

## **IMPLEMENTING THE PRINCIPLES OF SOCIAL JUSTICE AND EQUALITY IN EDUCATION: A LITERATURE REVIEW OF EFFORTS TO ELIMINATE DISCRIMINATION AND BUILD MUTUAL RESPECT IN SCHOOLS**

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### **Abstract**

This study aims to examine the application of the principles of social justice and equality in education through a literature review of efforts to eliminate discrimination and build mutual respect in schools. This study uses a literature study method with a descriptive qualitative approach, analysing various sources such as scientific journals, books, research reports and education policy documents. The results show that although various forms of discrimination - such as economic, gender, racial and against students with special needs - are still found in the school environment, concrete efforts have been made to overcome them. These efforts include teacher training, inclusive curriculum development, the implementation of anti-discrimination policies, and the involvement of parents and communities in building a culture of mutual respect. By consistently applying the principles of social justice and equality, schools can become an inclusive, fair and harmonious environment, and form a generation that is tolerant and respectful of differences.

**Keywords:** social justice, equality, education, discrimination, mutual respect, schools

### **Introduction**

Education is the main foundation in building a just and equal society. In the Indonesian context, education serves not only as a means of developing knowledge and skills, but also as a strategic tool to realise social justice in a pluralistic society. Social justice in education means that every individual, regardless of social, economic, religious, gender or other personal characteristics, has the same rights and opportunities to obtain quality education (Nurdiana et al., 2023) ; (Muharrom et al., 2023) .

However, the reality on the ground shows that the principles of social justice and equality still face various challenges. Inequality in access to education between urban and rural areas, discrimination against minority groups, and differences in the quality of education are major obstacles in realising equitable education. Data from the Central Statistics Agency (BPS) in 2020, for example, shows a gap in education participation between children in urban and rural areas, which directly impacts on their future opportunities (Yuletnawati, 2020) .

In addition, discrimination in the school environment is still common, both covert and overt. These forms of discrimination can include unfair treatment of students from underprivileged families, students with special needs, and stereotypes based on gender or ethnicity (Hendriarto et al., 2021). These conditions not only hinder students' optimal development, but also create a learning environment that is not conducive (Fraser, 2006).

Efforts to eliminate discrimination and build a culture of mutual respect in schools have become one of the important agendas in education reform. Schools as educational institutions must be able to create an inclusive environment, where every student feels valued and supported to develop their potential without fear of discriminatory treatment. This can be realised through the implementation of a curriculum that instils values of tolerance, empathy and respect for differences from an early age (Firdaus, 2019).

Equitable education also requires equitable distribution of educational facilities and resources throughout the region. The government has launched various programmes such as the Smart Indonesia Card (KIP) and Smart Indonesia Programme (PIP) to improve access to education for children from poor families. These programmes have proven to be able to help millions of students continue their education, although challenges in terms of quality and equity of facilities still need to be addressed (Rawls, 2006). In addition to policy aspects, the role of teachers is crucial in instilling the principles of social justice and equality in schools. Teachers are not only in charge of teaching, but also serve as role models in treating all students fairly and building a classroom climate that respects differences. Habituation of positive behaviour, instilling Pancasila values, and strengthening character education are important strategies in building a culture of mutual respect in schools (Agustina, 2019).

On the other hand, inclusive education is an effective approach to accommodate the diverse needs of students. By providing education services that are friendly to all groups, including children with special needs, schools can act as real agents of social change. Inclusive education emphasises the importance of curriculum adaptation, teacher training and the provision of supporting facilities so that no student is left behind (Pratiwi & Wahyudi, 2019). However, realising social justice and equality in education is not an easy task. It requires commitment from all stakeholders, from the government, schools, teachers, parents, to the wider community. This collaboration is essential to overcome the structural and cultural barriers that are still entrenched in our education system (Tuhuteru et al., 2023); (Haddar et al., 2023).

In addition, evaluation and supervision of the implementation of education policies must be carried out on an ongoing basis. This aims to ensure that each policy really has a positive impact on reducing discrimination and increasing equality in schools (Batubara, 2022). Research and academic studies also need to be developed to provide evidence-based recommendations for the formulation of more equitable and inclusive

education policies. It is also important to realise that building social justice in schools is not only related to the formal aspects of education, but also involves paradigm and cultural changes within the school environment. Education must be able to shape the character of students who are not only academically intelligent, but also have social sensitivity and the ability to coexist in diversity (Darsono, 2019) .

