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Inclusive Education Policy at IAIN Pontianak: an AGIL Framework Analysis

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Abstract

This study examines the resilience of inclusive education policies at IAIN Pontianak. The analysis is motivated by the discrepancy between normative policy frameworks and their practical implementation in higher education. The study analyzes the adaptation, goal attainment, integration, and maintenance of patterns within institutional inclusive education policies. A descriptive qualitative method was employed through interviews, observations, and document analysis. The findings reveal that IAIN Pontianak has implemented inclusive education policies through regulatory strengthening, disability support services, and academic and non-academic programs. Using the AGIL framework, the study demonstrates that institutional adaptability, clear goals, system integration, and the maintenance of inclusive values support policy resilience. These findings reflect a transformation toward a more humanistic, equitable, and inclusive model of Islamic higher education. The study contributes to the development of inclusive education policies in Islamic higher institutions by emphasizing the importance of resilience in sustaining inclusive practices.

Keywords: policy, inclusive education, AGIL framework.

A. INTRODUCTION

The principle of education for all emphasizes the importance of equitable access, recognition, and participation regardless of ethnicity, culture, language, religion, gender, or physical and mental abilities (Biesta, 2022; Nurman et al., 2022). This principle aligns with the 1945 Constitution of the Republic of Indonesia's constitutional mandate, which guarantees every citizen the right to a quality education. In the global context, this commitment is reinforced by the International Convention on the Rights of Persons with Disabilities, which was ratified by Law Number 19 of 2011 and emphasizes equal, non-discriminatory access to education for persons with disabilities. In higher education, this principle applies to more than just admission; it also pertains to academic continuity, inclusive learning experiences, and the equitable attainment of educational outcomes for all students. Consequently, higher education institutions must develop policies ensuring an adaptive, responsive, and socially just academic environment (Rogahang et al., 2023; Sapsudin & Qohar, 2024).

One relevant approach to realizing these principles is inclusive education. This approach highlights openness to differences and views diversity as a strength for building a dynamic academic ecosystem (Leersnyder et al., 2025; Sudarso et al., 2024). In the context of Islamic higher education institutions (Perguruan Tinggi Keagamaan Islam/PTKI), this paradigm carries deeper urgency, considering that Islamic education normatively embodies values of justice, equality, compassion, and respect for human dignity. Thus, integrating inclusive values into PTKI educational policies is not merely administrative, but also a manifestation of Islamic teachings oriented toward *rahmatan lil-'ālamīn* (Kholidin et al., 2024; Setiawan, 2026).

Nevertheless, the implementation of inclusive education policies in Indonesia, particularly at the higher education level, continues to face structural, cultural, and pedagogical challenges (Iman et al., 2025; Muhibbin, 2021; Riswari et al., 2022; Ruhama et al., 2025; Tanzi & Hermanto, 2024). According to the Education Statistics report by Statistics Indonesia (2022), only around 2.8% of persons with disabilities can complete higher education, which is significantly lower than the rate for non-disabled populations. The 2020 Long Form Population Census results reinforced this finding, showing that most persons with disabilities remain at the basic education level or below, greatly limiting access to higher education (BPS, 2024).

These conditions suggest a discrepancy between the normative policy frameworks that guarantee inclusive education and their practical implementation

within higher education institutions (Afif, 2025; Fahrurrosi et al., 2025). In the context of Islamic higher education institutions (Perguruan Tinggi Keagamaan Islam/PTKIs), these challenges become increasingly complex, as they involve providing access and ensuring the effectiveness of policy implementation within institutional systems and academic practices. Therefore, a more in-depth analysis is needed to understand how inclusive education policies are implemented at PTKIs, particularly in relation to their actual institutional-level practices.

In the conte of PTKI, these challenges are further complicated by theological, cultural, and institutional factors. From a theological perspective, Islam provides a strong foundation for promoting inclusive values. The Qur'an affirms that human diversity is a *sunnatullah* intended for mutual understanding rather than discrimination: "*O humankind, indeed We created you from a male and a female, and made you into nations and tribes so that you may know one another*" (Q.S. Al-Hujurāt [49]: 13)(Kementrian Agama RI, 2019). Interpreters of the Qur'an understand this verse to affirm the principles of equality and respect for human diversity. Shihab (2012) explains that the verse conveys the concept of the fundamental equality of all humans, regardless of social or biological background.

