

Analysis Of Inclusive Education Policy For Out-Of-School Children From The Perspective Of Village Sdgs In Bondowoso

Wulandari¹, Fauziyah^{1*}

¹ Universitas Muhammadiyah Jember; wulan0804dari@gmail.com, fauziyah@unmuhjember.ac.id

*Correspondence: Fauziyah

Email: fauziyah@unmuhjember.ac.id



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Abstract: Education is a fundamental right of every child without exception, as emphasized in the Sustainable Development Goals (SDGs), particularly SDG 4, which promotes inclusive, equitable, and quality education. However, the reality at the village level, including in Bondowoso Regency, still shows a high number of school dropouts due to poverty, early marriage, limited facilities, and the lack of local policies that are responsive to the diverse needs of children. This study aims to analyze inclusive education policies for out-of-school children in villages across Bondowoso Regency from the perspective of the Village SDGs. This research employs a juridical-empirical approach using qualitative methods. Data were collected through the study of regional policy documents, field observations, and in-depth interviews with village officials, education department representatives, and community members. The findings reveal that inclusive education policies at the

village level remain normative and have yet to be optimally integrated with SDG indicators. The role of villages in supporting alternative education or equality education programs has not been maximized due to limited technical regulations, human resources, and SDG-based budgeting. This study recommends the need to strengthen inclusive education policies at the village level through synergy between village governments, schools, and related agencies, as well as the formulation of Village Regulations that prioritize vulnerable groups. Through this approach, villages can serve not only as technical implementers but also as agents of social change that support the right to education for all children in a sustainable manner.

Keywords: inclusive education, school dropouts, village policy, Village SDGs, Bondowoso.

INTRODUCTION

Education is the most fundamental human right and is the main pillar in nation building. In the context of Indonesia's state of law, guarantees for the right to education have been explicitly affirmed in the constitution. Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia states that "Every citizen has the right to education". The provision affirms that the state has an absolute obligation to ensure that every citizen, without exception, has access to proper and equitable education.

Law Number 23 of 2014 concerning Regional Government hereinafter referred to as (Law on Regional Autonomy), Article 12 paragraph (1) expressly states that "Compulsory Government Affairs related to Basic Services as referred to in Article 11 paragraph (2) include:

- a. education.
- b. health;
- c. public works and spatial planning;
- d. public housing and residential areas;

- e. public order, public order, and protection; and
- f. social"

The law is related to Government Regulations, and laws cannot run without Government Regulations, in article 7 of Government Regulation Number. 47 of 2008 concerning Compulsory Learning, states:

- (1) The government establishes national policies for the implementation of compulsory learning programs as stated in the Government Work Plan, State Revenue and Expenditure Budget, Strategic Plan in the Field of Education, Medium-Term Development Plan, and Long-Term Development Plan.
- (2) The government and local governments in accordance with their authority are obliged to organize compulsory learning programs based on national policies as intended in paragraph (1).
- (3) The implementation of compulsory learning programs by local governments as intended in paragraph (2) is stipulated in the Regional Government Work Plan, Regional Revenue and Expenditure Budget, Regional Strategic Plan for Education, Regional Medium-Term Development Plan, and Regional Long-Term Development Plan.
- (4) Local governments can set policies to increase the level of compulsory education up to secondary education.
- (5) Local governments can further regulate the implementation of compulsory learning programs, in accordance with the conditions of their respective regions through Regional Regulations.
- (6) The provisions regarding the implementation of compulsory education programs regulated by local governments as referred to in paragraph (5) include the authority to impose administrative sanctions on Indonesian citizens who have children aged 7 (seven) to 15 (fifteen) years who do not participate in compulsory education programs.

In addition, the provisions in the Regional Autonomy Law are in line with Article 30 of the Bondowoso Regency Regional Regulation Number 12 of 2017 concerning Amendments to Regional Regulation Number 6 of 2009 concerning the Implementation of Education, namely:

1. The Regency Government guarantees the implementation of compulsory basic education programs.
2. Community members who are 6 (six) years old can participate in the compulsory learning program if the capacity of the educational unit is still possible.
3. Community members aged 7 (seven) to 15 (fifteen) years are required to participate in the compulsory basic education program for 9 (nine) years until graduation.
4. Citizens of compulsory learning age whose parents/guardians are unable to afford education, the Government and/or the Regency Government are obliged to provide education fee assistance in accordance with laws and regulations.

