Strengthening and Implementation Plan for Social Inclusion at SMA Negeri 1 Majene

Najamuddin[1], Syamsu A. Kamaruddin[1], Ahmadin[1], Sopian Tamrin[1], Riri Amandaria[1]

[1]Universitas Negeri Makassar, Indonesia

Corresponding Author: Najamuddin; Email: najamuddin@unm.ac.id

ARTICLE INFO

ABSTRACT

Social inclusion has become a crucial issue to advocate for, especially in a diverse country like Indonesia, which frequently faces violence and exclusive treatment. Norms such as Pancasila and Bhinneka Tunggal Ika serve as a glue for diversity, yet tensions among citizens still exist. Schools play a strategic role in disseminating inclusive values from an early age, but challenges such as bullying, violence, and harassment persist. Therefore, it is vital to make schools arenas for practicing social inclusion, which not only fosters acceptance of differences but also addresses issues of violence. The implementation of social inclusion in schools must go beyond mere actions; it is a commitment to creating an environment that welcomes all students, regardless of background. Inclusive education helps reduce stereotypes, enhances empathy, and strengthens social skills. Schools that adopt this principle open opportunities for meaningful learning, improve emotional well-being and help shape future leaders who are sensitive to diversity. This implementation requires collaboration among teachers, students, parents, and the community, as well as support from inclusive policies. With concrete steps, social inclusion can strengthen the foundation of a more just, diverse, and equitable society.

INTRODUCTION

The issue of social inclusion is a crucial discourse that must be widely disseminated (Cheung, 2013). In a diverse society like Indonesia, there are still numerous cases of violence and exclusive treatment. Despite the presence of inclusive norms that bind diversity, such as Pancasila and Bhinneka Tunggal Ika, tensions among citizens persist. These norms serve as a unifying umbrella for societal diversity, yet they must transcend slogans and formal texts to be embodied in daily practices (Buldt, 2022).

Social inclusion lacks a precise definition other than being contrasted with exclusion (Rawal, N., 2008). However, its values are universally taught in various social norms across many societies. Making inclusion a guiding principle of life is not an instantaneous process; it requires habituation from an early age (Maunsell, 2023). Besides the family environment, educational settings serve as strategic arenas to foster social inclusion (Slattery, 2024).

The importance of social inclusion as a foundation for building a just and equitable society cannot be overlooked (Josefsson, J., & Wall, J., 2020). In the realm of education, concrete steps are necessary to realize these values. One approach is through curricula that integrate content on tolerance, cultural diversity, and appreciation for differences as vital components of learning (Vavrus, 2015). This way, students not only acquire knowledge about inclusion but also learn to apply it in their daily lives.

While inclusion in schools offers hope, it also presents several challenges (Mullin, 2023). Many schools still face issues like violence, harassment, and bullying. Reports on bullying cases in educational institutions highlight internal challenges that need to be addressed. According to Gidley et al., (2010), implementing social inclusion in schools is not merely about taking action but also about a broad commitment to creating an educational environment that embraces every student, regardless of background.

The primary goal of social inclusion is to provide equal access to education, resources, and opportunities for all individuals, including those who may be marginalized in society (Burchanuddin & Sore, 2024). In essence, social inclusion goes beyond diversity; it is foundational for fostering respect for differences and promoting inclusive life in schools. Schools that adopt social inclusion principles create more meaningful learning experiences for all students (Antoninis et al, 2020). This is not only about teaching curricular content but also about intercultural learning, empathy, and social skills.

According to Norozi (2023), social inclusion helps build a strong foundation for students' emotional well-being. In an inclusive environment, students feel more accepted, have a broader social support network, and feel safer expressing themselves without fear of being judged or labeled. This positively impacts their motivation to learn and their active participation in school life. Farley & Burbules (2022) argue that social inclusion also provides students with opportunities to learn how to collaborate effectively with diverse individuals. This creates a foundation for developing future leaders with inclusive leadership skills sensitive to the diverse needs of their surroundings.

Beyond social benefits, social inclusion in schools also has significant academic implications (Thompson, I., 2023). When students feel accepted and supported, they are more likely to achieve their full academic potential. It also reduces the achievement gap among different student groups, creating an environment where all individuals have an equal opportunity to succeed.

