

EDUCATION WITHOUT BOUNDARIES: BOJONEGORO REGENCY GOVERNMENT'S EFFORTS TO EXPAND ACCESS FOR PEOPLE WITH DISABILITIES

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Abstract

This study aims to analyze the efforts of the Bojonegoro Regency Government in expanding access to education for people with disabilities through the Education Without Borders policy, which is oriented towards inclusive development and social justice. The main problem identified is the limited physical, social, and economic accessibility for people with disabilities to obtain adequate educational services. This study uses a descriptive qualitative method with a case study approach, through in-depth interviews with officials from the Education Office, Social Services Office, Transportation Office, organizations for people with disabilities (PPDI and HWDI), as well as direct observation in inclusive schools and public facilities. The results show that the Bojonegoro Regency Government has committed to expanding access to education through various initiatives such as providing free transportation for students with disabilities, adding inclusive schools, training special assistant teachers, and building disability-friendly public facilities. The inclusive transportation program has been proven to increase the attendance rate of students with disabilities by up to 35%, reduce the dropout rate, and strengthen student self-confidence. However, limitations in fleets, human resources, and inter-agency coordination remain major obstacles in policy implementation. Overall, the Education Without Borders policy in Bojonegoro has demonstrated effective inclusive governance practices and can be used as a national model for other regions in expanding access to inclusive education based on social justice.

Keywords: Inclusive Education, Public Policy, People With Disabilities, Accessibility, Bojonegoro

Abstrak

Penelitian ini bertujuan untuk menganalisis upaya Pemerintah Kabupaten Bojonegoro dalam memperluas akses pendidikan bagi penyandang disabilitas melalui kebijakan Pendidikan Tanpa Batas yang berorientasi pada pembangunan inklusif dan keadilan sosial. Permasalahan utama yang diidentifikasi adalah masih terbatasnya aksesibilitas fisik, sosial, dan ekonomi bagi penyandang disabilitas untuk memperoleh layanan pendidikan yang layak. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan studi kasus, melalui wawancara mendalam terhadap pejabat Dinas Pendidikan, Dinas Sosial, Dinas Perhubungan, organisasi penyandang disabilitas (PPDI dan HWDI), serta observasi langsung di sekolah inklusi dan fasilitas publik. Hasil penelitian menunjukkan bahwa Pemerintah Kabupaten Bojonegoro telah berkomitmen memperluas akses pendidikan melalui berbagai inisiatif seperti penyediaan transportasi gratis bagi siswa disabilitas, penambahan sekolah inklusi, pelatihan guru pendamping khusus, dan pembangunan fasilitas publik yang ramah disabilitas. Program transportasi inklusif terbukti meningkatkan tingkat kehadiran siswa disabilitas hingga 35%, menurunkan angka putus sekolah, serta memperkuat kepercayaan diri peserta didik. Meskipun demikian, keterbatasan armada, sumber daya manusia, dan koordinasi antarinstansi masih menjadi hambatan utama dalam implementasi kebijakan. Secara keseluruhan, kebijakan Pendidikan Tanpa Batas di Bojonegoro telah menunjukkan praktik inclusive governance yang efektif dan dapat dijadikan model percontohan nasional bagi daerah lain dalam memperluas akses pendidikan inklusif berbasis keadilan sosial. Kata kunci: Pendidikan Inklusif, Kebijakan Publik, Penyandang Disabilitas, Aksesibilitas, Bojonegoro



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INTRODUCTION

Education is a fundamental right of every citizen as mandated in Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, which states that “every citizen has the right to receive an education.” This constitutional principle requires the state to provide equal and non-discriminatory access to education for all levels of society, including people with disabilities. This recognition is reinforced through Law Number 8 of 2016 concerning Persons with Disabilities, which requires the government to guarantee equal opportunities to obtain education at all levels.

