

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.

ABSTRAK

Pendidikan adalah hak fundamental setiap anak tanpa pengecualian, seperti yang ditekankan dalam Tujuan Pembangunan Berkelanjutan (SDGs), khususnya SDG 4, yang mendorong pendidikan yang inklusif, adil, dan berkualitas. Namun, kenyataan di tingkat desa, termasuk di Kabupaten Bondowoso, masih menunjukkan tingginya jumlah putus sekolah akibat kemiskinan, pernikahan dini, fasilitas yang terbatas, dan kurangnya kebijakan lokal yang responsif terhadap beragam kebutuhan anak-anak. Studi ini bertujuan menganalisis kebijakan pendidikan inklusif bagi anak-anak yang tidak bersekolah di desa-desa di seluruh Kabupaten Bondowoso dari perspektif SDGs desa. Penelitian ini menerapkan pendekatan yuridis dan empiris menggunakan metode kualitatif. Data dikumpulkan melalui studi dokumen kebijakan regional, observasi lapangan, dan wawancara mendalam dengan pejabat desa, perwakilan departemen pendidikan, dan anggota komunitas. Temuan mengungkapkan bahwa kebijakan pendidikan inklusif di tingkat desa tetap normatif dan belum terintegrasi secara optimal dengan indikator SDG. Peran desa dalam mendukung pendidikan alternatif atau program pendidikan kesetaraan belum maksimal karena regulasi teknis, sumber daya manusia, dan penganggaran berbasis SDG yang terbatas. Studi ini merekomendasikan perlunya memperkuat kebijakan pendidikan inklusif di tingkat desa melalui sinergi antara pemerintah desa, sekolah, dan lembaga terkait, serta perumusan Peraturan Desa yang memprioritaskan kelompok rentan. Melalui pendekatan ini, desa-desa dapat berperan tidak hanya sebagai pelaksana teknis tetapi juga sebagai agen perubahan sosial yang mendukung hak atas pendidikan bagi semua anak secara berkelanjutan.

Kata kunci: pendidikan inklusif, putus sekolah, kebijakan desa, SDGs desa, Bondowoso.