The provisions of the Provisions affirm that the Bondowoso Regency Government has full responsibility in ensuring access to basic education for all school-age children, especially those aged 7 to 15 years, as mandated in the compulsory learning program. The government is not only obliged to provide educational facilities and infrastructure, but also to ensure that no child is hindered from attending basic education due to economic constraints. With the guarantee of education assistance for underprivileged families, this regulation reflects the principles of social justice and equality in obtaining educational services.

The Regional Regulation is in line with Article 18 of Law Number 20 of 2003 concerning the National Education System which states that "Compulsory learning is a minimum education program that must be followed by Indonesian Citizens on the responsibility of the Government and Regional Governments". This means that local governments have a strategic role and direct responsibility in organizing primary and secondary education in their areas as part of the national education system.

In line with this, the direction of education policy in the regions also supports the achievement of the Sustainable Development Goal (Sustainable Development Goal) hereinafter abbreviated as SDGs, the development goals are also the duty of the village head, Article 26 number 1 of Law Number 6 of 2014 concerning Villages states "The Village Head is in charge of organizing Village Government, carrying out Village Development, village community development, and village community empowerment". The law is in line with Article 7 of the Regulation of the Minister of Villages Number 21 of 2020 concerning General Guidelines for Village Development and Village Community Development Stating that "The Village SDGs as referred to in Article 6 paragraph (1) aim to realize:

- a. Villages without poverty;
- b. A village without hunger;
- c. Healthy and prosperous villages;
- d. quality village education;
- e. the involvement of village women;
- f. Villages that are suitable for clean water and sanitation;
- g. Clean and renewable energy villages;
- h. economic growth in the village is evenly distributed;
- i. infrastructure and village innovation as needed;
- j. Villages without gaps;
- k. the village residential area is safe and comfortable;
- l. consumption and production of environmentally conscious villages;
- m. Climate change responsive villages;
- n. Villages care for the marine environment;
- o. Villages care for the land environment;
- p. A peaceful village with justice;
- q. partnerships for Village Development; and
- r. Dynamic Village institutions and adaptive Village culture. “

These goals are especially goals 1 and 4, which are "Ensuring inclusive and quality education and encouraging lifelong learning opportunities for all." Article In this context, local governments are expected to be able to provide equitable, quality, and friendly access to education to all levels of society, including vulnerable groups such as children with disabilities and those who are underprivileged as well as those living in remote areas.

The role of local governments in the implementation of education is not only a form of implementing the mandate of the law, but also part of a global commitment to create sustainable, fair, and competitive human development. However, the reality on the ground is often not as beautiful as the constitution's mandate. One of the real examples of this violation of constitutional rights can be seen in Bondowoso Regency, East Java, where data from the Surya.co.id (East Java Tribune) that in 2024 there will be more than 8,800 children in 23 sub-districts who do not continue formal education, along with data on children who drop out of school in Bondowoso district.

Number	District	Number of School Dropouts
1	SourceWringin	866
2	Cermee	822
3	Maesan	736
4	Tlogosari	662
5	Southeast	492

6	Snoop Doggy	473
7	Bondowoso	448
8	Vote Sunday	431
9	Pujer	430
10	Jambesari Darusollah	426
11	Binakal	395
12	Tamankrocok	389
13	References	376
14	Pakem	358
15	Curahdami	344
16	São Paulo	331
17	Sukosari	324
18	Tegalampel	318
19	Ijen	305
20	Stuttgart	299
21	Taps	285
22	Squirt	273
23	Klabang	256
Total		10.054

This phenomenon raises deep concern given the large number and the potential long-term impact that can occur on the development of Human Resources in the area. The problem of out-of-school children is not only an educational issue, but also involves social, economic, and even legal aspects, this reflects the state's failure to fulfill the constitutional rights of its citizens. This condition opens up space for reflection in the context of legal philosophy, namely how the state exercises the principles of social justice and moral responsibility towards vulnerable groups, in this case children from underprivileged families or those living in remote areas. When thousands of children do not have access to basic education, this is an indicator of local failure in achieving the global target.

