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Adaptive Law For Inclusivity : Regulatory Reform Sports Education for The bearer Disability in the Perspective of Human Rights Man

Gevan Naufal Wala¹, Anindya Nikeisha Wala²

¹Faculty of Law, Tarumanagra University, Jakarta, Indonesia, gevannaufall@gmail.com

²SMKN 4 Kota Jambi, Jambi, Indonesia, anindyanikeishaw@gmail.com

Corresponding Author: anindyanikeishaw@gmail.com²

Abstract: This research aims to analyze the reform of educational sports regulations for persons with disabilities in Indonesia from a human rights perspective. Through normative legal research with a socio-legal approach, the study examines the gap between international legal frameworks and national regulations regarding inclusivity in educational sports. The results show that educational sports regulations in Indonesia have not fully accommodated the principles of reasonable accommodation and universal design as mandated by the UN Convention on the Rights of Persons with Disabilities. An adaptive law model that integrates human rights perspectives, participation of persons with disabilities in policy-making, and learning from international best practices is recommended as a reform framework. The development of adaptive and inclusive regulations must prioritize accessibility, availability, and quality of educational sports services as a form of fulfilling the rights of persons with disabilities in education and social participation.

Keywords: Adaptive Law, Inclusivity, Sports Education, Disability Disability, Rights Basic Man

INTRODUCTION

Access to sport education is fundamental rights for every individuals , including sufferer disability. However , the regulation sport education in Indonesia is still show inequality in accommodate need sufferer disability , so that create obstacle structural for participation they in activity sports in the environment education (Adinda & Tarsidi , 2019). Conditions This highlight the urgency of comprehensive regulatory reform with adopt perspective right basic man For ensure inclusivity in system sport education national.

Ministry of Education and Culture data 2021 shows that level participation sufferer disability in activity sport education only reached 24.3% , far below level participation non- disabled students reached 68.5 % (Ministry of Education and Culture , 2021). The gap participation This No solely caused by individual factors , but rather is manifestation from obstacle systemic in

regulation and implementation of sports programs education that has not been perspective inclusive .

Rights perspective basic man in regulation sport education become important remember ratification UN Convention on the Rights of Persons with Disabilities Disabilities (CRPD) by Indonesia through Constitution Number 19 of 2011. Convention This in a way explicit confess right sufferer disability For participate in life culture , recreation , entertainment and sports with base equality (Article 30), as well as right on education inclusive (Article 24). However , harmonization between commitment international with regulation national in the field of sport education Still show gap significant (Tarsidi , 2018).

Inequality regulation sport education for sufferer disability covers a number of aspect fundamental . First , Law Number 3 of 2005 concerning System National Sports yet give adequate attention to the dimensions accessibility and principles reasonable accommodation in context sport education . Second , the regulations its derivatives tend treat sport for sufferer disability as a separate domain (segregative) rather than as an integral part of system sport education (Puspitasari , 2020). Third , existing regulations Not yet arrange in a way concrete about standard accessibility facility sport education , provision equipment adaptive , and training special for power educator For implementing a sports program inclusive (Rizki , 2021).

Draft law adaptive law developed by Arnold and Gunderson (2013) offers framework relevant theoretical For understanding regulatory reform for sufferer disability . Adaptive law characterized by flexibility , responsiveness to change , recognition will diversity , and participation inclusive in the process of making policy . Approach This potential bridge gap between rigid regulation with need dynamic and diverse from sufferer disability in context sport education .

Inclusivity as principle base in regulatory reform refers to the effort proactive For ensure that systems , environment and policies designed For accommodate diversity condition humans , including disability . In the context of sport education , inclusivity means ensure that sufferer disability own access , opportunity participate , and equal benefits from the sports program at the institution education (Rieser, 2012).

Based on background behind said , research This submit formulation problem as following:

1. How condition existing regulation sport education for sufferer disability in Indonesia reviewed from perspective right basic man ?
2. How is the legal model adaptive can applied in regulatory reform sport education For realize inclusivity for sufferer disability ?
3. Steps strategic what is needed in regulatory reform sport education for sufferer disability based on perspective right basic man ?

