

STAKEHOLDERS MAPPING ANALYSIS THE IMPLEMENTATION OF INCLUSIVE EDUCATION: IN POWER AND INTEREST PERSPECTIVE

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ABSTRAK

Penelitian ini bertujuan untuk menggambarkan peran pemangku kepentingan dalam pelaksanaan inklusi di Bojonegoro, menganalisis power dan interest menggunakan teori Stakeholder Mapping. Penelitian kualitatif deskriptif ini mengumpulkan data melalui wawancara, observasi, dan analisis dokumen, dianalisis dengan teknik reduksi data, display data, dan penarikan kesimpulan. Kemudian data diuji krebilitasnya dengan triangulasi data. Temuan menunjukkan ketidakseimbangan antara power dan interest pemangku kepentingan, ditandai minimnya juklak/juknis dan pelatihan, serta rendahnya kesadaran masyarakat. Rekomendasi utama meliputi penyusunan juklak/juknis oleh Dinas Pendidikan, peningkatan pelatihan guru (bekerja sama dengan LSM, misalnya), dan perluasan keterlibatan masyarakat melalui edukasi dan kampanye sosial. Kolaborasi antar pemangku kepentingan krusial untuk mengatasi tantangan minimnya pelatihan, fasilitas, dan regulasi teknis, demi efektivitas inklusi dan pembangunan pendidikan berkelanjutan di tingkat lokal, dan mendukung tujuan pembangunan pendidikan yang berkelanjutan di tingkat lokal.

Kata kunci: Pendidikan_Inklusi; Pemangku_Kepentingan; Stakeholder_Mapping

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ABSTRACT

This study aims to describe the role of stakeholders in the implementation of inclusion in Bojonegoro, analyzing power and interest using Stakeholder Mapping theory. This descriptive qualitative research collected data through interviews, observation, and document analysis, analyzed by data reduction, data display, and conclusion drawing techniques. Then the data was tested for reliability with data triangulation. The findings show an imbalance between the power and interest of stakeholders, marked by the lack of operational and technical guidelines and training, and low public awareness. Key recommendations include the development of operational and technical guidelines by the education office, improved teacher training (in collaboration with NGOs, for example), and expanded community involvement through education and social campaigns. Collaboration between stakeholders is crucial to overcome the challenges of lack of training, facilities and technical regulations for effective inclusion and sustainable education development at the local level, and to support local sustainable education development goals.

Keywords: *Inclusive_Education; Stakeholders; Stakeholder_Mapping*

INTRODUCTION

Inclusive education is one of the essential elements in achieving the Sustainable Development Goals (SDGs). Goal 4 is ensuring inclusive, equitable, quality education and promoting lifelong learning opportunities. (Rofiah & Suhendri, 2023). UNESCO emphasizes that inclusive education goes beyond providing physical access to schools for children with special needs; it is about ensuring equal engagement in the learning process for every child, regardless of their differences (Manoy et al., 2023). However, despite this global commitment, the implementation of inclusive education varies significantly across countries, with only 38% adopting full inclusion policies while 25% still maintain separate systems for students with special needs UNESCO's

2020 Global Education Monitoring (GEM) report (Suryadi, 2023). This disparity highlights a significant gap between policy and practice, particularly in developing countries where access to quality education for children with disabilities remains minimal (UNICEF., 2023). This research addresses this gap by focusing on the local context of Bojonegoro, Indonesia, where, despite national regulations mandating inclusive education (Minister of National Education Regulation No. 70 of 2009). Inclusive education is an education delivery system that provides opportunities for all students with special needs and intelligence to participate in education and learning in one educational environment with students in general (Yunus et al., 2023). In other words, the regulation directs students who previously attended Sekolah Luar Biasa (SLB) to attend inclusive schools (Wulandari et al., 2022).