It is important to note that social inclusion in schools is not only the responsibility of teachers and students but also involves collaboration with parents and the community. Involving parents in the process of social inclusion can strengthen the support provided to students at home and school, creating an ecosystem that supports the holistic growth of students.

As we move toward a more inclusive society, the role of schools as agents of change is crucial. Schools are not only places of academic learning but also centers where inclusive values can be applied and instilled in future generations. By creating an inclusive environment in schools, we can build a solid foundation for a more just, diverse, and understanding society.

Moreover, the importance of teachers in promoting social inclusion in the classroom cannot be underestimated. Teachers must be trained to be change agents who foster inclusion and address tensions among students. Creating a safe environment where every student feels accepted and valued is key to establishing an inclusive atmosphere in schools. The importance of cultivating an inclusive mindset must be widely socialized in educational settings. According to Paula da Silva & Bachkirov (2024), the principle of social inclusion is significantly relevant when applied in school environments. Implementing social inclusion in schools is integral to improving the quality of educational services.

However, implementing social inclusion in education often faces numerous obstacles. Shutaleva & Martyushev (2023) identified several challenges related to students, curricula, educators, and learning activities. Issues like school management, facilities, government roles, and parental involvement are also integral to these challenges.

According to Cherotich (2023), the failure to implement inclusive education lies in the management of education policies at the school level. Meanwhile, Peters, S. J. (2004) notes that the success of inclusive education in schools depends on the socialization conducted with teachers and parents. Furthermore, schools need to adjust the curriculum to accommodate the needs of students with special requirements. Larosa et al., (2022) suggest that inclusive education can be integrated into the learning process through strategies, learning media, evaluation, and the learning environment. This requires teachers' creativity in creating an inclusive atmosphere in daily learning activities. Each school has different conditions, so no universal strategy can be applied. What is crucial is a shared perspective in understanding that social inclusion is a necessity in the educational environment, particularly in schools.

Inclusive education plays a vital role in children's development. It helps shape children's character, especially in valuing differences (Madureira Ferreira, 2018). Additionally, inclusive education enhances children's social skills, particularly in interacting with diverse individuals.

Therefore, schools need to maintain the sustainability of inclusive education implementation. Abror (2020) emphasizes that this sustainability can be ensured if schools can balance integration with the existing system. Adaptability is also largely determined by this integration.

Exclusivity in the education system is a concerning phenomenon. Bullying, sexual harassment, and acts of violence still occur frequently. According to data from the Ministry of Education and Culture in 2021, there were 594 officially recorded cases of violence against children. However, such incidents are likely underreported (Directorate of Primary Schools, 2021).

These cases occurred in schools, where 717 children were victims, comprising 334 boys and 383 girls. Ironically, 34.7% of violence cases were committed by teachers, and 27.3% by schoolmates (Directorate of Primary Schools, 2021). This situation is alarming and should not happen in educational environments. UNESCO (2009) states that inclusive education is central to the Education for All campaign, which aims to include all groups without exception. However, in reality, schools often become sources of social segregation. Often, education produces stereotypes against certain students. For example, students who excel are identified as members of science study groups, while social studies groups are often stigmatized as underachievers, unruly, or limited in ability.

Schools are important not only because of their role as educational institutions but also because they are where many cases contradicting social inclusion ideals are found. Schools should be arenas that campaign for social inclusion. Therefore, our community service team seeks to strengthen and build an inclusive program plan in schools. This strengthening is also a follow-up to our previous community service activities, which only introduced social inclusion at the cognitive level and disseminated information. This time, the team aims to take a step further by developing an inclusive program plan that can be habituated in schools.

METHODS
Planning Stage

At this stage, the leader of the community service team selects team members for the Student Creativity Program (PKM). Following this, discussions are held to identify potential partner schools for the activities. The next step involves building communication with these target partners to discuss potential collaborations for social inclusion programs in their schools. Once the decision on the partner is finalized, the team conducts a review study and observation phase, which includes communication to understand the urgent issues faced by the partner schools. After identifying these issues, the next step is to draft a community service proposal in line with the latest guidelines provided by Universitas Negeri Makassar. Upon completing and finalizing the proposal, it is submitted for approval to proceed with the activity.