Study This aiming For analyze condition existing regulation sport education for sufferer disability from human rights perspective , developing a legal model adaptive For sport education inclusive , and formulate recommendation policy for regulatory reforms that promote inclusivity and fulfillment right sufferer disability.

METHOD

Study This is study law normative with approach socio -legal, which combines analysis doctrinal to instrument law with perspective interdisciplinary For understand context social from regulation sport education for sufferer disability . Approach This chosen For get understanding

comprehensive about gap between legal norms and their implementation in reality social (Banakar & Travers, 2005).

Research data sources covering material primary, secondary and tertiary law . Primary legal materials consist of from regulation legislation national and instruments law relevant international laws , such as the 1945 Constitution, Law No. 3 of 2005 concerning System National Sports , Law no. 8 of 2016 concerning The bearer Disability , Law No. 20 of 2003 concerning National Education System , UN Convention on the Rights of Persons with Disabilities Disability , and regulations its derivatives . Legal materials secondary covers literature academic in the form of journal , book , results research , and reports from organization national and international related with law sports , disability and rights basic human . Legal material tertiary covering dictionary laws and encyclopedias that provide explanation terms technical .

Data collection techniques were carried out through studies library and documentation with identify , classify , and analyze sources relevant written with Topic research . Data analysis using method analysis content qualitative with human rights approach , which emphasizes the identification and interpretation meaning from text law in the relation with principles right basic man such as non- discrimination , participation , empowerment , and accountability (De Schutter, 2014).

Framework analysis used is theory law adaptive from Arnold and Gunderson (2013) and the theory inclusivity from Rieser (2012). Adaptive law offer perspective about How system law can adapt with need dynamic social , while theory inclusivity give runway normative For evaluation policy from perspective equality and non- discrimination . Both theory This used For analyze gap regulation sport education and developing a responsive reform model to need sufferer disability.

RESULT AND DISCUSSION

International Legal Framework on the Rights of Persons with Disabilities Disability in Sport

Framework law international about right sufferer disability in sport based on several instrument key , with UN Convention on the Rights of Persons with Disabilities Disability (CRPD) as runway main . Article 30 paragraph (5) CRPD in full specific arrange about right sufferer disability For participate in activity sports , which obliges the participating countries For :

1. Encourage and promote participation sufferer disability in activity sport common to all level ;
2. Ensure chance For organizing , developing , and participating in activity sports and recreation special disability ;
3. Ensure access sufferer disability to places sports , recreation and tourism ;
4. Ensure children sufferer disability own equal access For participate in activity play , recreation and sport , including in the local environment schools (United Nations, 2006).

In addition to the CRPD, the Universal Declaration of Human Rights Human Rights (UDHR) provides runway for right on education (Article 26) and rights For participate in life culture community (Article 27), which becomes base interpretation right on sport education . Covenant International on Economic, Social and Cultural Rights (ICESCR) through Article 13 recognizes right everyone above education , which includes education physical as integral components (United Nations, 1966).

Regional instruments such as Charter Sport The revised European Sports Charter in 2021 also provides confession to sport as right the basic principles that must be accessible to everyone

without discrimination, including sufferer disability. Charter This emphasize importance approach inclusive in development policy sport (Council of Europe, 2021).

UNESCO through Charter International Physical Education, Activities The 2015 International Charter of Physical Education, Physical Activity and Sport emphasizes that access to education physical, activity physical, and sports is fundamental rights for all man without discrimination. Charter This in a way explicit confess that the education program physical, activity physical, and sports must inclusive and accommodating diversity needs and capabilities (UNESCO, 2015).

Committee Olympic International (IOC), through Charter The Olympic Charter also affirms commitment towards non-discrimination and recognition sport as right basic human. Although focus mainly in sports competitive, charter This give runway normative for development inclusive sports in various levels, including level education (IOC, 2020).

Development significant in framework law international is confession to approach based on rights (rights-based approach) in policy sports, which shifts paradigm from the charity model and the medical model disability towards a social model that emphasizes deletion obstacle structural and attitudinal social restrictions participation sufferer disability (Kiuppis, 2018). Approach This put sufferer disability as subject the law that has rights, not as object twelve pity or intervention medical.