SLB, or Sekolah Luar Biasa, is a special school for children with special needs, such as the visually impaired, hearing impaired and mentally impaired, with special approaches, facilities and educators. Different from special schools, inclusive schools integrate children with special needs with other children in one learning environment, supported by accompanying teachers so that they can follow the regular curriculum. SLB aims to develop abilities according to students' limitations, while inclusive schools focus on providing equal access to education, helping children's early social adaptation and reducing community stigma (Sunardi et al., 2011).

The implementation of this policy in various regions, such as in the Bojonegoro district, still faces many challenges, such as limited resources, lack of understanding of educators, and community stigma towards students with special needs at the primary school level (Dian Nur Afifah et al., 2024). This phenomenon is in line with what was conveyed by (Indarta, 2020), only 20% of schools in Bojonegoro are implementing inclusive education with adequate support, in 2015, there were 1009 children with disabilities attending primary schools, but only 28 teachers had the skills to teach them. The government, namely the education office as a facilitator, should provide support. In addition, the role and readiness of teachers regarding knowledge, understanding, skills, abilities and attitudes to teach children with special needs is also important in increasing inclusive education opportunities for students (E. Ecoben, 2019). Parents of students certainly also influence the implementation of inclusive education (Paseka & Schwab, 2020), and support from the community or local community is needed to realize inclusive education (Kefallinou et al., 2020).

Stakeholders of inclusive education include individuals or groups involved or affected by this policy, such as the government, schools, parents and communities (Permatasari et al., 2023). The successful implementation of inclusive education depends on the role of these stakeholders. However, the implementation of inclusive education still faces obstacles due to a lack of understanding of the role of each party and limited synergy in supporting inclusive education (Kadir et al., 2023). Therefore, researchers are interested in examining in depth how their roles with stakeholder mapping analysis from the perspective of power and interest. The aim is to provide a comprehensive picture of who the stakeholders are and their classification based on the perspectives of power and interest, relationships, and the driving and inhibiting factors in the implementation of inclusive education.

The theory of stakeholder mapping with the perspective of power and interest developed by Fran Ackermann and Colin Eden (2011) is a relevant framework for analyzing stakeholders, namely by

identifying, analyzing, and mapping stakeholders who have a role, interest, or influence on an organization or project. This theory focuses on stakeholder mapping to understand the interests and strengths of each in the context of decision-making and strategy to help organizations strategically manage interactions with stakeholders with steps such as stakeholder identification, analysis of importance and influence, and visualization of relationships (can be in the form of a matrix or diagram that maps stakeholders based on the level of importance and influence). This stakeholder mapping analysis in inclusive education can identify who is involved, understand the relationship between stakeholders, categorize their influence and interest in the strategic goals to be achieved and see the driving and inhibiting factors (Qing et al., 2024).

The stakeholder mapping matrix is structured based on the dimensions of power and interest. This framework serves as a practical tool for systematically identifying and analyzing the roles and influences of various stakeholders involved in the implementation of inclusive education in Bojonegoro. By categorizing stakeholders according to their level of power (ability to influence outcomes) and interest (level of engagement or concern), this matrix provides valuable insights into how to effectively manage relationships, prioritize actions, and foster collaboration among key actors in achieving inclusive education goals. In stakeholder analysis, there are four classifications of stakeholders, namely a) Players, stakeholders who are actively involved and have a high interest and influence. b) Context setters, and stakeholders who have a high influence in implementing inclusive education in Bojonegoro. Context setters are stakeholders with a high influence on policy but little interest in the implementation process. c) Subject, stakeholders who have a high interest but low influence. d) Crowd, stakeholders who have low importance and power (Reed et al., 2009). The stakeholder category in stakeholder mapping analysis based on power and interest is Keep Satisfied: Stakeholders with high power but low interest; manage Closely: Stakeholders with high power and interest; keep Informed: Stakeholders with high interest but low power; monitor: Stakeholders with low importance and power (Ackermann & Eden, 2011). Stakeholders must understand the importance of their active involvement and role in realizing inclusive education in the Bojonegoro district (Safarina et al., 2021).