Preparation Stage

In this stage, the Student Creativity Program (PKM) team engages in intensive communication with the partners to discuss preparations and technical adjustments for implementing the activities. Once an agreement on the technical aspects is reached, the next step involves delegating tasks to prepare all the necessary requirements for the community service program. These needs include various aspects such as administration, facilities and infrastructure, event organizers, and catering requirements. Additionally, during this stage, the PKM team also finalizes the materials that will be delivered during the upcoming activities.

Implementation Stage

Based on the points of the problem-solving solution mentioned above, the PKM team will implement the following items:

1. Conducting a joint reflection on the importance of starting inclusion from schools.
2. Identifying issues and challenges in implementing inclusion in schools.
3. Mapping the potential actors and supportive resources.
4. Co-designing a draft inclusion program with teachers and facilitators.
5. Signing a commitment to implement the inclusion program at the target schools.

RESULTS AND DISCUSSION
Implementation of Community Service

The Community Service Program focused on strengthening inclusion at the high school level in Majene Regency was successfully implemented.

This activity took place on Saturday, May 11, 2024, at SMA Negeri 1 Majene. The location was selected based on the university's policy for conducting an integrated Community Service Program in Majene Regency.

The community service team chose schools as strategic partners, recognizing that schools, as educational institutions, provide the most conducive social setting to adopt our issues and programs. Moreover, incidents of bullying are still rampant in school environments. The community service team departed from Makassar in the morning, gathering around the Graduate Program campus of Universitas Negeri Makassar. At precisely 8:00 WITA, the team set off for the location via the main Pettarani road, followed by the Ir. Sutami toll road, passing through Maros, Pangkep, and Pare-Pare districts. Since it coincided with Friday, the team performed Friday prayers in Pinrang Regency. The group and the team arrived in Majene Regency by evening.

That night, the team reviewed the readiness of the necessary documents and other technical matters required for the activity the next day. After ensuring that everything was prepared, the team rested. The next morning, they headed to the opening venue at SMK 2 Majene Regency. After the opening ceremony, each team proceeded to their respective partner locations.

The activity began with an introduction from the community service team, explaining the significance of this initiative in creating a safe and comfortable learning environment for all students. The team emphasized that exclusivity is a serious issue that requires special attention from all parties, especially teachers as educators and supervisors in schools. Below is a detailed description of the delivery process of the materials.

Figure 1. Presentation Process

The process of delivering material on the importance of inclusion, starting from schools, as part of a community service activity conducted in a classroom at SMA Negeri 1 Majene, was marked by enthusiasm and dynamic interaction. In the morning, dozens of teachers from various subjects gathered in a well-prepared classroom. The classroom was arranged in such a way as to support an interactive teaching and learning process. The presenter led the session with expertise and dedication.

At 9:00 AM Central Indonesia Time (WITA), the presenter began the session with a warm introduction. He greeted and thanked all participants for their attendance and participation in the event. This friendly opening created a comfortable atmosphere conducive to discussion and learning. The presenter then introduced himself and his professional background, which further established his credibility in the eyes of the participants.

In his introduction, the presenter emphasized the importance of inclusion in education. He explained that inclusion is not only about providing physical access for students with special needs but also about creating a learning environment that respects and supports diversity. "Inclusion means that every student feels accepted, valued, and able to contribute," the presenter stressed. He invited the participants to think about how schools can become more inclusive places for all students.

Following the introduction, the presenter continued by presenting data and statistics on the state of inclusion in Indonesia. He pointed out that while progress has been made, many schools have not yet fully implemented effective inclusive practices. "We still see many cases of discrimination and bullying against students with special needs", he remarked while showing some case examples from various regions. This information sparked active discussions among the participants, with several teachers sharing their experiences and challenges they face in their respective schools.

The presenter then divided the participants into several small groups for discussion. Each group was given a case study illustrating a situation related to inclusion in schools. The teachers from various subjects were asked to discuss the challenges faced and formulate possible solutions. As these groups

worked, the presenter moved around to provide guidance and answer questions. This approach not only facilitated a deeper understanding of the material but also encouraged collaboration and knowledge-sharing among the participants.