Principles the basis set in framework law international includes:

1. Non-discrimination and equality, which emphasizes deletion obstacle participation;
2. Accessibility, which includes access physique to facility sports and access programmatic to activity sport;
3. Participation full and effective, which ensures involvement sufferer disability in all aspect sport;
4. Reasonable accommodation, which requires necessary adjustments For ensure participation equivalent;
5. Universal design, which promotes development sports facilities and programs that can accessible to everyone (De Jong et al., 2020).

Regulation Sports Education in Indonesia: Existing Conditions

Regulation sport education in Indonesia has runway constitutional in Article 28C paragraph (1) of the 1945 Constitution which guarantees right every citizens for develop self through fulfillment need basically and get education. Article 31 of the 1945 Constitution specifically more specific arrange about right on education for every citizens. Although No in a way explicit mention sport education or right sufferer disability, articles the give runway for development more regulation specific (Muthmainnah, 2019).

Law No. 20 of 2003 concerning The National Education System is framework base organization education in Indonesia, including education physical and sports as part from curriculum must. Article 5 paragraph (2) confirms that "citizens who have abnormality physical, emotional, mental, intellectual, and/ or social entitled to obtain education" special." Article 32 regulates more carry on about education special for participant students who have level difficulty in follow the learning process Because abnormality physical, emotional, mental, social, and/ or own potential intelligence and talent special.

Even though the National Education System Law give runway for education inclusive, analysis to regulation This show that the approach used Still tend adopting a medical model disabilities who see "abnormalities" as characteristics individual, not as results from interaction

between individual with environment that is not accessible . Terminology of " abnormality " and approaches " special " education is used in this law reflect paradigm segregative conflict with principle inclusivity in the CRPD (Tarsidi , 2018).

Law No. 3 of 2005 concerning System National Sports in general specific arrange about organization sports in Indonesia, including sport education . Article 1 paragraph (11) defines sport education as " a sport that is carried out as part of a regular and continuous educational process For to obtain knowledge , personality , skills , health and fitness " Article 18 regulates more carry on that " sports education held as part of the educational process " and " is implemented well on track formal and non-formal education through activity intracurricular and/ or extracurricular ."

Related sufferer disability , System Act National Sports introduces the concept of " sports" sufferer defect " in Article 30, which is defined as a " special sport " done in accordance with condition abnormality physical and/ or mental state of a person ." Definitions and approaches This show that regulation sports in Indonesia are still positioning sufferer disability in framework segregative , not inclusive , which is contradictory with the spirit of the CRPD (Puspitasari , 2020).

Regulation Government Regulation No. 17 of 2007 concerning Organizing Weeks and Championships Sports and Rules Government Regulation No. 18 of 2007 concerning Funding Sports also not give attention specifically on the aspect inclusivity and accessibility for sufferer disability in context sport education . This is reflect gap regulation in accommodate need sufferer disabilities (Widiatmoko & Hadi, 2018).

Law No. 8 of 2016 concerning The bearer Disability , which is implementation from ratification of the CRPD, providing breakthrough significant with adopt approach based on rights and social models disability . Article a paragraph (2) letter j specifically explicit confess right sufferer disability in field sports , which include right For do activity sports , get education and training sports , get coaching sports , and develop industry sports . Article 10 also emphasizes right sufferer disability in field education , which includes education physical .

Although the Law on Persons with Disabilities Disability give framework progressive , implementation in form regulation derivatives , especially those related to with sport education , still Not yet comprehensive . Regulations Government Regulation No. 13 of 2020 concerning Reasonable Accommodation for Students with Disabilities Disability Not yet in a way specific arrange about accommodation in context sport education (Rizki , 2021).

Field studies conducted by Agustina et al . (2019) showed that implementation regulation sport education for sufferer disability at the level school face various challenges , including :

1. Lack of power trained educators in to organize sport education inclusive ;
2. Limited facility accessible sports for sufferer disability ;
3. The lack of equipment adaptive For support participation sufferer disability ;
4. Lack of support financial For sports program development education inclusive ;
5. There is still stigma and low awareness about ability sufferer disability in sport .

The Gap implementation This part big caused by weakness in framework regulations that have not been give guide clear and binding operational For development sport education inclusive. The existing regulations are also not yet integrate principles like reasonable accommodation and universal design as mandated by the CRPD (Sudibyo et al., 2022).