Furthermore, the hadith of Prophet Muhammad (peace be upon him), that "Seeking knowledge is obligatory for every Muslim" (narrated by Ibn Majah, no. 224), reinforces the idea that education is a universal right, free from discrimination. Thus, inclusivity in Islamic education is not merely an adoption of Western paradigms. Rather, it reflects the values of *rahmatan lil-'ālamīn* and the *ta'dīb* paradigm, integrating knowledge, practice, and moral formation (Fahmi et al., 2025; Kusnadi et al., 2025; Setiawan, 2025).

In Indonesia, inclusive education has emerged as an initiative to expand educational access, enhance social participation, and strengthen respect for learner diversity (Biantoro & Rahmatullah, 2024; Nabiela & Ulfatin, 2023). While various studies indicate that inclusive education contributes to social integration, tolerance, and learning adaptation for students with special needs, most studies continue to focus on learning practices and educational services at the primary and secondary school levels(Akbar et al., 2023; Andini et al., 2020; Minsih & Hidayat, 2022; R. Madhakomala et al., 2025).

Consequently, studies on inclusive education within Islamic higher education institutions remain relatively limited, particularly those examining the resilience of inclusive education as part of an adaptive, integrated, and sustainable

institutional system (Ainscow, 2020). Previous studies in PTKI and Islamic education contexts have generally focused on service accessibility, learning strategies, and the provision of facilities for students with disabilities (Nofiaturrehman & Rahmawati, 2023; Riyadi, 2021). However, the resilience of inclusive education policies, institutional adaptability, integration of inclusive values into academic culture, and sustainability of inclusive education implementation in PTKI environments have not been extensively analyzed. In this regard, Talcott Parsons's structural-functional perspective through the AGIL framework is relevant for understanding how higher education institutions maintain stability while responding to social change and demands for educational inclusion. The success of inclusive education in PTKI depends not only on the availability of services and supporting facilities but also on the institutional system's ability to adapt, achieve goals, integrate, and maintain latent patterns amid limited resources and the organizational dynamics of higher education institutions (Parsons, 1987).

In this context, IAIN Pontianak is a relevant case study due to its multicultural social environment and growing commitment to inclusive educational practices in Islamic higher education. As a State Islamic Higher Education Institution in West Kalimantan, IAIN Pontianak operates in a socially diverse environment characterized by ethnic, cultural, and religious plurality. This makes inclusivity an important aspect of its educational development. In recent years, IAIN Pontianak has demonstrated efforts to improve educational access and learning support for students with diverse needs. This provides a relevant setting for examining the resilience of inclusive education policies in PTKI contexts.

Therefore, this study examines the resilience of inclusive education policies at IAIN Pontianak, emphasizing four key aspects: (1) adapting policy to the diverse student needs, (2) achieving inclusive education goals, (3) integrating policies into the academic system and campus culture, and (4) maintaining sustainable policy patterns despite structural and cultural challenges. This study's results are expected to contribute to the development of an inclusive Islamic education paradigm at the higher education level and to serve as a practical reference for PTKI policy development across Indonesia.