Research findings by (Putro et al., 2023), show that multi-stakeholder cooperation has significant potential to strengthen sustainable, inclusive education, from this previous research, it is known that collaboration between stakeholders is very influential, so this research can help improve inclusive education because it analyzes each stakeholder involved so that the right recommendations can be given for existing problems. In addition, previous research also focused more on one of the roles, such as the teacher readiness research conducted (Zegeye, 2022). Research on the role of parents by (Olusegun et al., 2013). Research on the roles of teachers, parents and administrators has been conducted by (Marfo et al., 2020). This research addresses this critical gap by adopting a stakeholder mapping approach, using the power-interest matrix developed by Ackermann and Eden (2011). This theoretical framework provides a structured method for identifying, analyzing, and mapping stakeholders based on their influence and interest in a project or organization. By applying this framework to the context of inclusive education in Bojonegoro, this study aims to provide a comprehensive understanding of the roles, relationships, and driving/inhibiting factors influencing the success of inclusive education

Empirical research on inclusive education in Indonesia tends to focus on implementation at the school level or the performance of students with special needs. There are not many in-depth studies on the role of stakeholders in realizing inclusive education, especially at the local level. This study aims to fill the

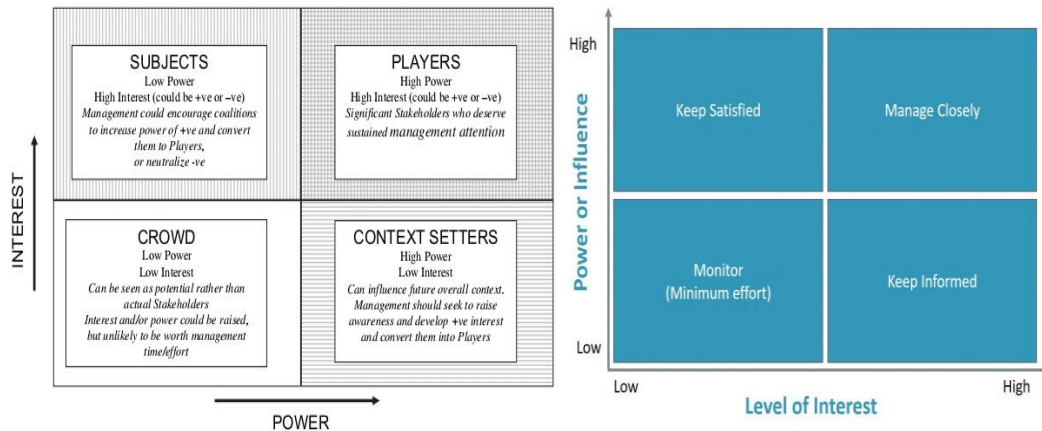
existing research gap by conducting an in-depth analysis of the roles and interactions between stakeholders in realizing inclusive education in the Bojonegoro district. Previous research has focused more on the implementation of inclusive education in schools, such as that conducted by (Sunardi et al., 2011). However, in-depth studies on the role of stakeholders in the local context are limited (Sari et al., 2022). This study uses stakeholder mapping theory to identify and analyze the role and influence of stakeholders in inclusive education.

This research aims to make a theoretical contribution by deepening the understanding of the application of stakeholder mapping theory in inclusive education. Practically, the results of the study can serve as a guide for local governments, schools, and related parties in designing more effective collaborative strategies to improve the quality of inclusive education by understanding the roles and influence of each party. The uniqueness of this research lies in its focus on the local context in Bojonegoro district and its in-depth analysis of the roles, classifications and inter-stakeholder relationships in inclusive education. This topic has rarely been studied in Indonesia. As such, this research contributes to enriching the literature on the role of stakeholders in inclusive education and has significant practical implications for the development of inclusive education policies and practices in Bojonegoro district.