Figure 2. Group Discussion

After the group discussion session concluded, each group was asked to present the results of their discussion. These presentations brought forth various perspectives and creative ideas on how to implement inclusion in schools. The presenter provided constructive feedback for each presentation, highlighting strong points and offering suggestions for improvement. "It is important for us to keep learning and adapting", the presenter said, emphasizing that inclusion is a continuously evolving process.

The presenter then introduced several practical strategies to enhance inclusion in schools. The importance of teacher training in handling students with special needs, the adaptation of an inclusive curriculum, and the use of technology as a learning aid were explained. "Technology can be a bridge for students with various special needs", he explained while showcasing examples of applications and devices that could be utilized.

To provide a deeper understanding, the presenter played a few short videos illustrating successful inclusive practices in other schools. These videos featured real-life stories of students and teachers who have benefited from an inclusive learning environment. The screenings were not only inspiring but also provided concrete examples of how theory can be put into practice.

After watching the videos, the presenter invited participants to reflect. The teachers were asked to consider what they had learned and how they could apply this new knowledge in their schools. "Inclusion is not just the responsibility of teachers or the principal, but of the entire school

community", he stressed. The teachers were asked to write their commitments to inclusion on small cards, which were then collected to be part of the program's evaluation.

During the question-and-answer session, many participants raised questions about specific challenges they face in their schools. The presenter responded in detail, providing relevant real-life examples. "Do not be afraid to try new things", he advised. He also reminded everyone that each school has a unique context, so solutions must be tailored to the specific needs and characteristics of each school.

Toward the end of the session, the presenter summarized that inclusion is a long journey requiring commitment and collaboration from all parties. He encouraged participants to stay enthusiastic and innovative in creating an inclusive learning environment. "Let's make our schools a place where every student feels valued and empowered", he passionately declared.

As a closing, the presenter thanked the participants for their active participation and enthusiasm. He hoped that what had been conveyed would serve as valuable knowledge for them in developing inclusive schools. The activity ended with a group photo as documentation and a symbol of unity in the effort to realize inclusive education.

After the formal session ended, some participants were still seen discussing with the presenter, showing how the session had successfully sparked high interest and curiosity. The commitment to inclusion seemed strong, and it is hoped that this spirit will continue and be implemented in the daily activities at SMA Negeri 1 Majene. This activity not only enriched knowledge but also strengthened relationships and collaboration among teachers, students, and school staff in creating a more inclusive and welcoming educational environment for all.

Following the presentation, participants were divided into several groups to discuss each aspect that needed further exploration. Below is a more detailed breakdown of the group session activities. The social inclusion empowerment and its implementation plan were carried out in accordance with the material structure in the table above. In this chapter, the author will describe the main points of the material from the field activities results.

The Importance of Social Inclusion

Social inclusion practices are approaches that ensure all individuals, regardless of their social, economic, or physical backgrounds, have equal opportunities to participate in all aspects of societal life. Social inclusion is not only related to human rights but is also a prerequisite for achieving social welfare and sustainable development. By creating inclusive environments, societies can reduce social and economic inequalities, promote social cohesion, and build more just and harmonious communities.

The importance of social inclusion practices can be viewed from various perspectives. From a human rights perspective, for instance, every individual is entitled to fair and equal treatment. Social inclusion ensures that these rights are respected and protected, allowing everyone to live with dignity and without discrimination. From an economic perspective, social inclusion can boost productivity and innovation. By empowering all community members to contribute, we can leverage the full potential of each individual, which in turn will enhance overall economic well-being.

Equally important is the social and cultural perspective, where social inclusion enriches community life by valuing diversity. Diversity brings various perspectives and experiences that can enrich culture and improve interpersonal understanding. By valuing and celebrating differences, we can build a more tolerant and open society. Additionally, social inclusion plays a crucial role in creating a safe and supportive environment for vulnerable and marginalized individuals.