Adaptive Legal Model For Inclusive Education Sports

Draft law adaptive law developed by Arnold and Gunderson (2013) offers framework relevant theoretical For understand and develop regulatory reform sport education for sufferer

disability . Adaptive law is an approach that acknowledges that system law must own capacity For adapt with change social and diversity need society , including need sufferer disability .

In context sport education , law adaptive can operationalized through a number of principle base :

1. **Flexibility Regulatory** : Regulation sport education need designed with flexibility that allows adjustment to diversity needs and capabilities sufferer disability . Instead set rigid standards , regulations must give room for innovation and adaptation in implementation of sports programs education (Anamoah -Mensah & Benneh , 2021).
2. **Iteration and Feedback** : The **creation** process regulation must nature iterative , with mechanism bait return that allows evaluation and improvement sustainable based on experience implementation . This is covers involvement active sufferer disability in the monitoring and evaluation process regulation (Craig, 2018).
3. **Decentralization and Contextualization** : Regulation must give room for government regions and institutions education For develop policy appropriate sport with context local , while still guard compliance to core principles such as non- discrimination and accessibility (Garmika & Sari, 2020).
4. **Multi-sector Integration** : Approach law adaptive confess that regulatory reform sport education No can stand alone , but must integrated with sectors related like education , health , infrastructure , and transportation (Tisdall, 2017).

Principle reasonable accommodation is integral components of the legal model adaptive For sport education inclusive . The CRPD defines reasonable accommodation as " necessary and appropriate modifications and adjustments , which do not burdensome in a way No proportional or No should be , if required in case certain , for ensure sufferer disability enjoy or carry out all right basic human rights and fundamental freedoms base equality with others" (United Nations, 2006).

In context sport education , reasonable accommodation can includes :

1. Modification rule games and activities sport For accommodate need specific ;
2. Provision equipment adaptive fit with type disability ;
3. Adjustment method instructional For ensure participation effective ;
4. Support addition like companion or language interpreter signal ;
5. Flexibility in assessment and evaluation achievement (Haegele & Sutherland, 2015).

Regulations that adopt principle reasonable accommodation must set minimum standards that must be met fulfilled by institutions education , at the same time give flexibility in implementation For adapt with need individual (De Jong et al., 2020).

Universal design is approach complementary to reasonable accommodation in the legal model adaptive . Universal design refers to " design products , environments , programs, and services that can used by everyone , to the maximum maybe , without need adaptation or design special " (United Nations, 2006). Approach This focus on eliminating obstacle since stage design , not through adjustment reactive .

In context sport education , universal design can applied to:

1. Facility designed sports For can accessible to everyone , including sufferer disability ;
2. Curriculum inclusive sport since stage design ;
3. Equipment sports that can used by various group with need different ;
4. System accessible information and communication for all (Lieberman et al., 2019).

Legal model adaptive For sport education inclusive is also a must accommodate spectrum approach diverse pedagogical , starting from from inclusion full (full inclusion) up to approach parallel (parallel approach). Inclusion full refers to a situation where the sufferer disability

participate in activity sport together with non- disabled with necessary modifications . Approach parallel refers to the implementation activity designed sports special For sufferer disability certain , but Still in context environment education general (Qi & Ha, 2012).

Regulations that adopt the legal model adaptive must confess that Good inclusion full and approach parallel own role in ensure access and participation maximum , depending on needs individual and context . Decisions about the most appropriate approach must involving sufferer disabilities , parents , and professionals education (McKay, 2018).

Regulatory Reform Human Rights Based Educational Sports

Integration of human rights perspectives in regulation sport education is fundamental steps in ensure inclusivity for sufferer disability . Approach This shift focus from provision service based on twelve pity going to recognition and fulfillment rights . Regulatory reform human rights based must based on the principles following :