METHOD

This research uses descriptive qualitative research with a case study approach. According to (Creswell, 2014), qualitative descriptive research is a type of research that aims to describe systematically and accurately a situation or certain population areas that are factual. Qualitative research often focuses on meaning, context and patterns and usually uses data in the form of words rather than numbers (Wulandari & Septian, 2024). According to (Yin, 2018), the case study approach is a qualitative research method that deeply explores a case or several cases in the context of real life. The case study approach can provide a more profound and contextual understanding of the phenomenon under study (Hidayat, 2019). With this method, researchers can clearly describe the problems or phenomena that occur by collecting data from interviews informan, observations and document studies for stakeholder mapping analysis in implementing inclusive education (Darmawan et al., 2024). The 6 informants of this study consisted of the education office, principals, teachers and parents of students at the primary school level in Bojonegoro district. The data obtained were analyzed using the interactive analysis method according to Miles and Huberman (2014) which includes data collection, data reduction, data presentation and conclusion drawing (Huberman, 2014). Researchers used the credibility test technique according to (Sugiyono, 2014) to check the validity of the data through source triangulation techniques by comparing information or data in different ways, so the data is reliable. This research use theory from Fran Ackermann and Colin Eden (2011), theory of stakeholder mapping analysis to identify the role of stakeholders, categorize stakeholders into a matrix as shown in image below and analyze with indicators of interest and influence (power) to see relationships, supporting factors and inhibiting factors in the implementation of inclusive education (Ackermann & Eden, 2011).

Figure I: Matrix stakeholders mapping



Sumber: Fran Ackermann dan Colin Eden (2011)

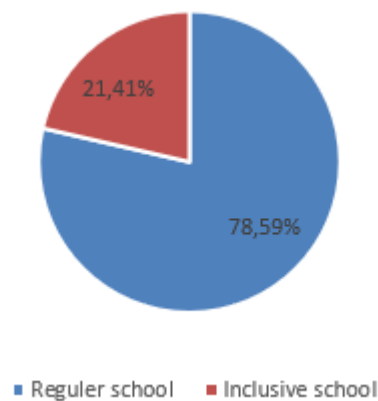
RESULT AND DISCUSSION

Analysis of stakeholder power in the implementation of inclusive education

Position in the organization. reflects the extent to which stakeholders' structural authority influences strategic decision-making related to inclusive education. The education office has the leading role as the authority to design policies but has yet to be optimal in providing technical direction to schools. Although Perda No 2 of 2021 has become the legal basis, the office still needs to develop the operational and technical guidelines for implementing inclusive education, as stated by the head of student affairs at the Bojonegoro district education office.

"The rules are in the regional regulations, but there are no specific implementation guidelines."

Figure II: Percentage of Inclusive schools and regular schools in Bojonegoro



Source: Education Office Bojonegoro 2024

This limitation means that the implementation of inclusive education at the school level depends on the initiative of each institution. Of the 724 primary schools in Bojonegoro, only 155 are inclusive schools which mean like as in the diagram above, there are 78,59% regular school and 21,41% inclusive school which means that the number of inclusive schools in Bojonegoro is very limited. The school with the highest number of children with disabilities is SD KITA Bojonegoro, which has 32 inclusive students. Without the

technical guidelines, schools may struggle to effectively understand and implement the inclusive education policy. Technical guidelines are needed to provide operational guidance, from infrastructure preparation to curriculum management and learning methods that suit the needs of students with special needs

At the school level, the principal is the prime mover who ensures the inclusion program is on track. The principal is responsible for supporting teachers, building cooperation with external stakeholders and motivating all parties to get involved. As the program implementers, teachers must adjust learning methods according to the needs of students with special needs. In addition, parents are involved through communication and coordination with the school, although they do not have a formal position in the decision-making structure.

The education office has a strategic position in decision-making regarding inclusive education, but the limited technical guidelines reduce the effectiveness of its implementation. School principals and teachers, although in the implementation position, play an essential role in ensuring the sustainability of the inclusion program at the school level.