Although the importance of social inclusion is widely recognized, many challenges remain in realizing it. Discrimination, prejudice, and stereotypes are still major obstacles to social inclusion. Therefore, consistent and ongoing efforts are needed to promote social inclusion through appropriate policies, programs, and initiatives. One effective way to promote social inclusion is through education, especially in schools.

Schools play a very important role in shaping the attitudes and behaviors of children and adolescents. Therefore, promoting social inclusion in schools is a strategic step toward building an inclusive society in the future. An inclusive school values and embraces differences and provides a supportive learning environment for all students, including those with special needs, different ethnic backgrounds, and diverse socioeconomic conditions.

Social inclusion in schools begins with fair and non-discriminatory policies. School policies must reflect a commitment to respecting the rights of all students and providing equal access to quality education. This includes providing adequate facilities for students with disabilities, such as physical accessibility and learning aids. In addition, schools must also have strict anti-bullying policies to protect students from all forms of intimidation and harassment.

Furthermore, the school curriculum should be designed to reflect diversity and inclusiveness. This means incorporating materials that value and celebrate cultural, ethnic, and social differences. An inclusive curriculum will help students understand and appreciate diversity, as well as develop empathy and tolerance. In addition, teaching methods should be adapted to meet the learning needs of all students. Teachers need to be trained to use diverse teaching strategies that can help students with different learning styles and special needs.

The role of teachers is crucial in promoting social inclusion in schools. Teachers must be role models in valuing differences and treating all students fairly. They need to create an inclusive classroom environment where every student feels accepted and valued. This includes paying special attention to students who may struggle to learn or adapt to the school environment. Teachers must also actively detect and address any forms of discrimination or bullying that may occur in schools.

Moreover, the participation of parents and the community is also essential in promoting social inclusion in schools. Schools should collaborate with parents and the community to create an environment that supports inclusion. This can be done through programs that involve parents in school activities and initiatives that promote cooperation between schools and the community in supporting inclusive education.

Evaluation and monitoring are also important aspects of social inclusion in schools. Schools must regularly evaluate their policies and practices to ensure that they meet inclusivity standards. This includes gathering feedback from students, parents,

and school staff to identify areas that need improvement. Additionally, schools must commit to continuous improvement based on the results of these evaluations.

The implementation of social inclusion in schools not only benefits vulnerable or marginalized students but also the entire school community. Inclusive schools create a more positive and supportive learning environment, which can enhance the well-being and academic achievement of all students. Moreover, by promoting social inclusion, schools also contribute to building a more just, tolerant, and cohesive society in the future.

In the future, schools must continue strengthening their commitment to social inclusion. This requires strong support from all stakeholders, including the government, non-governmental organizations, and the private sector. Investment in inclusive education is an investment in a better and fairer future for all. Therefore, all parties must work together to ensure that every child has the opportunity to learn and grow in an inclusive and supportive environment.

Thus, the practice of social inclusion is a critical step toward building a more just and harmonious society. Through inclusive education, we can instill values of inclusiveness, tolerance, and appreciation for differences in the younger generation. By ensuring that schools are inclusive places for all students, we not only improve the quality of education but also contribute to the development of a more inclusive and sustainable society in the future.

Participatory Session

After presenting the material on the importance of social inclusion in education, the activities continued with the formation of several groups, each assigned a specific topic. These topics focused on efforts to obtain contextual information related to plans for inclusion in schools. The groups covered the following topics: root causes, opportunities, challenges, and action plans.

1. Root Causes of Exclusivism/Discrimination and Violence in Schools

Based on group discussions and input from other participants, it was found that the awareness of various parties, including teachers, regarding current social inclusion issues is still lacking. This is evident from the many discriminatory practices or wrong behaviors often carried out by teachers. They often consider what they do as normal and even normative in society.

Additionally, bullying as a problem in inclusion issues is often understood as a joke. For both teachers and the general public, this seems normal. They do not realize the impact of such behavior. Worse, they often label certain individuals as a result of this bullying. According to the Community Service Team (PkM), this is very dangerous because it can have fatal consequences for the victims. More critically, most perpetrators do not realize they are perpetrators and are unaware of the impact of their actions on the victims. This was emphasized repeatedly by the PkM team to encourage teachers to change such erroneous practices after this activity.