Although national regulations have been progressive, the reality on the ground still shows a gap between legal norms and their implementation.¹ Several studies show that people with disabilities still face structural and cultural barriers in obtaining an education, ranging from inaccessible school facilities, educators who lack inclusive competencies, to limited mobility support to school.² This condition has implications for low school participation rates and academic achievement of children with disabilities compared to non-disabled students.³

One issue often overlooked in the discourse on inclusive education in Indonesia is the accessibility of public transportation. For many students with disabilities, traveling to school presents a significant challenge, involving social, economic, and physical factors. The UNESCO Global Education Monitoring Report emphasizes that the success of inclusive education is measured not only by the acceptance of students with disabilities in mainstream schools, but also by the availability of mobility facilities that enable them to attend and actively participate in learning activities.⁴ Without adequate transportation support, inclusive education policies will stop at the level of normative rhetoric, not substantive implementation.⁵

In the regional context, Bojonegoro Regency in East Java serves as an interesting example, demonstrating a strong commitment to developing inclusive education based on social justice. The local government has undertaken several initiatives, including the establishment of a Disability Services Unit (ULD), the provision of special assistant teachers, and the enactment of Regional

¹ R. E. Saputri, A. N. Ramadhani, B. E. Ardiyan, dan M. Natasyah, “Tantangan dan Solusi dalam Mengelola Peserta Didik Penyandang Disabilitas (PDPD),” *Jurnal Pengajaran Sekolah Dasar* 4, no. 1 (2025): 201–215, <https://doi.org/10.56855/jpsd.v4i1.1676>

² A. Atika, “Praktik pendidikan inklusif untuk anak berkebutuhan khusus di sekolah dasar,” *Harakat An-Nisa: Jurnal Studi Gender dan Anak* 9, no. 1 (2024): 45–54, <https://ojs.lp2m.uinjambi.ac.id/index.php/an-Nisa/article/view/2661>

³ UNICEF Indonesia dan Bappenas, *Landscape Analysis on Children with Disabilities in Indonesia* (Jakarta: UNICEF, 2021), <https://www.unicef.org/indonesia/media/19556/file/Landscape%20analysis%20on%20children%20with%20disabilities%20in%20Indonesia.pdf>

⁴ UNESCO, *Global Education Monitoring Report 2020: Inclusion and Education—All Means All* (Paris: UNESCO Publishing, 2020), <https://unesdoc.unesco.org/ark:/48223/pf0000373724>

⁵ UNESCO, *A Guide for Ensuring Inclusion and Equity in Education* (Paris: UNESCO Publishing, 2017), <https://unesdoc.unesco.org/ark:/48223/pf0000248254>

Regulation No. 2 of 2023 concerning the Implementation of the Rights of Persons with Disabilities.⁶ However, accessibility to schools remains a major obstacle. Many students with disabilities must rely on family transport to and from school, creating an additional economic burden.⁷ This condition hinders the realization of truly inclusive and equitable education.

In an effort to address this issue, the Bojonegoro Regency Government, through the Transportation Agency, launched the Free Transportation Program for Students with Disabilities in 2024. This program is a direct derivative of the regional policy "Education Without Borders" which is oriented towards expanding access to education through inclusive transportation.⁸ This program is implemented through cross-sector collaboration between the Department of Education, Department of Transportation, civil society organizations, and the parent community, and has reached 13 inclusive educational institutions in the Bojonegoro area.⁹

Legally, this policy is based on Government Regulation No. 70 of 2019 concerning planning and evaluation of the fulfillment of the rights of persons with disabilities and Regulation of the Minister of Religious Affairs No. 1 of 2024 concerning educational service accommodations for persons with disabilities in madrasas. Furthermore, this policy supports the principles of the Sustainable Development Goals (SDGs), particularly Goal 4 on Quality Education, which emphasizes inclusive, equal, and quality access to education for all.¹⁰

From an empirical perspective, this policy has shown positive impacts in increasing the attendance of students with disabilities, reducing dropout rates, and increasing learning motivation.¹¹ Inclusive transportation programs not only provide a means of mobility, but also serve as a social empowerment instrument that strengthens the self-confidence of students with

⁶ Bappeda Bojonegoro, *Laporan kinerja program inklusi dan pendidikan daerah Kabupaten Bojonegoro tahun 2023* (Bojonegoro: Pemerintah Kabupaten Bojonegoro, 2023).

⁷ A. Mais, V. Komalia, B. Budiyanto, dan E. P. Sartinah, "Analisis penyediaan akomodasi yang layak bagi penyandang disabilitas di sekolah inklusif Kabupaten Jember," *Jurnal Ortopedagogia* 9, no. 1 (2025): 18–29, <http://dx.doi.org/10.17977/um031v11i12025p22-26>

⁸ Dinas Perhubungan Kabupaten Bojonegoro, *Laporan pelaksanaan program angkutan gratis bagi siswa penyandang disabilitas* (Bojonegoro: Pemerintah Kabupaten Bojonegoro, 2024).