Thus, the application of the principles of social justice and equality in education is the main key in creating future generations who are able to face global challenges and build a harmonious society. Schools as miniature societies must be safe, inclusive and free from all forms of discrimination, so that each individual can grow and develop optimally.

Finally, equitable and equal education is a long-term investment in the nation's progress. By ensuring that no child is left behind, we not only improve the quality of life of individuals, but also strengthen the social, economic and cultural foundations of Indonesia towards a more just and prosperous future.

## **Research Methods**

The research method used in this study is library research with a descriptive qualitative approach. This research was conducted by collecting, reviewing, and analysing various relevant literature sources, such as scientific journals, books, research reports, and education policy documents that discuss social justice, equality, discrimination, and efforts to build mutual respect in schools (Elijah & Aslan, 2025) . The data obtained from these various sources were then identified the main themes, synthesised, and critically analysed to gain an in-depth understanding of the application of the principles of social justice and equality in education, as well as strategies to eliminate discrimination in the school environment (Torraco, 2020) .

## **Results and Discussion**

### **Principles of Social Justice and Equality Applied in Schools**

The application of the principles of social justice and equality in schools is an important foundation in building an inclusive, harmonious and discrimination-free educational environment. Schools as educational institutions have the responsibility to ensure that every student gets the same rights and opportunities regardless of their social, economic, gender, religious background, or certain physical conditions (Idris, 2013) . One concrete form of implementing social justice in schools is the fair distribution of tasks and responsibilities. For example, class picket schedules, ceremonial officers, and group assignments are divided evenly without differentiating students' status or abilities. This teaches students to appreciate justice and mutual cooperation in everyday life (Andini & Ndona, 2024) .

Equality is also reflected in the provision of equal learning facilities for all students. Schools endeavour to provide classrooms, libraries, laboratories, and other

supporting facilities that can be accessed by all students without discrimination. Thus, every student has equal opportunities to develop and achieve (Ndona, 2023). Teachers play an important role in upholding social justice in schools. In the assessment process, teachers must be objective and not differentiate students based on any background. Each student is assessed based on the ability and effort shown, thus creating a sense of justice among learners (Nugraha, 2020).

Open class discussion is one of the strategies to instil the value of equality. Teachers provide opportunities for all students to express opinions, ideas, and thoughts regardless of gender, social status, or academic ability. Every opinion is valued and listened to, so that students feel respected and their existence is recognised (Fataip, 2024).

The application of the principle of social justice is also seen in the learning assistance programme. The school provides extra tutoring for students who have difficulties in lessons, regardless of economic or social background. This programme aims to ensure that no student is left behind in the learning process. Gender equality is an important aspect that must be maintained in the school environment (Tunisa, 2024). Teachers and school authorities should provide equal opportunities to male and female students in various activities, such as the election of class leaders, extracurricular participation, and group assignments. There is no discrimination in the division of roles and responsibilities (Astuti et al., 2023); (Nurhayati et al., 2023).

In addition, schools must also accommodate the needs of students with special needs through inclusive education. Disability-friendly facilities, teacher training and curriculum adaptation are important steps so that all students can learn together without physical or social barriers (Tunisa, 2024).

The application of the principle of social justice in schools is also realised through rewards for student achievement. Every student who achieves, both in the academic and non-academic fields, is rewarded regardless of their background. This motivates students to continue to strive and achieve in a healthy manner. Schools need to develop a clear and firm anti-discrimination policy. This policy includes the prohibition of all forms of discrimination, bullying and unfair treatment in the school environment. Enforcement of these rules is important to create a sense of security and comfort for all school members (Kusnadi, 2024).

Character education is an integral part of instilling the value of social justice and equality. Through learning values such as empathy, tolerance and mutual respect, students are taught to accept differences and build harmonious relationships with others. Social service activities and group work are also effective means to foster a sense of caring and solidarity among students. Through these activities, students learn to share, help others, and understand the importance of social justice in community life (Hardianto, 2020).

The role of family and community is very important in supporting the implementation of social justice principles in schools. Collaboration between schools, parents and communities can strengthen the values of justice and equality taught at school, creating an environment conducive to student development (Juliani & Aslan, 2024).

Evaluation and supervision of the implementation of the principles of social justice and equality in schools must be carried out regularly. This aims to ensure that every policy and programme really runs effectively and has a positive impact on all students (Zalianti & Tuasikal, 2023).

