

LITERATA: Equitable Access for Students with Disabilities Through Inclusive Curriculum Developments

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Abstract

Education is a key tool for personal and societal growth, providing the knowledge and skills needed to thrive in a complex world. This study explores the development and implementation of LITERATA, an inclusive and disabilities-friendly curriculum designed to improve access to quality education for students with disabilities in Binjai, North Sumatra. Using a qualitative approach, the research draws on secondary data from academic publications, government policies, and case studies of inclusive programs. A comparative analysis method was applied to evaluate gaps between national regulations and actual school practices, while thematic coding helped uncover recurring challenges. The results show that many students still face significant barriers, ranging from a lack of trained teachers to insufficient learning resources. LITERATA responds by offering adaptive teaching methods, accessible materials like braille and digital platforms, and the integration of life and soft skills. The curriculum is supported by a structured three-year implementation plan involving stakeholders from local governments, educators, and community groups. Overall, the study finds that LITERATA offers a promising and scalable model for inclusive education that prioritizes equity, accessibility, and long-term sustainability.

Keywords: literata program, equitable education access, inclusive curriculum development



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LITERATA: Akses Setara bagi Peserta Didik Disabilitas melalui Pengembangan Kurikulum Inklusif

Abstrak

Pendidikan adalah alat kunci untuk pertumbuhan pribadi dan masyarakat, memberikan pengetahuan dan keterampilan yang dibutuhkan untuk berkembang dalam dunia yang kompleks. Studi ini mengkaji pengembangan dan pelaksanaan LITERATA, sebuah kurikulum inklusif yang ramah terhadap penyandang disabilitas, yang dirancang untuk meningkatkan akses pendidikan berkualitas bagi siswa penyandang disabilitas di Binjai, Sumatera Utara. Dengan menggunakan pendekatan kualitatif, penelitian ini mengandalkan data sekunder dari publikasi akademik, kebijakan pemerintah, dan studi kasus program inklusif. Metode analisis komparatif diterapkan untuk mengevaluasi kesenjangan antara regulasi nasional dan praktik sekolah sebenarnya, sementara pengkodean tematik membantu mengungkap tantangan yang sering muncul. Hasil penelitian menunjukkan bahwa banyak siswa masih menghadapi hambatan signifikan, mulai dari kurangnya guru terlatih hingga sumber belajar yang tidak memadai. LITERATA merespons dengan menawarkan metode pengajaran adaptif, bahan ajar yang mudah diakses seperti braille dan platform digital, serta integrasi keterampilan hidup dan keterampilan lunak. Kurikulum ini didukung oleh rencana implementasi tiga tahun yang terstruktur dengan melibatkan pemangku kepentingan dari pemerintah lokal, pendidik, dan kelompok masyarakat. Secara keseluruhan, studi ini menemukan bahwa LITERATA menawarkan model pendidikan inklusif yang menjanjikan dan dapat dikembangkan, dengan prioritas pada kesetaraan, aksesibilitas, dan keberlanjutan jangka panjang.

Kata kunci: program literata, akses pendidikan yang merata, pengembangan kurikulum inklusif

INTRODUCTION

Education is a purposeful and planned endeavour to create a learning environment where students can actively pursue their spiritual, intellectual, and personal growth, as well as the skills required for individual and social success. While access to education has expanded significantly over the years, making sure that it is equitable and inclusive is still an important concern. Systemic barriers still prevent many children, especially those with disabilities, from succeeding and engaging fully in regular school environments. This highlights the growing need for inclusive

education, an approach that acknowledges and addresses all of the requirements every student needed by encouraging support, flexibility, and accessibility within the general education system.

According to Ainscow (2020), inclusive education is still viewed in certain nations as a way to support students with disabilities in a regular school environment. Through an inclusive curriculum, educators strive to foster an environment where every student feels respected, supported, and empowered to succeed (Sandoval et al., 2021). In order to achieve the goal where students with disabilities feel equally valued, receive the same quality of education, and have the same opportunities to succeed as their peers in regular school environments, the right requirements and proficient educators are needed. This is such an important matter since earlier studies also showed that educators' perception and ability regarding education development, as well as inclusive education, have a major impact on the students' adoption and execution (Brown, Lake, & Matters 2020).

