing free nutritious meals in all schools in Indonesia and distributing aid such as School Operational Assistance (BOS) funds, the Smart Indonesia Program (PIP), the Smart Indonesia Card (KIP), and Direct Cash Assistance (BLT). For students, this assistance is very helpful, the government has succeeded in providing targeted assistance to students who truly need it. With these steps, the government demonstrates a strong commitment to realizing an inclusive, equitable, and sustainable education system in accordance

with the ideals of Pancasila and in line with the Sustainable Development Goals (SDGs), especially goal 4, namely Quality Education or quality education for all.

Impact of Inclusive Education and quality towards National Development

Inclusive education has an important role in national development, both in social, economic and cultural terms. In social terms, inclusive education helps to form an attitude of mutual respect, empathy and solidarity between citizens. According to Ikramullah and Sir Ojud d in (2020), In a diverse learning environment, children can learn that diversity is the nation's wealth. An inclusive environment is also a place for the formation of a national character that is tolerant, fair, and respects differences. This is very important for Indonesia, which has a variety of cultures, religions, and so on.

From an economic perspective, inclusive education helps reduce unemployment and increase the productive capacity of the community. Graduates from inclusive systems are usually more flexible to change, including technological developments and the demands of the world of work. They are also able to think critically and work together effectively, which is needed in today's industrial sector (Judijanto et al., 2025). In addition, inclusive education also provides greater opportunities for vulnerable groups and people with disabilities to participate in the economy, thus strengthening the principle of equitable development.

Culturally, inclusive education helps shape a civilized and open society. This education implements universal humanitarian values that strengthen Indonesia's national identity as a nation that upholds unity in diversity. With increased awareness of inclusiveness, social disparities can be reduced, and social justice can be achieved. Therefore, inclusive education not only shapes intelligent and competent individuals but also serves as an important foundation for a democratic, just, and sustainable civil society.

Inclusive and quality education management

School management plays a crucial role in creating an inclusive, effective, and sustainable education system. The principal serves as a learning leader who must be able to integrate an inclusive vision into all aspects of management, from planning and organization to implementation and evaluation. According to Lestari et al. (2022), inclusive education requires strong collaboration between teachers, students, and the community to ensure a harmonious educational process. The principal must ensure that the curriculum, facilities, and school policies are designed to support the diversity and needs of each student.

Teachers, as the direct implementers of education, have a significant responsibility in ensuring the success of inclusive education. In addition to teaching, teachers also serve as facilitators, guides, and motivators. Teachers must be able to manage diverse classrooms with tailored learning approaches and relevant assessments. To support this, ongoing training is needed to improve teachers' skills

in managing inclusive classrooms. This training must also be supported by local government policies to ensure inclusive education runs smoothly.

Furthermore, the success of inclusive education depends heavily on community and parental participation. Active involvement from schools, families, and communities is key to creating an inclusive and sustainable learning environment. By building strong partnerships, the education system can become more adaptive, humane, and sustainable. Formal policies alone are not enough; inclusive education management must encourage collective participation from various stakeholders. In the long term, such management practices will foster a better and more inclusive education system.

Conclusion

Based on the results of the study and discussion, it can be concluded that inclusive education is a right that must be provided to all students, including those with special needs, exceptional talents, or high intelligence. Inclusive education aims to serve various types of students in a fair and non-discriminatory education system (Saputra, 2016). This principle is in line with the provisions of Law Number 20 of 2003 concerning the National Education System, which guarantees that every citizen has the right to receive a quality education, regardless of social, economic, cultural, or physical background. Therefore, implementing inclusive education is an important step in creating a learning environment that respects differences, builds empathy, and enhances a sense of nationality (Kaelan, 2017; Tilaar, 2004).

The implementation of inclusive education in Indonesia has begun to receive serious attention through several policies, such as National Education Ministerial Regulation Number 70 of 2009 and the development of the Independent Curriculum by the Ministry of Education, Culture, Research, and Technology (2024), which allows schools to adapt learning methods to the needs and potential of each student. However, this implementation still faces challenges, such as limited teacher skills, minimal supporting facilities, and a lack of public understanding of the concept of inclusive education (Rahayu, 2019; Juntak et al., 2023). Therefore, teacher capacity building is needed through ongoing training, the provision of student-friendly facilities, and collaboration between the government, schools,

and the community to ensure effective and sustainable inclusive education (Lestari et al., 2022).

Furthermore, quality inclusive education has a significant impact on national development, as it helps build competent, productive, and character-driven human resources (HR). This education not only prevents social inequality and expands access to education, but also develops critical thinking, collaboration, and innovation skills needed to face global challenges (Judijanto et al., 2025; Ikramullah & Sirojuddin, 2020). With consistent implementation and support from various sectors, inclusive education will become the primary foundation for developing

quality HR, thereby driving national progress and shaping a just, socially just, and sustainable Indonesian society (Andi Warisno, 2018; Juntak et al., 2023).

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