The Education Office as a technical institution at the regional level has a strategic role, namely regarding the duties and functions of the Education Office. Article 5 of the Bondowoso Regent Regulation Number 89 of 2020 states:

1. The Service as referred to in Article 2 has the task of assisting the Regent in carrying out government affairs in the field of education and culture which is the authority of the Region.
2. To carry out the duties as intended in paragraph (1) the Service carries out the following functions:
 - a. preparation of plans and programs in the fields of Early Childhood Education, Basic Education and Culture;
 - b. regional cultural management includes the maintenance, coaching, development, monitoring, and preservation of community culture and traditions, types of arts, as well as history and archaeology;
 - c. the implementation of planning, administration, housekeeping, manpower, and equipment affairs;
 - d. implementation of education, and culture financing/budget;
 - e. the implementation of planning, acceptance, development, coaching, and improving educators, education staff, and employees in cultural groups;
 - f. the implementation of the facilitation of operational permits and/or the closure of activities in the field of education, and cultural management, in accordance with the discretion determined by the Regent based on the provisions of laws and regulations;
 - g. technical guidance, supervision and evaluation in the field of education and culture;

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- h. fostering and developing the character of the younger generation, at the student level;
 - i. implementing relations and cooperation with related institutions/agencies/agencies in accordance with laws and regulations and government policies;
 - j. preparation of financial statements which include budget realization reports, balance sheets and notes on financial statements;
 - k. coaching, managing and developing UPTD;
 - l. the implementation of coaching, supervision, and performance and behavior assessment to subordinates in accordance with the provisions for improving discipline, motivation, work achievement, and career development;
 - m. submission of evaluation basil reports, suggestions, and considerations of their duties and functions to their superiors;
 - m. the implementation of other official duties given by the Regent according to his duties.

These duties and functions are to ensure the implementation of inclusive, equitable and fair education policies. However, the facts in Bondowoso show that there are still serious challenges that must be overcome, ranging from the lack of public awareness, family economic factors, to limited facilities and access to educational institutions. Therefore, it is important to take a deeper look at the role and responsibilities of these institutions, as well as evaluate the policy strategies that have been and will be implemented.

Based on the description above, the researcher reviewed this study, the author tried to dissect the problem of out-of-school children in Bondowoso through a legal approach

Problems

The problems raised in this study can be formulated in the following points:

1. What is the role of the village government in dealing with school dropouts in the context of achieving the Village SDGs?

METHOD

To find out how the right to education is implemented in Bondowoso Regency and the factors that cause the high number of children out of school, this article uses a qualitative descriptive method. This research is expected to provide a comprehensive overview of the problem of violations of the right to education and the efforts that have been and can be made by the local government, especially the Bondowoso Regency Education Office.

The results of this study are expected to provide recommendations for the formulation of more effective public policies in ensuring inclusive and sustainable education in the region. Thus, the results of this study will help understand the dynamics of the implementation of the right to education in Bondowoso Regency and the social, economic, and legal challenges that accompany it. The main sources used in this study are legal documents (such as the 1945 Constitution, Law Number 23 of 2014, Bondowoso Regency Regional Regulation No. 4 of 2021), academic articles, official government reports, reliable online news, and educational statistical data.

The data collection technique used is library research through online searches on search engines, scientific databases, and reports from related institutions. The data collected was then analyzed thematically to identify patterns, causative factors, and strategic steps in solving the problem of out-of-school children in Bondowoso Regency.

RESULTS AND DISCUSSION

The Role of Village Governments in Dealing with School Dropouts in the Context of Village SDGs Achievement

The phenomenon of school dropouts in Bondowoso Regency, which will reach more than 8,800 children by 2024, is a multidimensional problem that not only concerns educational aspects, but is also closely related to social, economic, and structural inequalities in public services. In this context, village governments play a central and strategic

role, especially as the front line in the implementation of community-based development and the Village SDGs approach.

According to the Human Rights Perspective, the right to education is a fundamental right that is recognized in various national and international legal instruments. In the 1945 Constitution Article 31 and in Article 26 of the Universal Declaration of Human Rights, education is recognized as a right that cannot be reduced under any circumstances non-derogable rights. The village government, as part of a legitimate governance structure, shares the responsibility to ensure that children in their areas do not lose the right to education, regardless of their family's social or economic conditions.

Thus, any form of indifference or negligence from village officials to the case of school dropouts can be considered a form of human rights violation. Through a participatory approach, social mapping, and direct intervention through village deliberations, village governments are required not only to be aware of the existence of children who are neglected in their education, but also to take affirmative action in order to restore their rights.