A research by Ontario Human Rights Commission (2024) stated that students with disabilities encounter many obstacles that are absent for students who are not disabled. In Indonesia itself, as of December 2023, the Indonesian Ministry of Education Culture, Research, and Technology (Kemdikbudristek) reports that 40,164 formal schools in Indonesia have students with disabilities in their school, yet only 14.83 percent (5,956 schools) employ specially trained teachers who can support these students effectively (Kompas.com, 2024). The significant gaps in resources and support in rural or underprivileged regions lead students with disabilities continue to face major challenges in obtaining adequate education and are out of school compared to their non-disabled peers (Sari et al., 2022).

This can be seen in Kota Binjai, North Sumatra, where numerous educational institutions lack fundamental physical accessibility features and the curriculum frequently neglects to address their requirements, as well as there is a deficiency of educators who are proficient and trained in understanding and implementing inclusive education for all students equally. The absence of support not only deprives students of quality education but also constrains their prospects, hindering their ability to pursue higher education or obtain jobs.

Despite the Indonesian government's commitment to inclusive education, the intended level of effectiveness has not yet been achieved. These problems could lead to even more serious long-term consequences if it remains unaddressed. Children with disabilities experienced poverty as a direct and indirect effect of marginalization and exclusion brought on by stigma and negative stereotypes about them, as well as

one of the stigmas that is spreading in education (Chatzitheochari & Butler-Rees, 2023). The fact that Indonesia is among the nations with the highest rates of poverty in the world, stated by World Bank's Macro Poverty Outlook (The World Bank, 2025), emphasizes how urgent it is to solve these problems.

The government has launched programs such as the Tiered Inclusive Education Program developed since 2023 (Inclusive Education Module Handover: A Collaborative Milestone for More Equitable Education, 2025) to address this. Despite its good intentions, imperfections in execution still limits its efficacy. A few regional administrations have made an effort to respond locally. The efforts were made in order to evaluate the needs and possibilities of people with disabilities. One of the examples is the Klaten Government introduced "Aksidifa" in 2023 (klatenkab.go.id). This effort has led to a number of positive outcomes. To begin with, the program increases public understanding of the value of social inclusion and the rights of those with disabilities. It encourages acceptance and reduces stigma by educating the public. Second, Aksidifa encourages the construction of public infrastructure that is accessible to people with disabilities in order to improve accessibility. Other than that, there are several programs that were made to address gaps in inclusive education, such as Merdeka Curriculum that demonstrated on how adaptive and student-centered curriculum in Indonesia improve self-directed learning among students with disabilities (Tyasmiarni, 2024), Inclusive ECEC Integration that raised awareness about significant gaps in inclusive early-childhood programs (inclusive ECEC Integration, 2023), and Adaptive Curriculum for Students with Disabilities in Surakarta (Prajalani et al., 2021).

Nonetheless, even though programs such as Aksidifa make a significant contribution to enhancing social awareness and physical access, it did not adequately address the curricular and pedagogical aspects that are crucial for inclusive education. There still aren't many models that are especially suited to Kota Binjai. Furthermore, not many programs effectively include digital literacy, adaptive pedagogy, and community-based implementation techniques. As a result, LITERATA offers a fresh strategy that closes the significant gap in Indonesia's inclusive education practices and policy.

This study aims to develop and evaluate an inclusive curriculum model called LITERATA for students with disabilities in Binjai, North Sumatra. By localizing national policy, enhancing teacher preparation, and boosting student involvement in inclusive education, the approach seeks to promote an equal learning environment.

METHOD

This study uses a normative research approach (Wiraguna, 2025) to look at how inclusive education is implemented through the LITERATA program in Binjai, North Sumatra. A normative approach in this research focuses on analyzing legislation, also provides a strong theoretical foundation for understanding and interpreting applicable norms. The goal is to identify the challenges and opportunities in providing equal access to quality education for students with disabilities and to suggest practical solutions for underserved areas. The study relies on secondary data collected from trusted sources, such as well-known news platforms, academic articles, policy documents, and reports from international organizations such as Central Bureau of Statistics (BPS, 2024), and the World Bank (Rosidi, 2024). These sources were chosen because they are reliable and closely related to the topic of inclusive education, ensuring a solid foundation for the analysis.

