

Developing a Model for an Inclusive Society

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Abstract. The success of building an inclusive society in education is not only influenced by the contribution and cooperation of various supporting factors. Inclusive education has not yet developed ideally because it requires not only the involvement of schools, but also the involvement of the community as one of the supporting parties and implementers of an inclusive society. In an effort to realize an inclusive society in the South Kalimantan area, researchers want to design an inclusive society model that focuses on education at the village level. The research method is developmental research with 4D design, which consists of define, design, development, and disseminate. The results of the research are in the form of an inclusive society model that focuses on the field of education at the kelurahan / village level by involving various elements of society such as RT (Rukun Tetangga), RW (Rukun Warga), PKK (Family Welfare Empowerment), Posyandu (Integrated Service Post), Puskesmas (Community Health Center), Kelurahan / Village, and Puskesmas have a crucial role in supporting the creation of inclusive education.

Keywords: Model, Inclusive Society, Inclusive Education

1 Introduction

In Indonesian society with pluralistic and diverse conditions, there is a need for equality of concepts and understanding to build a conscious environment of inclusiveness. An inclusive environment, also known as an inclusive society, does not emerge and develop by chance, but is a situation that must be built with full awareness. [1] Inclusive society is a common view of the diversity of individual differences with good acceptance from the surrounding environment. The term inclusive society is known since the emergence of the idea of inclusiveness, which continues to be updated and summarized in the goals of sustainable development or SDGs. This reference becomes a reference for all countries in developing and building an inclusive society in each country, including Indonesia [2]. Inclusive society is considered as the ideal condition for building an Indonesian society that is full of acceptance despite many individual differences in a pluralistic society. Individuals with special needs or known as persons with disabilities are expected to receive equal rights and treatment in society without being excluded and differentiated. However, this is still a challenge for all levels of society. Although Indonesia is known as a civil society, it still needs support and initiatives from various parties to build awareness and acceptance of an inclusive environment in Indonesia [3].

Education is an essential part of the nation's life, and everyone has the right to get an education, including children with special needs and people with disabilities [4]. Educational equality for people with disabilities is an important issue in achieving an inclusive and equitable society. Community support and involvement are essential in creating an enabling environment for people with disabilities to learn and develop [5]. One of the government's efforts to build an inclusive society in Indonesia is through the implementation of inclusive education [6]. The government has set a policy for regular schools to provide education for all children, including children with special needs. Inclusive education requires not only changes in the education system itself, but also the active participation of all members of society.

The role of the family, as the smallest unit in society, is critical in supporting inclusive education. Studies show that family involvement in the education of children with disabilities can improve their academic and social success. Families who are actively involved in the educational process can help identify children's special needs and work with schools to ensure that these needs are met [7]. In addition to families, local communities also play a key role in supporting inclusive education. Inclusive community environments can provide the social support, resources, and opportunities necessary for people with disabilities to fully participate in community life [8]. Community programs designed to support inclusive education can help reduce stigma and discrimination against people with disabilities and increase awareness and understanding of the importance of inclusivity [3].

Collaboration between educational institutions, governments, and civil society organizations is essential to develop policies and practices that support inclusive education [9]. Building learning communities can increase quality of education [10]. Research shows that policies based on multi-stakeholder collaboration are more effective in addressing the barriers that people with disabilities face in accessing education. Civil society organizations can play an advocacy role, provide training, and support capacity building for teachers and school staff to implement inclusive practices. Inclusive education provides important insights into the concepts, benefits and challenges focused on creating a learning environment to support all students [11]. In the Indonesian context, the challenges to achieving inclusive education are many. Cultural, social, and economic barriers often hinder the effective implementation of inclusive education [3].