2. Opportunities for Implementing Inclusion

In this topic, teachers seemed confused about the extent to which schools have opportunities to campaign for social inclusion. Therefore, the PKM team several times approached and had light discussions about the task. After these discussions, several notes were agreed upon to be presented in front of the class.

3. Challenges in Implementing Inclusion in Schools

Through interaction and sharing of information related to violence and various discriminatory practices in the school environment, several issues were found that could complicate efforts to address these problems. From this exchange of information, several points were noted for group three as materials for class presentation.

4. School Action Plan

This point is a crucial part of the PKM process. The main goal is to empower school actors to promote programs to address social inclusion issues. This group greatly benefited from the presentations and notes of the previous groups. The action plan formulated by the teachers was based on information from the root cause aspects. In addition to inputs on the root cause aspect, the notes on opportunities and challenges provided an overview of the realism of the proposed action plan. This group presented their plans, accommodating various participants' input and those from the PKM team.

Group Work Presentation Session

In this session, each group presented their discussion notes on their respective topics in front of the class. Each group was given five to ten

minutes to present their notes. After the presentation, a response session was opened for other groups, allowing them to provide input, and criticism, and further delve into the issues.

Final Reflection

In this session, the speakers (PkM team) reiterated the urgency of promoting social inclusion in education, especially in schools. After that, they provided an overview of the convergence of various participants' inputs. At this stage, the aim was to build participants' commitment to take concrete actions in schools.

Supporting Factors

The implementation of the anti-bullying campaign program at SMA Negeri 1 Majene was supported by several factors:

1. Quality of the Community Service Team: The team consisted of individuals with knowledge and experience in social counseling and adolescent psychology, allowing for more effective delivery of the anti-bullying message.
2. Facilities at School: Utilizing school facilities like meeting rooms, multimedia rooms, and outdoor spaces for socialization activities and training. The use of technology such as projectors, monitors, and presentation software made the socialization material more engaging and interactive.
3. Supportive Teachers and Easily Understandable Participants: Special training for teachers on how to support socialization activities, help identify bullying cases, and provide support to affected students. The design of socialization materials that are easy for students to understand, using language and approaches appropriate to their level of comprehension.
4. Effective Implementation Methods: Involving the school in planning and implementing socialization activities to ensure the points discussed are relevant to the school's context.

Inhibiting Factors

Several factors can hinder the implementation of social inclusion in schools. Here are some potential obstacles:

1. Distance to the Location: The socialization activities took place at SMA Negeri 1 Majene, which is quite far away. The journey from Makassar took more than 300 km, which took about 8 hours by land. This condition affected the team's fitness and increased costs.

2. Location Determination by the University Was Not Very Effective: The service team from each study program did not have the opportunity to carry out activities with partners and targets relevant to their academic discipline, such as sociology.
3. Not All Team Members Could Attend Due to Concurrent Activities: Some team members could not participate because of other scheduled activities.
4. Funding Same as for Activities Conducted at Closer Locations: The funding provided was the same as for community service conducted at locations not as far away.

CONCLUSIONS

The socialization activities took place on May 11, 2024, at SMA Negeri 1 Majene. Participants included teachers with diverse subject backgrounds. The event began with an opening at SMK 2 Majene in the morning and then continued to the respective locations. The socialization activities were conducted in the social studies room of SMA Negeri 1 Majene. Dozens of participants attended the material presentation, which started at 9:00 a.m. and continued until midday. The materials presented included the importance of social inclusion in schools and group work with topics: root causes, opportunities, challenges, and action plans.

Recommendations: Following this community service activity, continuous coaching and evaluation are recommended to ensure that the implemented inclusion strategies work effectively. Furthermore, it is important to involve students in activities that directly promote social inclusion. A mentoring or buddy system can be implemented, where older or more experienced students help new students or those struggling to adapt. Additionally, extracurricular activities designed to foster diversity, such as cultural clubs, cross-cultural discussions, and community service projects, can strengthen relationships among students from various backgrounds. Involving students in decision-making and giving them a voice in how social inclusion can be enhanced at their school is also crucial, as it fosters a sense of ownership and shared responsibility in creating an inclusive environment.