⁹ Pemkab Bojonegoro, "Pemkab Bojonegoro telah jalankan program angkutan gratis bagi siswa difabel, warga rasakan manfaatnya," Februari 2025, <https://bojonegorokab.go.id/berita/8299/pemkab-bojonegoro-telah-jalankan-program-angkutan-gratis-bagi-siswa-difabel-warga-rasakan-manfaatnya>

¹⁰ H. Ashoumi dan M. A. Yusuf, "Pendidikan Inklusi: Integrasi Konsep Konstruktivistik Vygotsky dan Landasan Al-Qur'an untuk Mendukung SDGs 4," *Intelektual: Jurnal Pendidikan dan Studi Keislaman* 14, no. 3 (2024): 321–344, <https://doi.org/10.33367/ji.v14i3.6308>

¹¹ A. Sukmawati, M. M. U. Azmi, dan H. S. Karti, "Implementasi Ranham (Rencana Aksi Nasional Hak Asasi Manusia) Melalui Pendidikan Inklusi di Jenjang Pendidikan Menengah Provinsi Jawa Timur," *re-JIEM* 7, no. 2 (2024): 233–247, <https://doi.org/10.19105/re-jiem.v7i2.13933>

disabilities.¹² In addition, this policy helps reduce the economic burden on families, especially in low-income groups who have disabled family members.¹³

Theoretically, the "Education Without Borders" policy in Bojonegoro can be analyzed through an equity-based education approach based on John Rawls's theory of social justice. According to Rawls, the principle of justice demands that public policies be designed to provide the greatest benefit to the least advantaged groups in society.¹⁴ In this context, the provision of inclusive transportation is a real form of affirmation of policies that support vulnerable groups.¹⁵

This policy also reflects the implementation of inclusive governance at the regional level, where the process of formulating and implementing policies is carried out collaboratively, participatively, and accountably.¹⁶ Local governments do not act top-down, but rather prioritize partnerships with local stakeholders, such as organizations for people with disabilities, educational institutions, and communities. This governance model ensures that public policies are truly relevant to needs on the ground and have strong social legitimacy.¹⁷

However, despite these positive achievements, challenges remain. The number of public transportation vehicles is still limited and unable to reach all sub-districts, especially in rural areas. Funding is also a strategic issue that will determine the program's future sustainability.¹⁸ Evaluation of program effectiveness needs to be strengthened through measurable quantitative and qualitative indicators, both related to increasing access to education and the socio-psychological impacts on students with disabilities.¹⁹ Therefore, research on the "Education Without Borders" policy in Bojonegoro Regency is important to assess the extent to which this policy is able to expand access to education for people with disabilities and become a best practice for other regions in Indonesia.

¹² H. Sholichah, A. H. Al Fajar, S. Syamraeni, dan M. Mudfainna, "Systematic Literature Review: Pemberdayaan Masyarakat Inklusif Untuk Mewujudkan Keadilan Sosial," *Jurnal Sosial Ekonomi dan Humaniora* 11, no. 1 (2025): 27–40, <https://doi.org/10.29303/jseh.v11i1.664>

¹³ "Pendidikan inklusif untuk anak disabilitas belum optimal," *Kompas.id*, 3 Desember 2023, <https://www.kompas.id/baca/humaniora/2023/12/03/pendidikan-inklusif-untuk-anak-disabilitas-terus-dikembangkan>

¹⁴ John Rawls, *A Theory of Justice* (Cambridge, MA: Harvard University Press, 1971).

¹⁵ Pemkab Bojonegoro, "Pemkab Bojonegoro telah jalankan program angkutan gratis bagi siswa difabel, warga rasakan manfaatnya," Februari 2025, <https://bojonegorokab.go.id/berita/8299/pemkab-bojonegoro-telah-jalankan-program-angkutan-gratis-bagi-siswa-difabel-warga-rasakan-manfaatnya>

¹⁶ M. S. Grindle, *Politics and Policy Implementation in the Third World* (Princeton, NJ: Princeton University Press, 1980).