Other than that, This research also adopts a comparative qualitative method to analyze the practical implementation of inclusive education programs for students with disabilities. The comparative approach is well-suited for identifying gaps between policy frameworks and real-world application by examining multiple case studies that have been implemented. This method allows for a systematic evaluation of differences and similarities between models, outcomes, and contexts. It's also compare the implementation of LITERATA with other inclusive education program, such as the Aksidifa program in Klaten, and documented case studies like those at SDN 024777 Binjai and SD Istana Hati Binjai. Through this comparative analysis, the research aims to identify best practices, recurring challenges, and contextual factors that influence program effectiveness.

Moreover, the study looked at relevant laws and regulations, such as Law Number 8 of 2016 on Persons with Disabilities (The Republic of Indonesia, 2016) and Government Regulation Number 13 of 2020 on Adequate Accommodation for Students with Disabilities as part of the research (The Republic of Indonesia, 2020). The tools used in this research included document analysis and thematic coding, which helped break down the data to be more organized. These tools were applied to policy public, legal texts, and statistics to understand how the LITERATA program could work and what impact it might have.

FINDINGS AND DISCUSSION

Program Introduction: LITERATA (*Lembaga Inklusif Tersebar Merata*)

Educational equity remains a significant challenge for students with disabilities in Binjai, North Sumatra. Despite the push for inclusive education by national policies like Permendiknas No. 70 of 2009, actual school-level implementation reveals ongoing inequality. A qualitative case study at SDN 024777 Binjai conducted by Dina Andiza found out that while the school was labeled inclusive, students with autism got limited personalized assistance and limited engagement. Similarly, a study conducted by Fadhilah Juliandri and Munawir Pasaribu at SD Istana Hati Binjai during the COVID-19 pandemic also showed that inclusive education implementation was inconsistently applied, with teachers finding it difficult to accommodate students with disabilities both online and offline. These findings highlight a significant gap between the normative expectation of inclusion and the practical reality in Binjai.

To address these gaps, the proposed solution is an inclusive education program called LITERATA. LITERATA is designed to support students of all abilities through a flexible and adaptive curriculum. It addresses the pedagogical and institutional weaknesses identified by the case studies while including the lessons learned from Binjai's current inclusive schools. The program aims to create equitable learning environments by including contents with several formats, including braille, large print, audio, and interactive digital platforms. The content will be co-designed with input from disability advocates, educational experts, school leaders, and families to make sure that it meets diverse learning needs.

Outside academics, LITERATA responds to findings that students with disabilities in Binjai lack preparation for life after school. Interviews conducted in the case study schools revealed anxiety within social isolation, digital illiteracy, and limited future opportunities. As a result, the curriculum will also have specific courses on developing soft skills, self-directed learning, and life skills development.

Implementation Plan

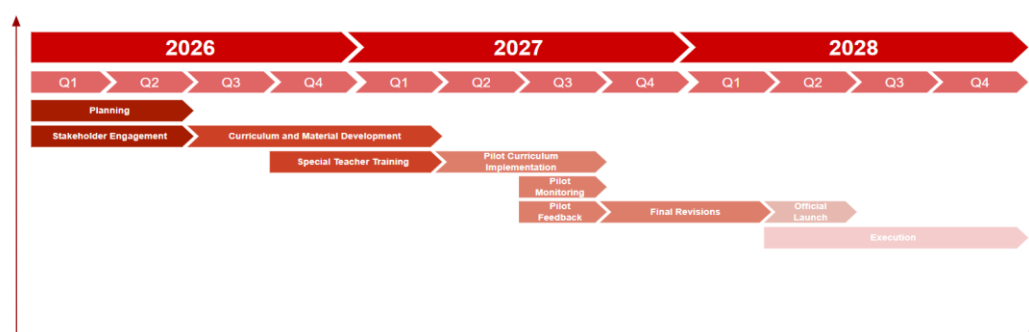


Figure 1. Implementation Plan

The implementation of the LITERATA program follows a structured, multi-phase timeline designed to ensure effective stakeholder collaboration, thorough curriculum development, and successful integration into inclusive school environments. The three years (2026–2028) process is broken down into quarters to align with project deliverables and monitoring activities.