The availability of resources. Is one factor that influences the success of inclusive education. The education office has provided training facilities and learning aids, but the number remains limited. The Head of Student Affairs mentioned that no official Memorandum of Understanding (MoU) exists with training providers, so collaboration is incidental. This limitation prevents schools from accessing more consistent and comprehensive training. On the other hand, principals take the initiative to seek additional resources by collaborating with external parties, such as special education institutions. For example, the principal of SD KITA Bojonegoro conducted an MoU with a university to obtain additional resources because the primary school only has 15 teachers with a PGSD education background, not special assistant teachers, even though this school has the highest number of children with disabilities. These 32 students are now reduced to 30 students because two children were transferred because they could not be handled at this school.

In addition, the facilities at this school, such as classroom benches, are still lacking. In the classroom, researchers saw that the benches used were college benches, which, according to the principal, were unsuitable for inclusive schools as shown in the image below.

Figure III: SD KITA Bojonegoro classroom



Source: Researcher 2024

Teachers have also received training from national platforms such as PMM (Platform Merdeka Mengajar) but still need special training for managing students with specific needs, such as autism. One teacher said,

“We really need assistants for students with disabilities so that attention can be more individualized.”

While supportive of inclusive education, parents generally do not have additional resources due to economic constraints and expect the government to provide more equitable support. Limited resources, both facilities and training, are a significant obstacle to implementing inclusive education. The proactive role of school principals in collaborating with external partners provides a temporary solution, but further support from the government is needed to ensure sustainability and equitable distribution of resources.

Influence in Social Networks. Describes stakeholders' ability to build relationships with other parties, such as educational institutions, government or communities, that can strengthen the implementation of inclusive education. Collaboration is key to the success of inclusive education. Stakeholders' influence in social networks is crucial in building cooperation to support inclusive education. The education office has the ability to work with various parties, including special schools and non-governmental organizations, to help students with disabilities who cannot be handled in regular schools. However, these collaborations are often conducted without an official legal umbrella, so their sustainability is not guaranteed. The Head of Student Affairs explained, that already cooperate with various institutions, but there is no formal agreement.

In addition, teachers and principals have a significant influence on social networking in education. Teachers often share experiences through forums or training to improve their competence in supporting inclusive students. Parents contribute through intensive communication with teachers and principals to ensure their children's needs are met. One parent, NN, stated, "I try to always attend school meetings to provide input." This good relationship between the school and parents is one of the strengths of inclusion, although there are still challenges in expanding community support because the general community also plays an important role as a collective opinion that can strengthen or hinder the acceptance of students with disabilities in their social environment.

The ability of stakeholders to build social networks greatly influences the success of inclusive education. Collaboration without a formal legal umbrella reduces the sustainability of cooperation, so a clear regulatory framework is needed to strengthen this network.

Formal Authority. Stakeholders' formal authority determines the extent to which they can directly influence inclusive education policies. The education office has strategic authority to set rules and guidelines, but its implementation still depends on central policies and local regulations. Until now, more specific technical guidelines have not been formulated, so schools face obstacles in implementing the program. On the other hand, principals have the autonomy to set inclusion policies at the school level, including managing resources and programs.

Teachers have the authority to adjust the curriculum and teaching methods based on the needs of students with disabilities. One teacher said she refers to the guidelines from MoEC but has to adapt to the student's abilities.

"I refer to the guidelines from the Ministry of Education and Culture, but I have to adjust them to the students' abilities."

Parents have no formal authority in decision-making but still participate in school meetings to express their aspirations. The general public has no formal authority, but their public opinion can influence social acceptance of inclusive education.

So, while the education office has the formal authority to set policy, implementing inclusive education depends more on the initiative of school principals and teachers. More technical guidelines are needed for schools to implement the policy optimally.

Analysis of stakeholders' interest in implementing inclusive education

Direct Involvement with the Project. Stakeholders' direct Involvement shows how much they care about implementing inclusive education. The education office is involved in administrative tasks, such as program planning and reporting. However, technical Involvement, such as monitoring implementation in schools, is still not optimal. As a result, the implementation of inclusive education tends to vary depending on each school's initiative.

On the other hand, principals and teachers show intensive direct Involvement. Principals lead the program's implementation in their respective schools, while teachers are the main actors who interact with students with disabilities daily. Teachers often adjust teaching methods according to the individual needs of the students. Parents are also actively involved through regular communication with the school. One parent said it was important always to discuss their child's development with the teacher.