The barriers faced by inclusive schools are not only related to the willingness of teachers, but also students, parents, schools, communities, governments and lack of infrastructure, as well as lack of cooperation among various parties. [12] In this context, teachers are one of the most important factors in the inclusive education process. A good school environment in an excellent school that can affect the teacher's positive emotions [13]. Commitment determines the success of teaching, commitment is a principle, which must be owned by a professional teacher [13]. But teachers experience problems in teaching, especially if they do not have a special education background. Teachers' long experience, qualification and continuous training and retraining are crucial factors for effective roles they play in fostering successful provision of education for learners with disabilities (LwDs) [14]. In addition, the social reality is that many parents of children with disabilities do not care about their children's development. Many parents just leave the development of their children to the school. Whereas the learning environment has contributed to teacher's job satisfaction [15]. Another problem that arises is that there is still a lack of tolerance or understanding of the needs of children with disabilities by parents of regular students, because many people still look down on children with disabilities and inclusive schools, so the

community provides less support for the implementation of inclusive schools [16]. In general, perhaps the schools themselves are not ready both in terms of administration and human resources in the implementation of inclusive education in their schools, as well as the lack of support and cooperation from all parties, the lack of infrastructure provided by the government related to the implementation of inclusive schools, so the implementation of inclusive schools has not run optimally. These problems are interrelated, both from the problems of teachers, students, schools, government and society.

The lack of optimization of inclusive education so far is due to the lack of involvement of all parties in supporting the implementation of an inclusive atmosphere in the surrounding environment. Inclusive education does not only require and become the responsibility of the school, but there must be contribution and cooperation from the surrounding community and society. Therefore, the research team wants to develop an inclusive society model that is limited to the field of education based on the scope of the village and or kelurahan area. [17] As for building an inclusive society, it requires factors that must be considered, namely inclusion laws and policies, inclusive education, awareness, accessibility, citizen participation and empowerment. The factor of inclusive education is one of the supporting factors for building an inclusive society. [9] However, the factor of inclusive education does not stand alone, there must be other supporting factors developed according to the following framework:

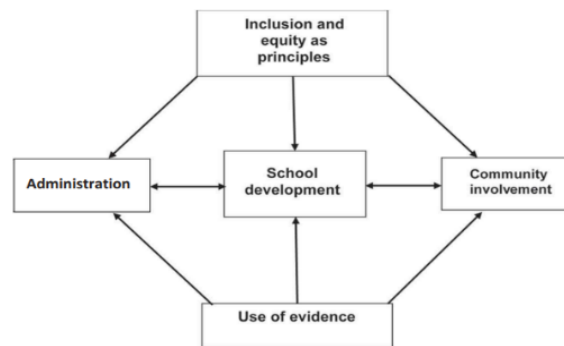


Fig. 1. Framework Support Factors for Inclusive Society

The developed model of an inclusive society includes the field of education, which involves various parties with syntax, methods and implementation strategies. Educational equality for persons with disabilities is one of the important indicators in the development of an inclusive society. In Indonesia, various elements of society such as RT (Neighborhood Association), RW (Community Association), PKK (Family Welfare Empowerment), Posyandu (Integrated Service Post), Puskesmas (Community Health Center), Kelurahan/Village, and Puskesmas have a crucial role in supporting the creation of inclusive education. The active involvement of all these elements is necessary to ensure that every individual, without exception, has equal access to education [2]. The scope of the area in the development of the inclusive society model is in village. Building inclusive areas such as inclusive villages must meet nine indicators, all of which include awareness and empowerment of all levels of society in the village [18].

2 Methods

The research model uses the development research adapted from the 4D model or the Four-D model [19]. The application of the development model is based on the four stages of 4D, namely define, design, develop, and disseminate. The implementation of the research is described in the following flowchart.

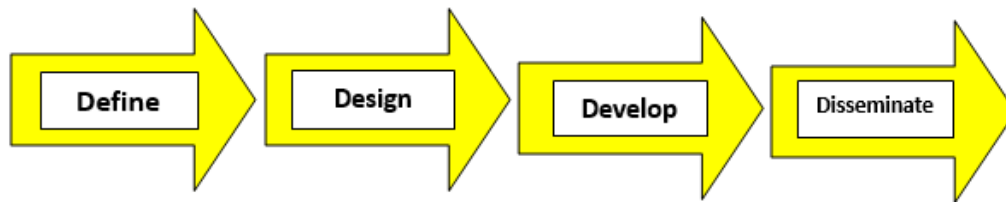


Fig. 2. Research and Development 4D Model

This study begins with a needs analysis informed by previous research on the implementation of inclusive education and the development of an inclusive society. Based on these findings, a development framework was designed by involving key community stakeholders with the potential to support inclusivity. The research followed a development approach, including design, implementation, and dissemination stages. Community elements involved in the study included neighborhood leaders (RT/RW), local government units, women's organizations (PKK), security officers (Babinsa and Kantibmas), community empowerment institutions, health centers (Puskesmas), Posyandu cadres, community organizations, and local schools in the Guntung Paikat area, Banjarbaru, South Kalimantan. The study produced a prototype model of an inclusive society focused on promoting educational equity.