B. RESEARCH METHODS

This study employed a descriptive qualitative research design to examine the implementation and sustainability of inclusive education policies in Islamic higher education institutions (Perguruan Tinggi Keagamaan Islam/PTKI). The study was conducted at IAIN Pontianak, an Islamic higher education institution in West Kalimantan that has begun developing inclusive education practices. The institution was selected due to its multicultural academic environment and growing commitment to inclusive education policies and services. The study was conducted from August 2025 to March 2026 and involved 16 participants, including two institutional leaders, five lecturers, three administrative staff members, and six students. Participants were purposely selected based on their direct involvement in and experiences with the implementation of inclusive education practices at IAIN Pontianak. Data were collected through in-depth interviews, observations of learning and academic service processes, and document analysis, including institutional policies, curricula, and student service programs. The data obtained provided a comprehensive understanding of the policy dimensions, implementation processes, and the dynamics of inclusive education practices within higher education institutions. Data analysis was carried out using Miles, Huberman & Saldana's (2014) interactive model, which consists of three stages: data reduction, data display, and conclusion drawing. To ensure data validity, the study employed source and method triangulation techniques. All findings were analyzed using Talcott Parsons' AGIL framework to explain the functional mechanisms within inclusive education policy. Within this framework, the study examines how institutions adapt to structural challenges and student needs (adaptation); how inclusive education policies achieve equitable educational goals (goal attainment); how policy integration occurs within the academic system and campus culture (integration); and how these policy patterns are maintained and sustained over time (latency).

C. RESULT AND DISCUSSION

1. Inclusive Education Policy at IAIN Pontianak

Inclusive education is an educational approach that emphasizes providing equitable access, participation, and learning opportunities for all students without exception, including those with special needs (Navas-Bonilla et al., 2025; Singh, 2024; Yuantini, 2025). It is not merely oriented toward the physical acceptance of students within educational institutions, but also entails systematic efforts to accommodate diversity through curriculum adjustments, instructional methods, and support services to individual needs (Leersnyder et al., 2025; Sudarso et al., 2024). Furthermore, the implementation of inclusive education must fulfill four core

principles: equity in quality improvement, diversity, meaningfulness, and engagement (Kementerian Pendidikan dan Kebudayaan, 2011). These principles ensure that inclusive education expands access, provides meaningful learning experiences, and promotes the active participation of all learners in the educational process (Malizal & Najib Aulia Rahman, 2024; Mukholadun, 2024).

In the context of higher education, implementing inclusive education requires institutional policies that are normative, operational, and applicable. This ensures that the principles of inclusivity are realized in everyday educational practices rather than remaining at the level of discourse (Tyrone 2025; Sujannah et al., 2025).

At IAIN Pontianak, significant progress has been made in the area of inclusive education policy, particularly in terms of operational regulations. This progress is reflected in the issuance of IAIN Pontianak Rector's Decree Number 381 of 2024, which outlines guidelines for services for students with disabilities. This decree primarily guides the implementation of inclusive education on campus, shifting the approach from normative to technical and implementative.

Substantively, the guideline asserts that inclusive education implementation at IAIN Pontianak is based not only on internal institutional needs but also on broader legal frameworks at the national and international levels. References to various regulations, such as the National Education System Law and the Disability Law, as well as policies regarding reasonable accommodations for students with disabilities, demonstrate that this policy is legitimate and aligns with national education policy.

Furthermore, through this operational regulation, IAIN Pontianak affirms its commitment to ensuring equal educational rights for students with disabilities. This commitment is demonstrated by providing inclusive, high-quality services in various areas, including the new student admissions process, teaching and learning activities, and academic evaluation. These services include modifications to selection systems, sign language interpreters, flexible exam schedules, and accessible learning materials (Interview with the Disability Corps, 2026).

The policy goes beyond academic aspects to encompass strengthening support services. These services include providing disability-friendly facilities and infrastructure, building the capacity of lecturers and administrative staff, and strengthening institutions through dedicated service units. These efforts

demonstrate a holistic policy approach that covers structural, pedagogical, and cultural dimensions within a unified, inclusive education system.

Thus, it is clear that the inclusive education policy at IAIN Pontianak has been significantly reinforced through concrete operational regulations. Rector's Decree Number 381 of 2024 represents the institution's commitment and functions as a guideline for achieving an inclusive, equitable, and rights-based higher education environment.

In practice, however, this policy continues to operate within the tension between normative commitments and practical implementation. To understand how inclusive education policies are systematically and sustainably implemented at IAIN Pontianak, a more comprehensive analysis is required. This analysis must examine regulatory aspects and the interconnections among elements within the educational system.