The foundation phase in 2026 (Quarter 1 – Quarter 4 of 2026) begins with an intensive planning process led entirely by the LITERATA team. This stage builds upon empirical case studies and field research conducted in the city of Binjai, which form the basis for our program design, selection of partner schools, and the development of an initial monitoring and evaluation framework. During this period, we also coordinate plans for teacher recruitment, curriculum development schedules, and accessibility targets to ensure the program is well-structured from the start. To strengthen support and legitimacy, we carry out a year-long stakeholder engagement initiative involving the Indonesian Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) as well, as Dinas Pendidikan Kota Binjai, that focus on aligning our program with existing educational policies. Alongside this, we collaborate with local disability organizations to ensure that the content meets accessibility standards and reflects the needs of students with disabilities. For academic validation and technical expertise, we seek partnerships with universities that can contribute to curriculum development and research support. Ultimately, this foundational year not only prepares the technical aspects of LITERATA but also fosters a sense of shared ownership among stakeholders, ensuring that the curriculum and implementation strategies are firmly rooted in the real-world experiences of inclusive schools in Binjai.

The piloting and refinement phase (Quarter 1 – Quarter 4 of 2027) takes place throughout 2027, with our team overseeing the development and testing of the inclusive curriculum modules. In the 4th quarter of 2026, teachers that will be trained to do specialized teaching disability friendly strategies are chosen and will be trained during 4th quarter of 2026 until the 1st quarter of 2027. Once the training is complete, the pilot curriculum is implemented in classrooms across the schools that were already chosen by the LITERATA team in the planning process back then in 2026. After the pilot curriculum implementation, there will be a thorough evaluation procedure that includes formative assessments, observation notes, and interviews. To prepare for the full launch, we collaborate with our partners such as teachers, parents, and disability consultants, to improve the curriculum's content and delivery method based on the data gathered.

The final phase in 2028 (Quarter 1 – Quarter 4 of 2028) focuses on the official launch of the LITERATA program. The final phase in 2028 focuses on the official launch of the LITERATA program. In the first quarter of the year, our team finalizes curriculum revisions. The program is officially launched in second quarter of 2028 across inclusive schools in Binjai, supported by a public campaign and attended by Kemdikbud, Dinas Pendidikan Binjai city, and the Binjai city government. Throughout this period, our evaluation team collects data on student engagement and school inclusivity to measure the program's early impact, the continuous effect, and feedbacks to keep improving the curriculum.

Comparison Between an Inclusive School and SLB

Analysis Aspect	Inclusive Schools	Special Schools (SLB)
Educational Approach	Emphasises integration of all students, both with and without disabilities, into regular classrooms to promote social inclusion.	Provides individualized education tailored to students with disabilities based on their specific needs.
Target Students	Open to all students, including those with or without disabilities, across various needs and abilities.	Exclusively for students with disabilities (special needs).
Teachers & Methods	General education teachers implement adaptive methods but often have limited training in special education.	Specially trained teachers use intensive, specialized methods for specific types of disabilities.

Curriculum	Follows the national curriculum with limited modifications to support accessibility.	Uses significantly adapted curricula tailored to students' conditions and abilities.
Facilities & Services	Standard school facilities; additional support services are often minimal or unavailable.	Equipped with therapy services (speech, physical, occupational), psychological support, and specialized learning tools.
Cost Consideration	Generally more affordable, but may lack sufficient support services for students with higher needs.	Tends to be more expensive due to specialized services and infrastructure.

Figure 1. Comparison Between Inclusive Schools and SLB (Fitriani 2023)

Based on the comparison between Inclusive Schools and Special Schools (SLB) (Fitriani 2023), the key challenge lies in how a proposed curriculum or program can bridge the gaps in both systems, particularly in marginalized areas where access to either type of school remains limited. Inclusive schools adopt an integration-based approach that promotes equal learning opportunities by placing students with and without disabilities in the same classroom. While this encourages social inclusion and reduces stigma, it often lacks specialized teacher training ents from mainstream social environments and is often more expensive and in a and limited support services, making it less effective for students with more complex needs. On the other hand, SLBs provide a more individualized and disability-specific approach, supported by specialized educators, adapted curricula, and comprehensive therapeutic services. However, this model could risk isolating students in remote regions. Therefore, the core issue is how to design an adaptive curriculum that merges the strengths of both systems to ensure inclusivity without compromising the quality of individualized support, especially in underserved areas.