1. **Non- discrimination and Equality** : Regulation must in a way explicit forbid discrimination to sufferer disability in context sport education and promote equality substantive , not only formal equality . This is covers deletion policies , practices , and terminology that are discriminatory , such as use the term " sports" sufferer defect " which is still there is in the System Act National Sports (Beckman, 2016).
2. **Participation** : Persons with disabilities disabilities and organizations representing them they must involved in a way active in the process of making policies and regulations sport education . The principle of "Nothing About Us Without Us" must become runway in regulatory reform . Research by Hamid et al . (2020) shows that involvement sufferer disability in the process of making policy produce more regulation responsive and effective .
3. **Accountability** : Regulation must set mechanism clear accountability For ensure implementation effective , including obligation reporting , independent monitoring , and procedures accessible complaints . Accountability also includes sanctions for institutions that do not fulfil standard inclusiveness is established (De Beco, 2019).
4. **Transparency** : Information about rights , services and sports programs education must available in an accessible format for sufferer disability . Regulation must obligatory institution education For provide information that can accessed by various group sufferer disability (Broderick, 2018).

Fulfillment right on accessibility , availability and quality is aspect central in regulatory reform human rights based . Accessibility covers No only accessibility physique facility sports , but also accessibility information , communication and technology used in sports program education . Availability refers to the existence of sports programs inclusive education at all level education and across geographic regions . Quality focuses on program standards that meet need sufferer disability and provide equivalent benefits (Reina et al., 2020) .

Terminology reform in regulation is aspect important from approach human rights based . Derogatory terminology or discriminate , such as " disabled people " defect " or " abnormality " , must replaced with more terminology honor dignity sufferer disabilities , such as " disabled " disability " . Changes terminology This reflect shift from the medical model and the charitable model towards social models and community-based models rights (Tarsidi , 2018).

Change paradigm from segregation going to inclusion is also a must reflected in regulatory reform . Instead focus on " sports sufferer defect " as a separate domain , regulation must promote

approach inclusive where sports programs education designed For accommodate diversity participant educate , including sufferer disability , since stage design (McKay, 2018).

Standard accessibility facility sport education must set in a way clear in regulation , with referring to the principles universal design . Standard This must covers No only accessibility buildings , but also accessibility equipment , space changing rooms , toilets, and spectator areas . Regulations must also be arrange about term reasonable time for do adjustments to existing facilities there is (Leyva, 2019).

Qualification power educator is factor crucial in realize sport inclusive education . Regulatory reform must set standard competence for education teachers physical in teach student with various type disability . This is covers knowledge about modification activity , usage equipment adaptive , and effective communication strategies . Regulations must also obligatory existence preservice and inservice training about education physical inclusive for teachers (Reina et al., 2020).

Allocation source adequate power is component important in regulatory reform human rights based . Regulation must set special fund allocation For sports program development education inclusive , including procurement equipment adaptive , modification facilities , and training power educators . Research by Sudiby et al . (2022) shows that one of obstacle main in implementation of sports programs education inclusive is limitations allocation budget .

Comparative Study Practice Best Regulation Inclusive Education Sports

Analysis comparative to practice best regulation sport education inclusive in various countries provides learning valuable For Indonesian context . Australia, with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, has develop framework comprehensive regulation For ensure accessibility and inclusion in sport Education . Regulation This set obligation law for institution education For provide reasonable accommodation and adopting universal design in programs and facilities sports (Australian Government, 2005).

One of aspect innovative from Australian regulations are development of the Australian Sports Commission's Disability Education Program, which provides training for teachers and trainers sport For develop competence in education physical inclusive . This program supported by the framework regulations that require institution education For ensure that staff they own required competencies For teach student with disability (Thompson et al., 2018).

In Canada, the Canadian Charter of Rights and Freedoms and province-specific Human Rights Codes provide runway law For inclusion in sport education . The Province of Ontario, through the Accessibility for Ontarians with Disabilities Act, has develop standard accessibility which includes sports arenas and recreational programs . Regulations This set progressive targets For achievement accessibility full in term time certain , with sanctions administrative for institutions that do not comply (Jeanes et al., 2018).

Initiative important in Canada is development of the Canadian Paralympic Committee's Paralympic Schools Program, which integrates sport Paralympic to in curriculum education physical . This program supported by regulations that promote literacy physique inclusive in schools (Tomasone et al., 2018).

In the UK , the Equality Act 2010 provides protection comprehensive to discrimination based on disability in all aspect life , including sport education . Law This obligatory institution education For make " reasonable adjustments " to remove loss substantive experienced sufferer disability . The Office for Standards in Education, Children's Services and Skills (Ofsted) has mandate For

evaluate implementation education inclusive , including in sport education (Vickerman & Maher, 2019).