In this context, this study uses Talcott Parsons's social system theory, as expressed through the AGIL framework (Adaptation, Goal Attainment, Integration, and Latency), to analyze the resilience of IAIN Pontianak's inclusive education system. This approach provides a deeper understanding of the institution's ability to adapt, achieve goals, promote integration, and uphold inclusive values in the long term.

2. Adaptation, Goal Attainment, Integration, and Pattern Maintenance in the Inclusive Education Policy at IAIN Pontianak

Referring to Talcott Parsons's theory of social systems, the resilience of inclusive education policies in Islamic higher education institutions, particularly at IAIN Pontianak, can be analyzed using the AGIL scheme. This scheme consists of four primary functions: adaptation, goal attainment, integration, and latency (Parsons, 1987). Adaptation refers to the system's ability to adjust to its environment and manage its resources. Goal attainment relates to the system's capacity to formulate and achieve its predetermined objectives. Integration concerns the system's ability to coordinate relationships among its internal components. Meanwhile, latency (pattern maintenance) pertains to the system's efforts to preserve the values, norms, and motivations that support its continuity.

These four functions operate within an interrelated action system comprising the behavioral, personality, social, and cultural. According to Merton (1968), if one of these functions does not operate optimally, the system may

experience dysfunction. Therefore, analyzing the inclusive education policy at IAIN Pontianak is essential to understanding the extent to which these four functions operate synergistically to sustain the system.

a. Adaptation

Adaptation refers to an institution's ability to adjust to environmental needs while simultaneously conditioning the environment to align with the requirements of an inclusive education system. In higher education, this capacity is crucial given the increasing complexity of student characteristics and social change dynamics that demand a more responsive, flexible, and equitable education system.

At IAIN Pontianak, the implementation of inclusive education policy can be evaluated based on three key indicators: the provision of supportive regulations, the strengthening of human resources, and the establishment of units or services specifically oriented toward inclusive education. These three indicators demonstrate that adaptation occurs not only at the policy level, but also at the structural and cultural levels within the institution.

In terms of regulation, IAIN Pontianak's inclusive education policy refers to policy documents that integrate inclusive principles. These regulations are manifested in internal policies that govern the provision of educational services for students with special needs. This provides clear and systematic direction for implementing inclusive education at the institutional level. The Rector's Decree Number 381 of 2024 outlines the Guidelines for Services for Students with Disabilities and serves as the reference for implementing inclusive education services within the campus environment (Interview with the Disability Corps, 2026).

In terms of human resources, adaptation is demonstrated by efforts to strengthen the capacity of lecturers and administrative staff to support inclusive learning. This is evident in lecturers' and staff's growing awareness of diverse student characteristics, including those with special needs. Thus, adaptation touches upon not only administrative matters but also the professional competence and social sensitivity of educational actors. In this context, human resource readiness is a key factor in the success of implementing inclusive education policies.

Furthermore, the presence of students with special needs at IAIN Pontianak serves as an important indicator of the extent to which inclusive education policy has been implemented. According to the research data, 22 students with special needs are enrolled at IAIN Pontianak, distributed across five faculties. Their needs

are classified as physical, mental, intellectual, and sensory (Interview with the Disability Corps, 2026). The presence of these students indicates that access to higher education is becoming more inclusive. However, this simultaneously demands that institutions be ready to develop adaptive and responsive learning strategies to meet student needs.

At the level of instructional implementation, adaptation is evident through the provision of human resources that support inclusive learning processes. For example, sign language interpreters assist students with special needs during lectures (Interview with the Disability Corps, 2026). This demonstrates that adaptation is not just a concept, but also a practical reality in the classroom.

Additionally, adaptation is reflected in the establishment of the Center for Disability Services and Inclusive Education (PLDPI) at IAIN Pontianak. The PLDPI functions as a strategic center for planning, coordinating, evaluating, and supervising the implementation of special services for students with disabilities. The existence of PLDPI affirms that the institution provides policies and builds structured support systems for inclusive education implementation.