REFERENCES

Antoninis, M., April, D., Barakat, B., Bella, N., D'Addio, A. C., Eck, M., ... & Zekrya, L. (2020). All means all: An introduction to the 2020 Global Education Monitoring Report on inclusion. *Prospects*, 49, 103-109.

Buldt, B. (2022). On Norms Underlying Different Conversational Practices: Logic, Reasoning, and Dialogue of Cultural Traditions. *Crossing Boundaries: Challenges and Opportunities*, 39.

Burchanuddin, A., & Sore, U. B. (2024). Social Inclusion in Enhancing Political Participation of Marginalized Communities in Indonesia. *International Journal of Health Sciences*, 2(3), 831-849.

Cherotich, M. G. (2023). Influence of Head Teachers' Administrative Strategies on Implementation of Inclusive Education in Integrated Public Primary Schools in South Rift Region, Kenya (*Doctoral dissertation*, University of Nairobi).

Cheung, C. K. (2013). Public policies that help foster social inclusion. *Social Indicators Research*, 112, 47-68.

Directorate of Primary Schools. (2021). *Forms of Child Violence in Schools*. https://ditpsd.kemdikbud.go.id/article/detail/ yuk kenali-besar-kekerasan-di-school-behalf of solutions#:~:text=For%20di%20satuan%20p endidikan%2C%20based,334%20and%20chi ldren%20women%20383. Accessed on Thursday, 06 January 2024.

Farley, I. A., & Burbules, N. C. (2022). Online education viewed through an equity lens: Promoting engagement and success for all learners. *Review of Education*, 10(3), e3367.

Gidley, J. M., Hampson, G. P., Wheeler, L., & Bereded-Samuel, E. (2010). From access to success: An integrated approach to quality higher education informed by social inclusion theory and practice. *Higher Education Policy*, 23, 123-147.

Josefsson, J., & Wall, J. (2020). Empowered inclusion: Theorizing global justice for children and youth. *Globalizations*, 17(6), 1043-1060.

Larosa, Y., Zebua, P., Zebua, Y., & Heryanto, H. (2022). Inclusive Education Management of Children with Special Needs In The Learning Process and Teacher Handling. *Devotion: Journal of Research and Community Service*, 3(14), 2736-2748.

Madureira Ferreira, J. (2018). *Inclusive early childhood education and the role of peer interaction*: Brazil and Finland in dialogue.

Maunsell, P. (2023). Principles of Best Practice for the Inclusion of Work Experience in the Curricula of Further Education and Training Programmes.

Mullin, A. (2023). Children, Social Inclusion in Education, Autonomy and Hope. *Ethics and Social Welfare*, 17(1), 20-34.

Norozi, S. A. (2023). The Nexus of Holistic Wellbeing and School Education: A Literature-Informed Theoretical Framework. *Societies*, 13(5), 113.

Paula da Silva, M., & Bachkirov, A. A. (2024). Social inclusion through synergy of kindness, forgiveness, and peaceableness: A conceptual proposition. *Journal of Moral Education*, 53(3), 450-466.

Peters, S. J. (2004). *Inclusive education: An EFA strategy for all children*. Washington, DC: World Bank, Human Development Network.

Rawal, N. (2008). Social inclusion and exclusion: A review. *Dhaulagiri Journal of Sociology and Anthropology*, 2, 161-180.

Shutaleva, A., Martyushev, N., Nikonova, Z., Savchenko, I., Kukartsev, V., Tynchenko, V., & Tynchenko, Y. (2023). Sustainability of inclusive education in schools and higher education: Teachers and students with special educational needs. *Sustainability*, 15(4), 3011.

Slattery, M. (2024). *Education Strategy in a Changing Society: Personalised, Smarter, Lifelong Learning in the 21st Century*. Taylor & Francis.

Thompson, I. (2023). School Exclusion, Inclusion, and Diversity: Implications for Initial Teacher Education. In *Studying Teaching and Teacher Education*, (44), 315-327. Emerald Publishing Limited.

UNESCO. (2009). Policy Guidelines on Inclusion in Education.

Vavrus, M. (2015). *Diversity and education: A critical multicultural approach*. Teachers College Press.