¹⁷ A. R. Ompusunggu, Y. Achidiani, dan G. I. P. Nastia, "Inclusive Education as an Alternative to Improve Access to Education for Children with Disabilities in Society," *Jurnal Pendidikan Non Formal* 2, no. 3 (2025): 6, <https://doi.org/10.47134/jpn.v2i3.1528>

¹⁸ A. Mais, V. Komalia, B. Budiyanto, dan E. P. Sartinah, "Analisis penyediaan akomodasi yang layak bagi penyandang disabilitas di sekolah inklusif Kabupaten Jember," *Jurnal Ortopedagogia* 9, no. 1 (2025): 18–29, <http://dx.doi.org/10.17977/um031v11i12025p22-26>

¹⁹ A. Atika, "Praktik pendidikan inklusif untuk anak berkebutuhan khusus di sekolah dasar," *Harakat An-Nisa: Jurnal Studi Gender dan Anak* 9, no. 1 (2024): 45–54, <https://ojs.lp2m.uinjambi.ac.id/index.php/an-Nisa/article/view/2661>

The novelty of this research lies in its focus on the dimensions of inclusive transportation as an instrument for equalizing access to education for people with disabilities. While previous studies have focused more on the pedagogical and curricular aspects of inclusive schools, this study presents a new perspective on the integration of education policy and regional transportation policy. Furthermore, this study showcases inclusive governance practices involving various stakeholders, including drivers of special transportation for students with disabilities, as part of an analysis of social justice-based policy implementation. Thus, this research contributes to broadening the discourse on inclusive education from a sectoral approach to a cross-policy approach oriented toward accessibility and sustainability.

RESEARCH METHODS

This study uses a descriptive qualitative method to gain a deeper understanding of the Bojonegoro Regency Government's efforts to expand access for people with disabilities. This approach was chosen because it can describe the phenomenon of inclusive policies contextually, empirically, and comprehensively. The research location was set in Bojonegoro Regency, East Java, with a focus on four main sectors: education, employment, public facilities, and social services. Primary data were obtained through in-depth interviews with key informants, including officials from the Social Services Agency, the Education Agency, the Manpower Agency, and representatives of disability organizations such as PPDI and HWDI. In addition, interviews were also conducted with several inclusive transportation fleet drivers to obtain direct perspectives on field implementation, technical challenges, and social interactions with students with disabilities. Direct observations were also conducted at inclusive schools, vocational training centers, and public facilities to assess the level of physical accessibility. Secondary data were collected through official documents, regional regulations, annual reports, and scientific literature related to inclusion policies. Data analysis was conducted using data reduction, data presentation, and conclusion drawing techniques according to the Miles and Huberman model. Data validity was maintained through triangulation of sources and methods to ensure the accuracy and credibility of the findings. With this method, the research is expected to produce an objective and systematic picture of the effectiveness and challenges of implementing inclusion policies in Bojonegoro Regency.

RESULTS AND DISCUSSION

The results of this study indicate that the Bojonegoro Regency Government has undertaken various systematic efforts to expand access and improve the quality of services for persons with disabilities through policies oriented towards inclusive development. This step is in line with the

principles of equality, social justice, and respect for human rights as affirmed in Law Number 8 of 2016 concerning Persons with Disabilities. The local government's efforts also demonstrate a commitment to the global inclusive development paradigm that positions persons with disabilities as subjects of development, not merely objects receiving assistance. The results of in-depth interviews with the Social Services Agency, the Education Agency, the Manpower Agency, and disability organizations such as the Indonesian Association of Persons with Disabilities (PPDI) and the Indonesian Association of Women with Disabilities (HWDI), confirm that the implementation of inclusion policies in Bojonegoro covers four main sectors: education, employment, public facilities, and social-health services. All of these efforts also reflect the implementation of national regulations, particularly the Minister of Public Works and Public Housing Regulation Number 14 of 2017 concerning Accessibility in Buildings and the Environment, which emphasizes the importance of providing disability-friendly facilities and infrastructure. However, the results of the analysis show that policy implementation in Bojonegoro still faces a number of structural and resource constraints, so that the effectiveness of the policy is not yet fully optimal.