PEST Analysis

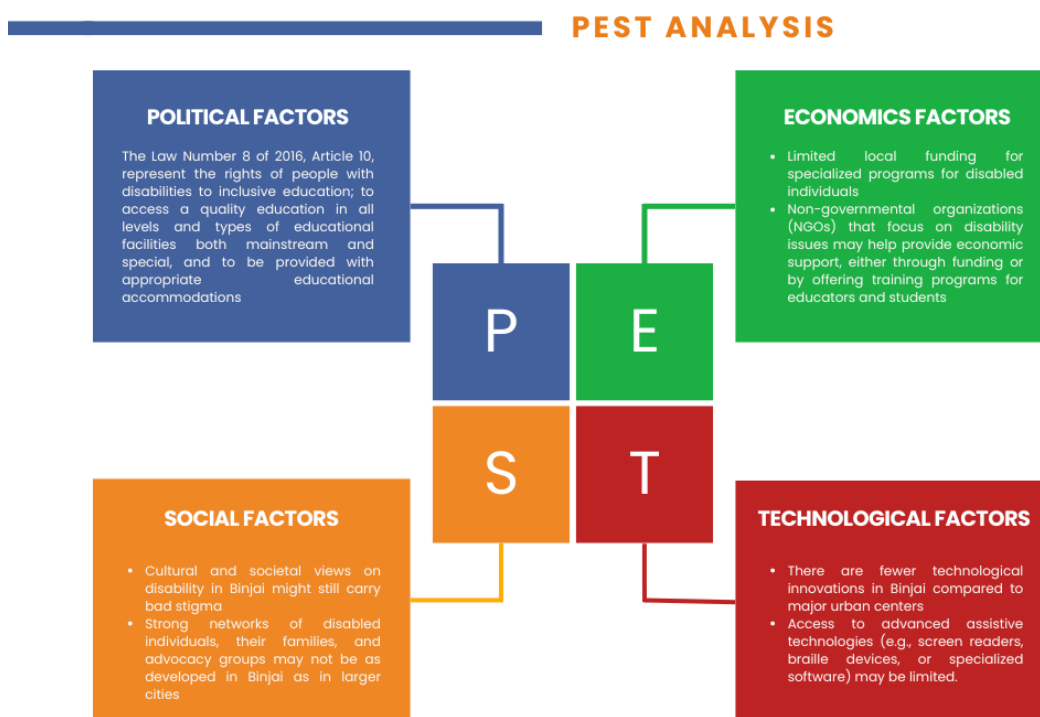


Figure 2. PEST Analysis

We use PEST analysis to address the external factors that have the potential to influence our program, LITERATA. As a result of our thorough research, we have identified several facts that are essential for our program as follow:

a. Political Factors

Despite Government Regulation No. 13 of 2020 on providing “decent accommodation” for students with disabilities and Indonesia's Law No. 8 of 2016 (Article 10) guaranteeing their right to inclusive education, the actual implementation of the regulation itself is still inconsistent. The gap arises not from the absence of regulations, but from weak governance, poor coordination between central and local governments, and the lack of political will at the regional level. In Binjai, limited budget allocation, lack of trained teachers, and minimal monitoring have prevented schools from fulfilling these legal obligations. Moreover, inclusive education frequently falls to the bottom of the agenda due to conflicting policy goals, which slows the growth of it, in the midst of legal requirements. This curriculum can show local leaders real benefits by complying with current regulations and providing measurable outcomes, which could

change political priorities and increase institutional support for inclusive education.

b. Economics Factors

There are opportunities for securing funding from international organizations (e.g., BPS, World Bank, 2024) and local government programs focused on improving education and accessibility for disabled individuals. These funds could be used for development, scaling, and implementation. Education through LITERATA also could lead to better employment prospects for individuals with disabilities in Indonesia, improving their economic independence and reducing poverty levels in marginalized groups.