"We feel it is important to always discuss our child's development with the teacher."

Although not directly involved, the general community has an indirect role in creating a social environment that supports inclusive education.

The direct Involvement of stakeholders varies widely, with principals and teachers making the most significant contributions. The lack of technical Involvement from the education office in the field suggests the need for more intensive supervision to support the implementation of inclusive education.

Impact on Managed Groups. The effect of the inclusive education program on groups managed by stakeholders is very significant, especially for students with special needs. Teachers reported that inclusive education has helped students with special needs improve their self-confidence and social skills. One teacher said, Students with special needs who used to be quiet are now more active in interacting with their friends.

"The children with special needs (ABK) who used to be quiet are now more active in interacting with their peers."

Parents of students also felt similar benefits, stating that their children were better at socializing. This can be seen in the children at the school who play together during school breaks. Parents of students also hope that this inclusive school can continue to be sustainable and develop, which means that the Education Office must formulate regulations so that inclusive education can be more widespread.

However, several challenges still hinder the achievement of maximum impact, such as limited resources and a lack of special training for teachers. In addition, the general public, who do not fully understand the importance of inclusive education, sometimes gives a negative stigma to students with special needs. This shows the need for a broader awareness campaign so that all parties can feel the benefits of inclusive education.

Inclusive education positively impacts students with special needs in improving social skills and self-confidence. However, limited resources and community stigma are challenges that must be overcome to achieve maximum impact.

The goals and objectives of individuals or institutions. as well as the goals and objectives of stakeholders, reflect the stakeholders' vision for inclusive education. The Education Office focuses on achieving national targets, such as realizing inclusive education through the National Education System Law, which aims to educate the nation's life and ensure everyone has the right to education. Meanwhile, school principals and teachers prioritize the immediate needs of students with special needs, such as providing more adaptive teaching methods and supporting their social development.

As one of the school programs at SD KITA Bojonegoro, the *Outing Class Gardening Adventure* is conducted to provide students with general skills beyond academic knowledge as shown in the image below.

Figure IV: Outing Class Gardening Adventure SD KITA Bojonegoro



Source: Researcher 2024

Parents of students have high hopes for inclusive education. They expect their children to receive formal education and grow into independent and confident individuals. The general public, although not having specific objectives, is expected to support the creation of an inclusive social environment.

Thus, all stakeholders share a common vision of creating a fairer and more equitable education system. However, their focus differs, with the Education Office aiming to achieve national targets, while school principals, teachers, and parents prioritize the immediate needs of students with special needs.

Perception of the Benefits or Risks of the Project. This aspect illustrates the extent to which stakeholders perceive inclusive education programs as beneficial or challenging. All stakeholders agree that inclusive education significantly benefits students with special needs (ABK) and society. Teachers and school principals view this program as an opportunity to enhance educational equity. One teacher stated that inclusive education provides equal opportunities for all children to learn together without discrimination.

"Inclusive education provides equal opportunities for all children to learn together, without discrimination."

Parents also believe that inclusive education helps their children become more confident and capable of socializing effectively. While the benefits of inclusive education are more significant, some risks remain, such as the lack of specific regulations, limited resources, and insufficient teacher training. Teachers admit they still need guidance to handle students with special needs more effectively. Teachers without specialized training often feel unprepared to manage these students, both in terms of teaching skills and creating an inclusive learning environment.

Although recognizing the benefits of inclusive education, the general public often provides insufficient support due to a lack of understanding. This highlights the importance of effective communication strategies to address these challenges so the benefits of inclusive education are acknowledged by all parties; challenges such as the absence of specific regulations, limited resources, and inadequate teacher training must be addressed to ensure the program's sustainable success.