Education Sector

In the education sector, the Bojonegoro Regency Government has implemented an inclusive school policy as part of its commitment to realizing the principles of education for all and the right to education without discrimination. By 2024, there were 28 inclusive schools spread across urban and rural areas, ranging from elementary to high school levels. Through this program, students with disabilities have the opportunity to study alongside non-disabled students in the same educational environment. This effort demonstrates the local government's positive response to creating a more open and diverse learning environment. The Education Office also conducts ongoing training for Special Assistance Teachers (GPK) to improve their competency in assisting students with various special needs. However, based on field observations, the number of GPK remains very limited. One GPK can handle five to seven students with varying needs, ranging from physical disabilities, deafness, learning difficulties, to autism. The disparity in the number of assistants with the varying needs of students makes it difficult to achieve optimal standards for individual learning services. Nevertheless, the implementation of inclusive schools in Bojonegoro still demonstrates the government's structural awareness in strengthening inclusive education, although it requires budget strengthening, additional GPK staff, and the provision of adaptive learning facilities so that educational services are truly able to accommodate the needs of people with disabilities comprehensively.

Employment Sector

In the employment sector, the Bojonegoro Regency Government, through the Manpower Office, has developed a program to improve job access for people with disabilities. One strategy is to establish partnerships with local companies and regionally-owned enterprises (BUMD) to create disability-friendly job opportunities. Based on 2024 data, there were 72 people with disabilities working in the formal sector, a 45% increase compared to 2022. This increase indicates a positive shift in the government's efforts to promote the economic independence of people with disabilities. However, the range of jobs offered is still limited to administrative, light production, and operator positions, thus not fully accommodating the potential of people with disabilities. The Bojonegoro Vocational Training Center (BLK) has also adjusted its training curriculum for participants with disabilities, but observations indicate that accessibility to BLK facilities remains inadequate, including access points, practice rooms, and assistive devices. This limitation impacts the effectiveness of training and hinders the achievement of the empowerment stage, as emphasized in Silver's theory of social inclusion, namely the creation of active participation of vulnerable groups in the economic development process. Thus, even though inclusive employment policies have been implemented, strengthening training facilities, various job opportunities, and competency-based empowerment still need to be improved to create sustainable economic independence for people with disabilities.

Public Facilities Sector

In the public facilities sector, the Bojonegoro Regency Government has demonstrated significant progress through the development of disability-friendly infrastructure in various public service areas. The provision of ramps, guiding blocks, disabled toilets, barrier-free access paths, and the installation of elevators have been carried out in several government buildings, terminals, and the Sosodoro Djatikoesoemo Regional General Hospital. These efforts reflect the application of the universal design concept, which aims to create a physical environment that is accessible and usable by everyone without the need for special adaptations. However, field observations indicate that not all public service buildings meet the accessibility standards stipulated in PUPR Ministerial Regulation No. 14 of 2017. Some government buildings still have stairs without ramps, guiding blocks that are broken or misdirected, and disabled toilets that are poorly maintained or used for storage. The main problems identified are the minimal allocation of a maintenance budget and a weak periodic evaluation system for constructed accessibility facilities. This condition indicates that physical development policies have not been fully followed by ongoing monitoring and maintenance mechanisms. Therefore, the regional government needs to formulate an integrated policy that not only focuses on physical development but also strengthens the maintenance,

monitoring, and enforcement of accessibility standards so that public facilities truly provide maximum benefits for people with disabilities.

Social and Health Sector

In the social and health sectors, the Bojonegoro Regency Government, through the Social Services Agency, has distributed various forms of assistance to people with disabilities from poor families, including cash assistance, assistive devices such as wheelchairs, adaptive canes, and hearing aids, as well as disability-friendly health services. In 2024, 1,278 people with disabilities received benefits from social programs, a 23% increase compared to the previous year. Furthermore, several Community Health Centers (Puskesmas) in Bojonegoro have established priority counters, express service lines, and home visit programs for people with severe disabilities who cannot access health facilities. However, a major obstacle in this sector is the lack of an integrated database system containing up-to-date information on the number, types of disabilities, and specific needs of people with disabilities. As a result, the distribution of social assistance is often overlapping, uneven, and poorly targeted. Lack of coordination between the Social Services Agency, the Education Agency, and the Health Agency contributes to the disparity in field data. The development of a digitally-based integrated data system is a strategic solution to ensure that program planning, aid distribution, and policy evaluation can be carried out more precisely, transparently, and accountably.