Element innovative from approach English is the Youth Sport Trust's Inclusion 2020 project, which aims increase participation sufferer disability in sport school . Project This supported by the framework regulations that establish clear participation targets and mechanisms accountability (Maher & Fitzgerald, 2020).

In Germany, the "Unified Sports" model developed by Special Olympics Germany has integrated to in regulation education in several states . This model promote participation together between sufferer disability intellectual and non- disabled in activity sport education . Regulations at the state level , such as in Bavaria, require school For offers sports programs integrated as part from curriculum education physical (McConkey et al., 2019).

In Asia, Japan has make significant reforms in regulation sport education follow ratification of the CRPD in 2014. Act for Eliminating Discrimination against Persons with Disabilities (2013) and amendments to the Basic Act on Sports (2011) provides framework law For development sport education inclusive . The Ministry of Education, Culture , Sports , Science and Technology (MEXT) has develop guidelines specific For education physical adaptive to become reference for schools (Saito & Harada, 2021).

"Adaptive Physical Education Teacher Training Program" initiative implemented in Japanese universities is a model that can adapted For Indonesian context . This program integrate competence education physical adaptive to in curriculum teacher training , with support regulations that require certification special for education teachers physicist who teaches at school inclusive (Saito & Harada, 2021).

South Korea, through the Act on the Prohibition of Discrimination against Persons with Disabilities and Remedies (2007) and the Welfare of Persons with Disabilities Act, has develop framework comprehensive regulation For sport education inclusive . The Korea Paralympic Committee and the Korea Sports Association for the Disabled have mandate law For develop sports programs education for sufferer disability , with support budget special from government (Nam, 2019).

Practice best from various countries show a number of element the key that can adapted For Indonesian context :

1. Framework comprehensive regulation with mechanism clear implementation and accountability ;
2. Standard specific competencies for power educator in education physical inclusive ;
3. Allocation source adequate power For program development and modification facility ;
4. Integration of education physical adaptive in curriculum teacher training ;
5. Partnership between institution education , organization sports , and organizations sufferer disability ;
6. Development materials and sources Power accessible pedagogy ;
7. Monitoring and evaluation mechanisms involving sufferer disability (Haegele & Sutherland, 2015).

Recommendation Policy for Regulatory Reform

Based on analysis to condition existing , legal model adaptive , and practice best international , following is recommendation policy for regulatory reform sport education for sufferer disability in Indonesia:

1. Revision Main Legal Framework :

- a) Amendment to Law No. 3 of 2005 concerning System National Sports for adopt aligned terminology and approaches with the CRPD and Law No. 8 of 2016 concerning The bearer Disability ;
- b) Replace the concept of " sports" sufferer defective " with approach sport inclusive and sports adaptive ;
- c) Integrate principle reasonable accommodation and universal design in regulation sport education ;
- d) Develop Regulation Government special about Inclusive Education Sports that provides guide operational for implementation at the level institution education .

2. Development National Standards :

- a) Set National Accessibility Standards Facility Educational Sports which includes accessibility physical , information , and communication ;
- b) Develop Standard Physical Education Teacher Competence Inclusive which defines minimum qualifications in teach student with various type disability ;
- c) Developing Guidelines Modification Activities and Equipment For various branch sport education ;
- d) Develop Instrument Assessment Individual Needs for identify support needed for participation effective sufferer disability .

3. Strengthening Mechanism Implementation and Supervision :

- a) Forming Committee Inclusive Education Sports at the school level national and regional involving representation sufferer disability , manpower educators , and stakeholders interest other ;
- b) Develop system accreditation institution education that integrates inclusivity in sport education as one of the indicator evaluation ;
- c) Set mechanism accessible complaints for sufferer disabilities that are experienced discrimination in context sport education ;
- d) Conduct regular audits to accessibility sports facilities and programs education .

4. Allocation Resources and Incentives :

- a) Set minimum allocation of budget education For development sport education inclusive ;
- b) Develop scheme grant competitive for institution education For develop sports programs inclusive innovative ;
- c) Give incentive fiscal for sector private sector supporting development sports facilities and programs education inclusive ;
- d) Allocate special funds For research and development in field sport education inclusive .