Stakeholders mapping

Figure V: Stakeholder Mapping Matrix

SUBJECT - Teacher - Student's parents - School Committee - Special school (SLB)	PLAYER - School principal - Special guidance teacher (GPK) - NGO or non-governmental organization
CROWD - General public - Mass media - Company or Local sponsor	CONTEXT SETTER - Education Office - Ministry of Education, Culture, Research and Technology - Social service office - Member of the local parliament

Source: Researcher 2024

Players (high power, high interest). School Principals fall into this category because they have significant authority within schools and a strong interest in the success of inclusive education. As leaders in

the school environment, they are responsible for ensuring that inclusive programs align with existing policies. They support teachers in developing innovative teaching methods, building external collaborations, and meeting the needs of inclusive students. Principals also actively seek solutions to resource limitations, such as independently collaborating for teacher training. This strategic role underscores their position as key drivers in ensuring the effective implementation of inclusive education on the ground.

Special Education Teachers (*Guru Pembimbing Khusus* - GPK) also possess high power and interest in implementing inclusive education, as they play a central role in supporting the success of students with special needs (ABK). As educators with specialized skills, GPK significantly influences students' adaptation to an inclusive educational environment, both academically and socially. They are directly involved in the learning process, provide individual guidance, and collaborate with regular teachers to adjust teaching methods. Their interest in inclusive education is very high, as they are committed to ensuring that ABK receives an education tailored to their needs, enabling them to thrive in school settings. However, if an inclusive school has only one inclusive student, a GPK cannot be assigned, resulting in many inclusive schools in Bojonegoro lacking GPK, including SD KITA Bojonegoro, which has 30 inclusive students but no GPK.

Non-Governmental Organizations (NGOs) focusing on inclusive education could also fall into the Players category if they actively provide support such as teacher training, mentoring, or facility provision. However, in Bojonegoro, NGO involvement in inclusive education has been reported as insignificant.

Context Setters (high power, low interest). The Education Office belongs to this category due to its significant power as the formal authority responsible for creating policies and guidelines for inclusive education. However, its technical involvement is still limited. Despite its strategic authority, such as drafting technical guidelines (*juknis*) or implementation instructions (*juklak*), these technical documents are not yet available. Consequently, the implementation of inclusive education relies on local regulations and national policies. The Education Office's role focuses more on administrative aspects, such as reporting and supervision, rather than in-depth technical involvement. This indicates that while the office has significant power, its interest in program implementation is not fully optimized.

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is also a Context Setter. As the highest authority in education, the ministry has the power to establish national policies, including inclusive education guidelines. However, its direct involvement in technical implementation at the regional level is relatively limited, focusing instead on general regulation drafting, budget allocation, and national training programs.

The Social Affairs Office also wields power through its authority in addressing social issues, including empowering ABK and their families. They can provide support services such as therapy, counselling, and social assistance. However, their interest in inclusive education tends to be limited as their primary focus is on social aspects rather than education. Closer synergy between the Social Affairs Office and the Education Office could enhance the effectiveness of inclusive programs, particularly in supporting students from underprivileged families or those with complex needs.

Members of the Regional People's Representative Council (DPRD) are Context Setters in the implementation of inclusive education. They hold significant power to influence policies through legislative, budgeting, and supervisory functions. In the context of inclusive education, their role is primarily related to drafting and enacting regional regulations that uphold the rights of persons with disabilities, including access to equitable and quality education. In Bojonegoro, Regional Regulation No. 2 of 2021 on the rights of persons with disabilities is one such legislative outcome providing a legal framework for inclusive education. However, DPRD members' involvement in the technical implementation of programs remains limited, focusing more on budget allocation and policy evaluation through reports from the Education Office or local government.

Subjects (high interest, low power). Teachers fall into this category because they have a strong interest in the success of inclusive education but limited influence over policymaking. Teachers are the primary actors who interact directly with inclusive students. They are responsible for adapting teaching methods to the needs of ABK and providing emotional support. However, they often face challenges such as a lack of specialized training and limited facilities. One teacher noted that intensive training and the presence of student assistants would greatly help them fulfil their duties. This demonstrates that while highly motivated, teachers require more support from other stakeholders to enhance their effectiveness.