Furthermore, based on analysis using George C. Edwards III's policy implementation theory, the effectiveness of inclusive policy implementation in Bojonegoro can be explained through four main aspects, namely (1) communication, (2) resources, (3) disposition, and (4) bureaucratic structure. In terms of communication, the local government has socialized the policy through local media, disability forums, and development planning meetings (musrenbang). However, the level of public understanding of disability issues is still low, so that people with disabilities often face social stigma. From a resource perspective, limited support staff, training equipment, and a minimal budget for maintaining public facilities are the main obstacles. From a disposition perspective, most government employees demonstrate a commitment to disability issues, but some technical implementers do not fully understand the principles of inclusive services. Meanwhile, from a bureaucratic structure perspective, cross-sectoral coordination between agencies has not been running optimally, with overlapping authority still occurring between the Social Services, Education Services, and Manpower Services.

When analyzed through Silver's social inclusion theory, the Bojonegoro Regency Government's policies show significant progress in creating social participation spaces for people

with disabilities.²⁰ This theory emphasizes three main dimensions: accessibility, empowerment, and participation. In the Bojonegoro context, accessibility is evident in the provision of public facilities and access to education and employment; empowerment is beginning to materialize through job training and economic empowerment; and participation still needs to be strengthened so that organizations for people with disabilities are actively involved, not merely consultatively, in the policy formulation process.

The social impact of Bojonegoro's inclusive policies is evident in the increased participation of people with disabilities in education and the workforce, which has helped improve their household economic conditions. However, the gap between urban and rural areas remains significant, as disability-friendly public facilities are more commonly found in the city center. Therefore, future policies need to adopt a spatially equitable development approach to ensure equitable benefits.

Overall, the results of this study demonstrate that the Bojonegoro Regency Government is on the right track in realizing inclusive and equitable regional governance for people with disabilities. The policies implemented demonstrate a strong commitment to the principle of "nothing about us without us," which states that people with disabilities must be actively involved in every policy process that affects their lives.²¹ However, improvements and innovations are still needed, particularly in terms of strengthening cross-sector coordination, developing integrated data systems, increasing human resource capacity, and monitoring the implementation of universal design principles in all public facilities.²² By strengthening the dimensions of accessibility, empowerment, and participation, Bojonegoro has the potential to become a pilot area for inclusive development in Indonesia that views disability not only as a social issue but also as an integral part of a sustainable and equitable human development strategy.

CONCLUSION

Based on the research results, it can be concluded that the Bojonegoro Regency Government's efforts to expand access for people with disabilities have shown significant progress, although it still faces various structural and technical challenges. The local government has implemented various inclusive programs in education, employment, public facilities, and social and

²⁰ H. Silver, "Social Exclusion and Social Solidarity: Three Paradigms," *International Labour Review* 133, no. 5–6 (1994): 531–578.

²¹ S. R. Farhan dan A. Suherman, "Perlindungan Hukum Terhadap Penyandang Disabilitas dalam Perspektif Hak Asasi Manusia di Indonesia," *Jurnal Inovasi Hukum dan Kebijakan* 5, no. 4 (2024), <https://ejournals.com/ojs/index.php/jihk/article/view/493>

²² G. Widjaja dan H. Dhanudibroto, "Koordinasi Antar-Lembaga Pemerintah dan Efektivitas Kebijakan Kesejahteraan," *SIBATIK Journal* 4, no. 7 (2025): 1323–1332, <https://doi.org/10.54443/sibatik.v4i7.2945>

health services oriented towards the principles of equality and social justice. Through the implementation of inclusive schools, skills-based job training, the development of disability-friendly facilities, and the provision of social assistance and assistive devices, the government strives to make Bojonegoro an inclusive region that is responsive to the needs of its citizens. However, the effectiveness of these policies is still limited by a lack of human resources, inter-agency coordination, and the lack of an accurate integrated data system. Furthermore, the gap between urban and rural areas remains a barrier to equitable accessibility. By strengthening cross-sectoral coordination, increasing the capacity of the apparatus, expanding the accessibility budget, and actively involving organizations of people with disabilities in every policy process, the Bojonegoro Regency Government has the potential to become a model for an inclusive region capable of realizing the rights of people with disabilities in a comprehensive, sustainable, and socially just manner.

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