c. Social Factors

In rural areas of Indonesia, there are still negative stigmas and misconceptions regarding disabilities. Many marginalized groups in Indonesia, especially in rural areas, have limited access to quality education (Persada S., 2021). LITERATA can help bridging this gap by providing educational resources. Educational content within LITERATA should be designed to foster inclusion and empathy among all students.

d. Technological Factors

As we know, the access to technology is frequently limited and a problem that we can't avoid. There might not be enough access to the internet. One key technological support for this problem is the development of signal-receiving infrastructure by having collaboration with government, such as the construction of communication antennas, to ensure stable internet access and facilitate digital learning for students with disabilities. Also, LITERATA should be built to operate with minimal technical resources. This includes providing offline content, low-tech alternatives, and inexpensive assistive technologies.

Regulation Analysis

Law Number 8 of 2016 on Persons with Disabilities

Every person with disabilities has the right to have equal opportunities and positions in society. The main key priority for people with disabilities is to provide them with assistance, in order to carry out their activities. Especially in terms of education, the government must pay full attention to the fundamental provisions in the Articles of the Law Number 8 of 2016 on Persons with Disabilities. The legal enforcement should be carried out as they are binding and coercive. According to Maria Farida, Professor at the Faculty of Law of Universitas Indonesia, the legal

knowledge development in legislation could encourage the essential function of making regulations (Nugroho, 2013). Therefore, the main purpose of lawmaking is no longer just to create codification for norms and values of life but rather to make modifications or new significant changes in our life.

In general, Article 5, paragraph (1), letter e states that students with disabilities have the right to education. This right is specified in Article 10, which clearly describes the educational rights of students with disabilities. Furthermore, the right to receive reasonable accommodations ensures that students with disabilities are provided with the important support to cope with potential barriers. This legal framework sets a strong foundation for the educational system that acknowledges and upholds the rights and dignity of students with disabilities (UU No. 8 Tahun 2016).

Regulation of The Government of The Republic of Indonesia Number 13 of 2020 on Decent Accommodation for Students with Disabilities

Appropriate accommodation for students with disabilities needs to receive attention from the government to support students' comfort in learning. Certainly, as stated in Article No. 4 of this regulation, the government of Binjai must take this as the main point to improve their educational system for students with disabilities. Even in Article 4, paragraph (1), it states the facilitation of reasonable accommodations.

As a result, the government of Binjai's role in optimizing the inclusive program, especially the counseling services, the government should serve the students with disabilities according to the regulations and launch the LITERATA program as we explained before in the program introduction (*UU Nomor 13 Tahun 2020*).

The Strategy Applied in LITERATA

Inclusive education is a fundamental human right that ensures all students, including students with disabilities, have equitable access for education. In Indonesia, despite significant legal regulations such as Law No. 8 of 2016 on Persons with Disabilities and Government Regulation No. 13 of 2020 on Reasonable Accommodation in Education, the practical implementation of inclusive education remains inconsistent across regions. LITERATA program introduces several innovative strategies to enhance inclusive education for students with disabilities in Kota Binjai, Sumatera Utara. These innovations focus on the implementation

strategies and support the counseling services for them. Here are some key aspects of the implementation strategy:

1. Educational substances

In educational substances, various learning resources are available in various formats to accommodate the needs and preferences of students, especially students with disabilities. This approach is very important in promoting inclusive program access to education. Educational substances detail the following:

a. Multiple Platforms

Educational materials are provided in various formats, such as braille, large print, and audio in their assessments, to help students with visual and auditory impairments. This ensures that all students have equal access through this type.

b. Digital Platforms

Digital content which consist of interactive programs is used to engage students and can be customized as individual learning requirements for students with disabilities. This type accommodates different learning styles and preferences. By utilizing digital platforms, This innovation will also facilitate remote learning opportunities, making education more accessible for them.

2. Support Counseling Services

LITERATA recognizes the significance of offering counseling and support services that are customized to the needs of students with disabilities. These services will emphasize their mental health matters and cope with the emotional challenges of students. The expressions that might happen are such as anxiety, panic attack or dissatisfaction. The main point of this type starts from creating a safe environment for students with disabilities to express their concerns, which is very important for the academic process and their personal development. This support also can be demonstrated by offering individual support through one-on-one or group sessions.