Functionally, the PLDPI carries out several main roles. First, in the planning phase, the PLDPI formulates and proposes programs and policies for special services tailored to the needs of students with disabilities. Second, PLDPI coordinates assistance services involving tutors, volunteers, and support from lecturers and administrative staff to ensure integrated services. Third, PLDPI disseminates information about inclusive services to the entire academic community to promote awareness and an inclusive campus culture. Finally, in the area of evaluation, the PLDPI periodically reviews the implementation of service programs to inform continuous improvement and quality enhancement.

Thus, the ability of IAIN Pontianak to adapt to inclusive education policies is evident in its comprehensive response to student needs, whether through regulatory strengthening, human resource capacity building, or the provision of specialized service units. This shows that the adaptation is not just reactive, but also oriented toward developing an inclusive, sustainable, and socially just education system.

b. Goal Attainment

Goal attainment refers to the system's capacity to formulate, implement, and continuously evaluate inclusive education policies. In this context, the vision of IAIN Pontianak as an excellent, open higher education institution reflects its institutional

commitment to providing inclusive, equitable, and high-quality educational services to all students, including those with disabilities. This vision is not merely normative; it serves as a strategic foundation that guides the formulation of policies and educational practices responsive to diversity. Consequently, IAIN Pontianak is strategically positioned to develop inclusive education, ensuring not only expanded access but also study sustainability and enhanced learning experiences for all students.

To operationalize this vision, IAIN Pontianak established the *Pedoman Layanan Mahasiswa Disabilitas* (Guidelines for Services for Students with Disabilities) through Rector's Decree Number 381 of 2024. This decree serves as the main reference for implementing inclusive education on campus (Interview with the Disability Corps, 2026). The guidelines function as a regulatory framework that governs various aspects of student services, including academic access, learning processes, and support for facilities and infrastructure for students with disabilities. Its existence shows that the goal is not only conceptualized at a normative level, but also reinforced through structured, operational policy instruments.

Furthermore, the goals of inclusive education at IAIN Pontianak have been translated into various strategic programs and measurable performance indicators. This shows that goal attainment does not stop at the normative level but rather is realized through concrete actions that can be systematically evaluated. Implementation includes providing broad access for students with special needs and ensuring their well-being and continuity of study. One tangible example of this commitment is the tuition fee or *Uang Kuliah Tunggal* (UKT) exemption policy for students with disabilities, in accordance with the applicable Rector's Decree. This policy reflects the institution's commitment to the principles of equity and justice (Interview with the Disability Corps, 2026).

At an advanced stage, inclusive education goals are reflected in the curriculum as part of the internalization of inclusive values within the academic system. This integration occurs not only implicitly, but also through structured academic policies. For example, the Faculty of *Tarbiyah* and Teacher Training (FTIK) at IAIN Pontianak has made inclusive education a compulsory course (IAIN Pontianak Public Relations, 2024). This policy illustrates a systematic effort to raise awareness and promote understanding and competence among students, especially prospective educators, in implementing inclusive principles in educational practice.

Overall, the achievement of inclusive education goals at IAIN Pontianak demonstrates a strong alignment between the institutional vision, regulatory

strengthening, program implementation, and curriculum integration. This affirms that the success of goal attainment is determined by normative commitment, consistency, policy implementation, and the institution's capacity to sustainably internalize inclusivity values into its academic system. Thus, the goals of inclusive education are realized not only at the administrative level, but also through actual practices and an inclusive academic culture.

c. Integration

In a social context, integration refers to the process by which the relationships among a system's components operate coherently and harmoniously. According to Talcott Parsons, integration is the system's ability to coordinate relationships among individuals, groups, and subsystems to produce cohesion, which supports the stability and continuity of the social system (Parsons, 1987). This function unifies various elements and establishes productive interdependencies among the system's components.

In the context of inclusive education, integration plays a strategic role in ensuring that all internal and external elements of an institution can collaborate to achieve equitable and just educational goals. Integration involves not only relationships among actors within the institution but also partnerships with external stakeholders to strengthen the inclusive education system.