3 Results And Discussion

The inclusive society model was developed in Guntung Paikat Village, South Banjarbaru District, Banjarbaru City, South Kalimantan. This model focuses on the education sector, providing a clear framework and pathway to support children with special needs within the community. Its development involved multiple community stakeholders to ensure relevance and effectiveness. The study followed the 4D development model, consisting of the stages of define, design, develop, and disseminate.

3.1 Define

The needs assessment was conducted through interviews with teachers and community members in the Guntung Paikat area regarding the presence of children with special needs. The findings indicate that schools primarily focus on delivering instructional services with limited

collaboration with the surrounding community. At the community level—including neighborhood leaders (RT/RW), local authorities, security personnel (Babinsa/Kamtibmas), and women's organizations (PKK)—there is no structured intervention or targeted support for children with special needs. This condition is largely due to limited awareness and understanding, as community members recognize that some children are different but do not identify them as having special needs.

Community awareness of children with special needs remains limited, hindering the optimal development of their growth and potential. Frontline health workers, such as Posyandu and Puskesmas cadres, need greater capacity to identify developmental issues early and provide timely intervention. At the community level, including village authorities and local organizations, there is insufficient understanding of the characteristics of children with special needs and the roles they can play in supporting their development.

Schools also play a critical role, as they are the closest formal environment for children. Effective inclusive education requires strong collaboration between schools, families, and the community. However, in practice, schools and teachers still face challenges, including limited skills in identifying and developing students' potential, inadequate facilities, and weak external support and collaboration[20].

The needs analysis reveals a low level of awareness among community members regarding their roles in creating an inclusive environment for children with special needs. Although there is a willingness to provide support, many community members lack clarity about how they can contribute effectively. Based on these findings, a model was designed to promote an inclusive environment by strengthening community involvement in supporting the growth and education of children with special needs.

3.2 Design

The design stage was conducted through two Focus Group Discussions (FGDs) held in Guntung Paikat Urban Village, South Banjarbaru District, Banjarbaru City, involving diverse community stakeholders. The first FGD, conducted at the village office, included 40 participants such as the village head and staff, RT/RW leaders, LPM representatives, Babinsa, Kamtibmas, and PKK members. The second FGD, held within the special education study program, involved 40 participants comprising Posyandu cadres, Puskesmas staff, a parents' community for children with disabilities, and teachers from PAUD, primary, junior, and senior secondary schools.

Each session began with an introduction to the concept of an inclusive society and the presence of children with special needs, aiming to raise awareness among participants. The discussions then focused on formulating an inclusive society model and reaching consensus on the roles and contributions of each community element in supporting inclusive education.

In the early detection stage, Posyandu and Puskesmas cadres reviewed existing practices and agreed to strengthen coordination by reporting and following up cases of children with special needs to village authorities, including RT/RW leaders, PKK, and Babinsa. They also conduct routine monitoring of pregnant women and newborns to support early identification. At the school level, stakeholders committed to supporting and monitoring the growth, development, and

educational access of children with special needs. Overall, the active involvement of multiple stakeholders is critical to the effectiveness of the inclusive environment model[21].

The school also has a desire to connect with parents and the parent community and the community in the form of a village in order to optimize the abilities and potential of children in school. Schools cannot stand alone, so there must be cooperation with the community in supporting the development of children with special needs [22]. In addition, parents also need to be involved and establish a good relationship with the school. Because it is impossible for children to develop optimally if intervention is given only in one place and not consistently. So, parents also need to be full of awareness in providing good education for children and not only rely on the duties of the school and feel that they do not need to be responsible for the growth and development of children because children are already in school. Parents need good awareness and an accepting attitude towards the existence of children in order to realize optimal education and best development for children with special needs [23].

3.3 Develop

The development of the model was carried out after an agreement was reached on an appropriate model for the realization of an inclusive society within the urban village with a focus on education. The model includes the flow of early identification and intervention for children with special needs and the role of various elements of the community in the surrounding urban village area to monitor and support their educational growth and development. The model of inclusive society developed is as follows.