3. Society Involvement

The program involves the government, teachers, parents, and society to support this inclusive educational program. Collaborations with related organizations (persons with disabilities) and educational institutions are effective programs that ensure the specific needs of students with disabilities.

The financial allocation from the government can be started by the investments that are made in developing the importance of educational infrastructure, such as accessibility, for example, the better road that is specially made for them so they can quickly enter the classroom. Same thing must be taken as a concern for teachers and

counselors. They receive specialized training to support students with disabilities and implement the inclusive curriculum effectively.

4. Academic Mentoring and Program Impact

Academic mentoring in LITERATA plays a vital role by guiding students with disabilities through collaboration between educators and counselors. It helps identify students' strengths and prepares them for future academic and career pathways through personalized learning plans. The implementation of LITERATA yields wide-reaching impacts across education, health, social, and legal sectors. It promotes the development of inclusive curricula, increases demand for specialized professionals like therapists and counselors, and advances disability rights and educational equity. To implement the LITERATA program and create an inclusive curriculum for students with disabilities, it is essential to carefully consider possible risks to ensure the success of this initiative. This lists some key risks and measures that are to be taken during implementation:

a. Unprepared Educators

One of the key issues identified in implementing the LITERATA program is the limited preparedness and commitment among educators in applying inclusive teaching practices. Observations from initial implementation stages indicate that, even after receiving training, some teachers faced difficulties adapting to inclusive pedagogical approaches and fully embracing the program's values. This condition has affected the consistency of inclusive classroom environments and limited the overall effectiveness of LITERATA in reaching its intended outcomes. Academic mentoring is a crucial component in addressing this challenge. The program integrated structured mentoring through ongoing professional development, routine seminars, and peer collaboration forums. These efforts reinforced educators' understanding of inclusive practices and provided a support system through which teachers could express difficulties and receive timely assistance.

b. Inadequate Infrastructure and Resources

The success of LITERATA depends on the availability of accessible facilities and learning tools such as braille materials, assistive technology, and classroom modifications. Limited resources can hinder its effectiveness. Thus, schools must be equipped in advance through funding secured from government agencies, private partners, and non-profit organizations. A phased rollout, starting with pilot schools in Binjai, can help test feasibility and build infrastructure before scaling.

c. Financial Sustainability

The long-term maintenance of the quality and availability of resources, training, and infrastructure may present financial challenges when implementing an inclusive curriculum such as LITERATA. In the absence of a sustainable financial paradigm, the program may encounter challenges in terms of scaling and viability over time. To guarantee financial sustainability, a strategic funding strategy is necessary. This strategy should investigate a variety of funding sources, such as government grants, private-sector partnerships, and community fundraising initiatives. LITERATA can guarantee ongoing support and resource allocation for inclusive education by diversifying funding streams.

d. Legal and Policy Compliance Issues

While LITERATA aligns with national inclusive education policies, inconsistencies in local implementation or regulatory ambiguity may pose barriers. Schools may face difficulties navigating legal requirements for accommodations. As such, program execution must involve close coordination with local education offices and compliance monitoring aligned with Law No. 8 of 2016 and Government Regulation No. 13 of 2020. Regular legal audits and collaborative policy reviews will help resolve gaps and ensure that inclusive education is not only practiced but protected by law.

CONCLUSION

LITERATA presents a practical and forward-thinking approach to narrowing the education gap between students with and without disabilities in Binjai. By focusing on accessible learning resources, inclusive teaching methods, and support systems such as counselling and academic mentoring, the program creates a more equitable and empowering school environment. While promising, its success depends on addressing several challenges, including limited teacher readiness, inadequate infrastructure, funding constraints, and inconsistent policy enforcement. To ensure long-term impact, this study encourages policymakers to invest in sustained teacher training, improve school accessibility, and provide ongoing support through clear regulations and funding mechanisms. Schools should consider piloting LITERATA as a foundation for wider curriculum reform, and teachers should be engaged as key partners through structured mentoring programs. Most importantly, collaboration across government, schools, families, and disability communities will be essential to ensure inclusive values are embedded into everyday education. With the right support, LITERATA can become a lasting model for inclusive education, not only in Binjai but in other underserved regions as well.

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