5. Improvement Capacity Stakeholder Interest :

- a) Revise curriculum education tall for study program education physical with integrate competence education physical adaptive ;
- b) Developing a certification program special for education teachers physicist who teaches at school inclusive ;
- c) Organizing training sustainable for power educators who have Work about teaching strategies inclusive ;
- d) Developing awareness programs disability for all over community schools , including students , parents , and staff .

6. Strengthening Participation Community The bearer Disability :

- a) Ensure representation sufferer disability in the manufacturing bodies policy sport education in all level ;
- b) Forming network advisor sufferer disability at the level schools and areas ;
- c) Develop mechanism consultation regular with organization sufferer disability in development policy sport education ;
- d) Involving athlete sufferer disability as a role model and mentor in sports programs education .

7. Partnership Multisector :

- a) Build formal partnership between the Ministry of Education and Culture , the Ministry of Youth and Sports , and the Ministry of Social Affairs in development sport education inclusive ;
- b) Develop collaboration with organization sport national and international , such as Committee Indonesian Paralympics and Special Olympics Indonesia;
- c) Facilitate partnership between institution education and industry sport in development equipment adaptive ;
- d) Interweaving cooperation international For exchange practice best and development capacity .

8. Monitoring, Evaluation , and Learning :

- a) Develop indicator performance main For measure inclusivity in sport education ;
- b) Do evaluation regular to the impact of regulatory reform on participation sufferer disability ;
- c) Documenting and disseminating practice best from various regions and institutions education ;
- d) Adopt approach management knowledge For ensure learning sustainable and improvement regulation .

Implementation recommendation This need approach gradually with priority term short , medium ,and long . In term short , focus must given in revision framework law main and development standard national . In the long term medium , strengthening mechanism implementation and supervision as well as improvement capacity stakeholders interest become priority . In the long term long , comprehensive reforms that include all over aspect regulation sport education must achieved (Hehir et al., 2016).

CONCLUSION

Study This analyzing regulatory reform sport education for sufferer disabilities in Indonesia from perspective right basic human , with identify gap in framework existing regulations and develop legal models adaptive For push inclusivity . Findings main study show that even though Indonesia has ratified the CRPD and has a Law on Persons with Disabilities Progressive disabilities , regulation sport education Still Not yet fully accommodate principles inclusivity , reasonable accommodation , and universal design as mandated by the instrument international .

From the perspective theoretical , research This contribute to the development draft law adaptive in context disability , which emphasizes flexibility regulatory , iteration and feedback feedback , decentralization and contextualization , as well as integration multisector . This model offer framework For understand How regulation can adapt with diversity need sufferer disability

in sport education , at the same time maintain core principles such as non- discrimination and accessibility .

Implications practical from study This covers recommendation concrete for regulatory reform , which includes revision framework law main , development standard national , strengthening mechanism implementation and supervision , allocation source power and incentives , improvement capacity stakeholders interests , strengthening participation community sufferer disability , partnership multisector , as well as monitoring, evaluation , and learning .

Direction of development law adaptive For inclusivity sport education in Indonesia must covers shift paradigm from the medical and segregative models towards a social and inclusive model , with emphasis on deletion obstacle structural than individual " improvement " sufferer disability . Approach based on right must become runway for all aspects of regulatory reform , with confession sufferer disability as holder rights and participants active in the process of making policy .

Study advanced required For explore effectiveness of legal models adaptive in implementation practical , including studies case about practice best in class local and institutional . Research applied For develop instrument assessment individual needs , modifications activities and equipment , as well as pedagogical strategies inclusive is also needed For support implementation effective regulation . In addition , the analysis more comparative deep towards countries with context socio-political similar can give learning valuable for regulatory reform in Indonesia.

In conclusion , regulatory reform sport education for sufferer disability from human rights perspective is step crucial in realize public inclusive and respectful diversity and ensure participation equivalent for all citizens . Through adoption of legal models responsive adaptive to need sufferer disability , Indonesia can strengthen his commitment to fulfillment rights sufferer disability as mandated by the constitution and instruments international.

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