According to the Welfare Theory Perspective In welfare theory, the government has a responsibility to create social and economic conditions that allow its citizens to live prosperously. Equitable access to education is one of the most important instruments in achieving equitable community welfare. Children who drop out of school will be at risk of experiencing structural poverty, unemployment, and even involvement in illegal activities.

The village government in this case can be the main actor in bridging the educational needs of residents with the facilities available through programs such as:

1. Allocation of Village Funds to support children from underprivileged families;
2. The establishment of learning centers or informal learning places such as PKBM (Community Learning Activity Center);
3. Provision of village scholarships;
4. Procurement of educational transportation in remote areas.

These measures are in line with the principle of welfare: the state is there to guarantee citizens' social rights in terms of education, especially for the vulnerable.

According to the Sustainable Development Theory Perspective and SDGs, sustainable development emphasizes the importance of development that does not sacrifice the needs of future generations. In the context of education, this means that all children must have access to quality education as the foundation of the future of rural communities.

The Village SDGs, especially the 4th Goal, namely "Quality Education", emphasizes the need for inclusive and equitable education for all. In the official SDGs document of the Village Minister of Villages PD TT No. 21 of 2020, indicators such as school-age children who drop out of school are the key measure of development failure so that village governments can:

- Utilizing Village SDGs data to map out-of-school children;
- Preparing a Village Medium-Term Development Plan (RPJMDes) by prioritizing education programs;
- Collaborate with the private sector, charities, and the Education Office to create targeted interventions.

Thus, the sustainable development approach provides a comprehensive framework that makes education at the core of village social and economic development. Strategic Langkang Village Government, in order to overcome the problem of school dropouts and encourage the achievement of the Village SDGs, here are some strategic steps of the village government:

1. Accurate and Inclusive Data Collection: Update data on out-of-school children through a hamlet-based local survey.
2. Improving Access and Facilities: Construction of non-formal learning facilities such as PKBM in village halls or learning houses.

3. Priority Utilization of Village Funds: Village funds can be directed to finance the needs of school children, especially the cost of uniforms, stationery, and transportation.
4. Cross-Sector Partnerships: Synergize with NGOs, the private education sector, and community leaders to create comprehensive support.
5. Education and Social Campaigns: Conducting regular counseling on the importance of education, especially to parents.

The role of the village government is very strategic in dealing with school dropouts, especially after the development approach based on the Village SDGs. The village government is a leading unit in community service and has a more concrete understanding of the social, economic, and cultural conditions of its citizens. In the context of the Village SDGs, there is an indicator that is directly related to the issue of school dropouts, namely the indicator of "percentage of school-age children who attend school". Therefore, the village government must be active in:

1. Data collection and identification of out-of-school children periodically through village deliberations or updating of Village SDGs data.
2. Program planning based on local needs, such as the formation of community study groups, the A/B/C package chase program, and the empowerment of local teaching staff.
3. Budget allocation from the Village Fund to help children from underprivileged families to still be able to access basic education.
4. Building partnerships with UPTD Education, non-governmental organizations, and the business world to create an environment that supports education.
5. Socialization and education to parents about the importance of education as a child's right that should not be ignored.

These steps are the implementation of sustainable development theory that emphasizes an inclusive, participatory, and locally-based approach to the development process. The village government not only functions as a technical implementer of the central program, but also as a policy maker and innovator in solving complex problems such as school dropouts.

The involvement of the village government is also a concrete form of the state's responsibility in implementing the principle of no one left behind in development. Education is not only an instrument of human development, but also the key to getting out of poverty and forming intelligent and empowered rural communities.

CONCLUSION

The phenomenon of school dropouts in Bondowoso Regency, which reaches more than 10,000 children, is a serious problem that is closely related to social and economic inequality, and the weak implementation of inclusive education policies at the village level. Although various regulations have regulated the government's obligation to ensure basic education for every child, the reality on the ground shows that the policy has not been implemented effectively.

From the perspective of Human Rights, education is a fundamental right that must be fulfilled without discrimination. In terms of welfare theory, education is an important instrument to break the chain of poverty and improve the quality of life. Meanwhile, from the perspective of sustainable development and the Village SDGs, quality education is the main pillar of resilient and inclusive village development.

The village government has a strategic position to be the main actor in tackling school dropouts. However, there are still many villages that have not integrated SDGs indicators into their development planning concretely. Weaknesses in technical regulations, lack of human resources, and budget limitations are the main obstacles to achieving inclusive education at the village level.

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