The implementation of inclusive education policies at IAIN Pontianak involves building cross-institutional collaborations and engaging multiple stakeholders in supporting inclusive education practices. An example of institutional-level integration is the Memorandum of Understanding (MoU) between the National Commission on Disability of the Republic of Indonesia and IAIN Pontianak regarding the Tridharma of Higher Education. The MoU is numbered B-3964/In.15/HM.01/11/22 and was signed on November 14, 2022. This collaboration strategically strengthens the implementation of inclusive education by fostering synergy between higher education institutions and a national body that has authority over disability-related issues.

Additionally, institutional integration is reinforced through a Cooperation Agreement (*Perjanjian Kerja Sama* or PKS) between the Center for Disability Services and Inclusive Education at the Institute for Research and Community Service (LPPM) of IAIN Pontianak and the Disability Services Center at LPPM UIN Sunan Kalijaga Yogyakarta. This partnership demonstrates efforts to strengthen inter-university networks in developing inclusive education, particularly by sharing best practices, enhancing institutional capacity, and improving services for students

with disabilities. This collaboration shows that integration extends beyond internal institutional boundaries and has evolved into a broader collaborative network.

Furthermore, integration is also reflected through the involvement of various stakeholders in inclusive programs on campus. IAIN Pontianak positions students not only as objects of policy but also as active subjects in cultivating an inclusive culture. This is evident in the participation of both disabled and non-disabled students in various inclusive activities, such as volunteering for the International Day of Persons with Disabilities commemoration. This involvement creates equitable interaction spaces among students and fosters empathy, awareness, and respect for diversity through social learning.



(Source: Public Relations Office of IAIN Pontianak, 2025).

Figure 1. Students of IAIN Pontianak volunteer at the International Day of Persons with Disabilities commemoration.

Student participation in such activities is not merely ceremonial, but also reflects the institution's commitment to integrating inclusive values into campus culture. By directly participating in inclusive programs, students gain social experiences that deepen their grasp of equality and justice principles in education. Thus, integration occurs at the policy, institutional, social interaction, and student learning experience levels.

Integration is also manifested through collaboration among campus units, such as the Institute for Research and Community Service (LPPM) of IAIN Pontianak, collaborating with various relevant stakeholders. These activities demonstrate an effort to create spaces for dialogue, knowledge exchange, and institutional capacity

building in developing inclusive programs. Accordingly, inclusive education is not the responsibility of a single unit, but rather part of a collective movement within the institution.

Overall, the implementation of inclusive education policies at IAIN Pontianak demonstrates synergy among institutional policies, external partnerships, and various internal campus elements. This affirms that inclusive education cannot operate in a fragmented manner, but rather requires coherence among diverse stakeholders and supportive systems. Consequently, the established integration is not only administrative but also cultural, reinforcing the creation of an inclusive, collaborative, and sustainable academic environment.

d. Latency

Latency is a system's ability to preserve and reproduce the values, norms, and cultural patterns that support inclusive education policies. In this context, cultural aspects are crucial to the long-term success of implemented policies. At IAIN Pontianak, for example, latency can be observed through institutional efforts to foster an inclusive academic culture. These efforts include disseminating inclusive values in academic and non-academic activities.

One form of latency is reflected in the strengthening of institutional structures through the establishment of inclusive services, such as the Disability Services Center. This centre embodies inclusive values, fostering an accessible campus environment through administrative, educational and cultural initiatives. It also supports the development of non-academic potential among students with special needs. For example, students with disabilities are allowed to pursue careers as athletes through connections with the National Paralympic Committee Indonesia (NPCI) of West Kalimantan, which provides professional training. This demonstrates that inclusive values are reproduced not only in academic settings, but also in students' holistic development and achievement of their talents.

The following interview reinforces this idea: "The disability services on this campus support our academic needs and open opportunities for us to develop our potential in non-academic fields, such as sports. The campus even connects us with the NPCI in West Kalimantan so we can receive professional training." (Interview with the Disability Corps, 2026)



(Source: Public Relations Office of IAIN Pontianak, 2025).
Figure 2. Outstanding Students with Disabilities at IAIN Pontianak

In addition, institutional symbols, slogans, and core values serve as media for strengthening the internalization of an inclusive culture within the campus environment. The institution's commitment is reflected in its vision and mission, which emphasize justice, equality, and access to education for all. Narratives of inclusivity are communicated through campus media such as publications, official activities, and institutional communications. The institution's image as a disability-friendly campus has been strengthened by the establishment of the first inclusive service unit in West Kalimantan. This unit symbolizes the institution's commitment to inclusive education.