Fig. 3. Framework Inclusive Society Model

Inclusive society model began with the early identification and intervention. Puskesmas in order with Posyandu Cadres and also help with PKK have a big role in this stage. The role of Puskesmas, within their area as follow: a) do Congenital Hypothyroidism Screening (SHK) for early identification of newborns with hypothyroidism, which can cause mental retardation, b) Providing folic acid and blood supplement tablets to pregnant women to prevent fetal disabilities, c) Checking Hemoglobin, Triple Elimination (HIV, Syphilis, Hepatitis) blood sugar in catin and pregnant women, d) ANC examination (ultrasound) in 1st and 3rd trimester to find out early if there is any disability, e) Early Detection of Growth and Development for children 0-6 years old and also f) Referral of early detection results for children with developmental problems to the hospital's Growth and Development Clinic. Beside from that, Puskesmas also have their own roles in the place below their area, which is: a) do Posyandu with MCH book (SDIDTK) Stimulation, Detection and Early Intervention of Growth and Development, b) Nursery school using the Developmental Pre-Screening Questionnaire (KPSP) and c) Provide feedback to the school from the screening results and collaborate with teachers for further handling. Puskesmas also hope they can assist communities with disabilities and doing collaboration and coordination with other sectors (Kelurahan, RT/RW).

The Role of Posyandu Cadres in this develop inclusive model as follow: a) Regularly monitoring the health, growth and development of children through Posyandu activities, b) Record children's growth and development and provide information to parents on the signs of children with disabilities and the importance of early detection, c) Provide education on the importance of nutrition and health, d) Provide emotional support to families of children with disabilities, helping them to understand their child's condition and the child's condition, e) Work with the health center to refer children with disabilities and f) Coordinate with social services and education to ensure that children with disabilities receive the necessary support. PKK also have their own roles to make this Inclusive Society work, which is a) Providing insight in educating parents on how to care for and support the development of children with disabilities, b) Cooperating with Posyandu cadres in identifying and collecting data on children with disabilities, c) Accompanying families in accessing available services and assisting with necessary administration, and d) Establish support groups for parents to share experiences and provide emotional support.

Inclusive society model need to be guide and monitoring in every stages, so children with special needs can develop their ability and have the best education. RT/RW/Kelurahan/Babinsa and LPM have the similar roles to guide and monitoring children with special needs in their area. The Role of RT as follow. a) Observe the behavior and development of children in the neighborhood, b) Collect information from community members, teachers, and parents about children with special needs, c) Provide social and emotional support to families of children with disabilities, d) Promote inclusion and tolerance in the community, reducing stigma towards children with special needs, e) Collaborate with government and private agencies such as schools, health centers and social service agencies, f) Conduct regular monitoring and g) Empowering the community to actively support children with disabilities. Then, RW have their roles, which is: a) Conduct accurate data collection on children with disabilities in their area by collecting data from RT, b) Coordinate with families of children with disabilities by involving Babinsa and Kamtibmas in registering children with disabilities and ensuring that they receive the necessary protection and services, and c) Reporting the results of data collection, barriers and needs of children with disabilities to the Kelurahan. RT and RW have a strong connection with Kelurahan to do their own

task. Kelurahan also have their own homework which is: a) Initiate a data collection program on children with disabilities in the Kelurahan area in cooperation with RT/RW, Posyandu cadres and Babinsa, b) Coordinate with Puskesmas, c) Conduct socialization on the importance of early detection and treatment of children with disabilities and d) Assist families of children with disabilities in administrative matters, such as social welfare or access to health services, and assistance with the Indonesia Smart Card (KIP). The other Babinsa/Kamtibnas and LPM in their area also can give the contribution with a) Collect data on children with disabilities in their area of responsibility and immediately coordinate assistance and intervention, b) Conducting counseling and socialization of children with disabilities, c) Conduct regular monitoring of the development of children with disabilities and evaluate the effectiveness of the program, d) Report findings regarding children with disabilities to superiors and authorities for follow-up, e) Socializing and educating the community about the identification and presence of children with disabilities in the surrounding environment, e) Provide a support network in the form of a Parents' Community as a counseling organization for families of children with disabilities, f) Provide opportunities for skills or vocational training in collaboration with other organizations, government agencies and others and g) Work with schools and educational institutions in developing policies for children with disabilities.