Parents also belong to the Subjects category due to their deep concern for inclusive education, especially in supporting their children's development. Parents play a role by maintaining intensive communication with schools and teachers, providing input, and ensuring their children receive appropriate education. However, they tend to delegate decision-making to schools due to limitations in resources and authority. Their expectations for inclusive education are high, particularly in helping their children socialize and grow independently.

Special Schools (*Sekolah Luar Biasa* - SLB) also fall into this category because of their high interest in educating ABK. They often partner or referral sources for inclusive schools, providing teacher training or supporting students with more complex needs. However, their role in shaping inclusive education policies is limited, as the main authority lies with the Education Office and regular schools.

School Committees are also highly interested in inclusive education, acting as a bridge between schools and the community. They can assist in fundraising, support inclusive programs, and provide input to schools regarding the needs of ABK. However, their power is limited as strategic decisions remain under the authority of school principals and the Education Office.

Crowd (low power, low interest). The Crowd category comprises stakeholders with low power and interest. They do not directly influence decisions or actively participate in program implementation. The general public falls into this category. They have low power as they lack formal authority, organizational positions, or access to relevant resources. Their interest level is also low, as they are not directly involved in implementing inclusive education programs. While some may provide moral support through social acceptance of ABK, their role in supporting inclusive education remains limited. Many lack an understanding of its importance or do not see it as their responsibility.

Local Media have potential roles in fostering public acceptance of inclusive education, although their current involvement is limited. Through reporting or social campaigns, local media can raise awareness about the importance of inclusive education and promote best practices in schools. However, their power is considered low due to their indirect involvement in on-the-ground implementation. Additionally, their interest in inclusive education often depends on public attention or social relevance, making them part of the Crowd due to minimal engagement in the program. Local Entrepreneurs or Sponsors are also part of the Crowd category. While some contribute through Corporate Social Responsibility (CSR) programs, most lack direct involvement in implementing inclusive education. Their support is often incidental, such as donations for specific activities, without a long-term commitment to developing inclusive education. This limited interest and involvement make local entrepreneurs have minimal influence on the overall success of inclusive programs.

Implications and Collaboration Strategies

The stakeholder mapping results highlight the importance of effective collaboration among various stakeholders to support implementing inclusive education in Bojonegoro. The Education Office must enhance its role from merely administrative oversight to becoming a key facilitator by developing technical guidelines and providing regular teacher training to offer clear implementation guidance. School principals, as leaders, should proactively establish partnerships with external parties, such as training institutions or special schools (SLB), to address resource limitations. Teachers need intensive training, particularly in handling students with special needs more effectively, and the provision of special classroom assistants can help optimize their attention to inclusive students. Parents should be empowered through active involvement in school activities, such as providing feedback, to foster better synergy with schools. Additionally, public education campaigns about inclusive education are essential to increase community awareness and build broader social support. These strategies aim to overcome challenges and accelerate achieving high-quality inclusive education.

CONCLUSION

This study highlights the challenges in implementing inclusive education in Bojonegoro Regency, particularly related to the power imbalance and varying levels of interest among stakeholders. School principals hold high authority in managing resources and coordinating inclusive programs, while the Education Office, despite having formal power, is constrained by the absence of technical guidelines (juknis) and implementation regulations (juklak). Teachers and special education teachers (GPK) play vital technical roles but have limited influence in policymaking. Parents, although showing great interest in the program's success, remain passive in decision-making. Meanwhile, the general public and local media demonstrate low power and interest due to their indirect involvement. The broader significance of this study lies in its contribution to understanding the dynamics of stakeholder roles and interactions in supporting inclusive education. Addressing the identified challenges is critical to ensuring the successful implementation of inclusive education, which promotes equitable access and opportunities for children with special needs. To enhance effectiveness, this study recommends the development of technical policies to guide inclusive education, strengthening teacher training programs, and actively involving parents and the community. These measures aim to foster collaboration among stakeholders and create a more inclusive and equitable education system in Bojonegoro Regency.

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SHORT PROFILE

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