Nevertheless, several suboptimal aspects hinder pattern maintenance, including: (1) The academic community's understanding of and sensitivity toward inclusivity issues is uneven, particularly at the classroom implementation level. (2) Programs aimed at building an inclusive culture tend to be incidental and not sustainable yet. (3) The integration of inclusivity values into formal policies and internal quality assurance systems is not yet fully optimized. (4) Limited resources, in the form of continuous training and supporting facilities, pose challenges in strengthening an inclusive culture within the campus environment.

Without strengthening these aspects, the long-term sustainability of inclusive education policies may weaken. According to the AGIL analysis, the resilience of inclusive education policies at IAIN Pontianak depends heavily on the

institution's ability to carry out the functions of adaptation, goal attainment, integration, and pattern maintenance simultaneously. An imbalance in any one of these functions has the potential to cause system dysfunction, thus requiring continuous strengthening across all aspects.

Through an analytical discussion of inclusive education policies at IAIN Pontianak using Talcott Parsons' social system approach and the AGIL scheme (adaptation, goal attainment, integration, and latency), it becomes clear that these four functions are interconnected and form an integrated systemic whole. No single function stands alone, but rather influences the others in supporting the sustainability and resilience of inclusive education policy implementation within the institution.

The following diagram illustrates the systemic connections between Adaptation, Goal Attainment, Integration, and Latency in supporting the sustainability of inclusive education policies at IAIN Pontianak, providing a more comprehensive illustration of the interrelationship among these four functions within the social system framework.



Figure 3. Institutional Resilience Model of Inclusive Education Policy at IAIN Pontianak Through the AGIL Framework

Figure 3 illustrates the resilience model of inclusive education policy at IAIN Pontianak, which is based on Talcott Parsons' AGIL framework. The process begins with the adaptation dimension, reflected through regulatory strengthening, human resource capacity building, disability support services (PLDPI), and inclusive learning support. These adaptive mechanisms support achieving institutional goals by implementing inclusive education policies, tuition fee exemption programs, and an inclusive curriculum, as well as ensuring equal educational access for students with disabilities. The integration dimension is demonstrated through institutional

cooperation, collaboration with external stakeholders, internal coordination, and active student participation in inclusive campus activities. The latency or pattern maintenance dimension is reflected in efforts to strengthen inclusive campus culture, disseminate inclusive values, support the development of students' potential, and maintain the sustainability of inclusive educational practices despite existing challenges. These dimensions are interconnected, demonstrating that the resilience of inclusive education policies at IAIN Pontianak depends on institutional synergy, continuous adaptation, and strengthening an inclusive culture within Islamic higher education.

D. CONCLUSION

This study reveals that the inclusive education policy of IAIN Pontianak reflects systematic efforts to create an equitable and responsive higher education environment that meets the needs of diverse students, especially those with disabilities. Using Talcott Parsons' AGIL framework, the study shows that the resilience of inclusive education policies depends on institutional adaptability, clear goals, system integration, and the sustainability of inclusive values in campus culture. This study's main novelty lies in its analysis of inclusive education in Islamic higher education institutions (Perguruan Tinggi Keagamaan Islam/PTKI) from the perspective of institutional resilience, an aspect that has received limited attention in previous studies. Theoretically, this study contributes to the development of inclusive Islamic education studies by applying the AGIL framework to analyze inclusive education policies in higher education contexts. Practically, the findings provide PTKI institutions with insights for developing adaptive and sustainable inclusive education systems. However, this study is limited to a single case study at IAIN Pontianak and primarily reflects institutional perspectives. Therefore, future studies are recommended to conduct comparative research across PTKIs and explore the lived experiences of students with special needs more deeply through phenomenological or ethnographic approaches.

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