Every stages of the inclusive society model have the element of society contribution. Parent Community have the big contribution and also need the big help to make inclusive society comes true. Parent Community can a) Sharing information and experiences with the community around children with disabilities to increase public awareness of the existence of children with disabilities, b) They also can provide emotional and spiritual support to parents of children with disabilities, c) They can do advocate, support and monitor inclusive education policies in schools, d) Provide training and skill development for parents in parenting and optimizing the development of children with disabilities and e) They can empower and motivate parents to provide optimal growth and development services to develop the potential of children with disabilities.

Schools play a crucial role in providing quality education for children with special needs. To achieve effective inclusive education, schools must collaborate with families and the broader community. Their key roles include: (a) identifying and screening students with special needs; (b) maintaining regular communication with parents to monitor student development; (c) providing appropriate support services based on individual needs; (d) designing individualized education programs and adapting curricula; (e) employing special education teachers as consultants; and (f) collaborating with external institutions, such as training centers and community organizations, to support the holistic development of students with disabilities.

3.4 Disseminate

The dissemination phase takes place after the model and each task/role of the community elements have been agreed upon. The prototype and the model scheme as well as each task of the community elements involved have been agreed upon. The research team conducted the dissemination by visiting each community element involved during the focus group discussion process and introducing the model and the role of each community element. The response was

open and there was interest in the socialized model. In addition, the research team disseminated by publishing an article on the Inclusive Society Model with the hope that the model could become a reference and be adapted by readers in other areas.

The development of the inclusive society model focuses largely on early detection and intervention. The model developed for early detection requires the involvement and role of Puskesmas, Posyandu cadres and PKK. The intervention process involves the role of the surrounding environment such as the Kelurahan, the parent community, LPM and the school in providing interventions to ensure that the self-development of children with disabilities in the field of education is well monitored.

Early detection in the inclusive society model developed is included in the area of early intervention. This requires the cooperation of various parties. The presence of children with special needs is the beginning of environmental awareness of their existence and potential. Parents, as the first circle, must accept the presence of children with disabilities, but sometimes they feel like burnout about their condition[24][25][26]. The presence of parent organizations/communities and a caring environment will make it easier to develop child potential and parents self confidence. The Kelurahan, RT/RW, Babinsa/Kamtibnas, LPM play a role in monitoring the development of children with special needs in their environment and ensuring that every process of growth and development up to the educational process is well served.

In the process of growth and development of children with special needs, the model of inclusive society includes the role of health agencies. Health agencies in this field include the role of puskesmas and posyandu cadres, who are under the supervision and auspices of puskesmas and PKK. Puskesmas and posyandu cadres are tasked with regularly monitoring the growth and development of children in order to intervene in the development of children with special needs. Through early detection by posyandu cadres and community health centers, children's development can be properly monitored, and if there are developmental delays, they can be optimally intervened.

The inclusive society model developed in the education sector must include the role of the school and parent community as well as the village. Schools need to be aware of children with special needs in the school environment to ensure that children receive good education and learning[27]. The Kelurahan, as a concerned party, has the task of monitoring the educational process of children with special needs and has population data on the surrounding community. The parent community has the power to monitor the difficulties or obstacles experienced by the children so that it can jointly facilitate parents and schools.

In the inclusive society model, the level of education that children are expected to undergo is related to the compulsory education implemented in Indonesia, namely since kindergarten, elementary school, junior high school, and high school. Through the inclusive society model developed, children with special needs are expected to be able to receive education without discrimination at every stage of their education[28]. After graduation from high school, children will be given choices based on their competence and ability. If the child is competent to continue his/her education to college, the village and parent organization will assist him/her in data collection as a role in creating an inclusive society. If the child is competent to participate in vocational training, the parent organization can help by guiding the child and collaborating with skill/vocational course institutions to develop their potential and prepare for independence.

4 Conclusions

The Inclusive Society Model was developed based on a needs assessment to create an environment that supports the development of children with special needs in the field of education. The Inclusive Society Model includes the role of Kelurahan, PKK, Babinsa/Kamtibnas/LPM, health agencies including Puskesmas, Posyandu cadres and schools, and parent organizations. The Inclusive Society Model was developed based on the results of input and agreement from various parties to support the optimal level of children's education and increase community awareness about children with special needs.

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