By consistently applying the principles of social justice and equality, schools can become a miniature society that is fair, inclusive and harmonious. Every student feels valued, supported and has equal opportunities to develop, thus creating a future generation capable of building a better society.

### **Forms of Discrimination That Still Occur in Schools**

Discrimination in schools is still a complex issue and often goes unnoticed by many parties. One form of discrimination that often occurs is the different treatment of students based on economic status. Students from underprivileged families are often excluded from school activities that require additional costs, so they feel marginalised and undervalued. This can impact on their learning motivation and self-confidence (Firtikasari, 2024).

In addition, discrimination against students with special needs is still often found. Many schools have not provided adequate facilities or trained educators to assist students with disabilities. As a result, students with special needs often do not get equal rights in the learning process and participation in school activities (Herawati, 2014).

Gender discrimination is also a problem that has not been fully resolved. Stereotypes that men are more suitable to be leaders or superior in certain fields are still inherent in the school environment. Female students are sometimes underestimated in academic and extracurricular activities, so their opportunities are limited (Juwita, 2020).

In some schools, discrimination based on race, ethnicity and religion also still occurs. Students from minority groups are often victims of ostracisation, ridicule, or not getting equal rights in religious activities. There are also cases where students do not receive religious lessons according to their beliefs due to teacher limitations or school policies. Class division based on academic achievement can also lead to discrimination. Students placed in superior classes often receive better treatment from teachers, while students in regular classes feel less cared for. This can reduce the confidence and motivation of students who are not in the superior class (Firdaus, 2019).

Transfer students also often experience discrimination. They are often considered less adaptable or treated differently by teachers and classmates. This

negative stigma makes it difficult for transfer students to blend in and feel accepted in the new environment. Family background is also a factor in discrimination at school. Parents' employment status, religion, or family health conditions are sometimes the reason students are treated differently. There are cases where students are not accepted at school or ostracised because of their family background (Usmaulidar, 2024).

Access to school facilities and activities is also not always equitable. Students from certain groups sometimes do not have equal opportunities to use laboratories, libraries, or participate in extracurricular activities. This can occur due to economic, physical limitations, or discrimination from the school (Samidi & Suharno, 2018).

Teachers' assessment and treatment of students can also contain elements of discrimination. Teachers sometimes give different grades or treatment based on students' personal closeness, economic status, or gender. Students who do not attend extra lessons due to financial reasons, for example, may receive lower grades (Erwan et al., 2023); (Aslan & Pong, 2023).

Physical appearance is also a reason for discrimination in schools. Students who are overweight, have different skin colours or certain health conditions are often victims of ridicule, exclusion or even bullying from peers and teachers. In terms of religious education and beliefs, students who adhere to minority religions or certain faiths sometimes do not receive appropriate religious lessons or even do not receive religious grades because schools do not provide relevant teachers. This creates injustice in the fulfilment of the right to religious education (Samidi & Suharno, 2018).

The new student admission process in some schools also still contains elements of discrimination. There are schools that reject students because they do not have complete documents, lacking grades, or seats have been allocated to children from influential families. This practice closes access to education for children who should be entitled to equal opportunities (Halik, 2020).

These various forms of discrimination show that efforts to create equitable and inclusive schools still face major challenges. It takes the commitment of all parties to eliminate discrimination and build a culture of mutual respect in the educational environment so that every student can develop optimally.

### **Efforts Made to Eliminate Discrimination and Build Mutual Respect**

Efforts to eliminate discrimination and build mutual respect in schools have been made through various strategies integrated in policies, programmes and school culture. One of the main steps is to directly teach students about the dangers of discrimination, racism and bullying. This material is delivered through seminars, group discussions, and special lessons that emphasise the importance of respecting differences and the negative impact of discriminatory behaviour (Rokhmah, 2021).

The school also introduces the principle of inclusiveness, which ensures that every student, regardless of background, feels accepted and valued. This inclusiveness is realised by accommodating the needs of students with special needs, providing disability-friendly facilities, and adjusting the curriculum so that all students can participate equally (Kusnadi, 2024) . Training for teachers and school staff is an important effort in eliminating discrimination. Teachers are trained to recognise and address issues of discrimination and build sensitivity to the needs of students from minority groups. Trained teachers can create a classroom atmosphere that is fair, inclusive and supports the development of all students (Andrian et al., 2024) .

The school curriculum is also integrated with diversity, human rights and anti-discrimination materials. Thus, students not only understand the importance of respecting differences, but are also encouraged to become agents of change who reject all forms of discrimination in the surrounding environment (Triyuni et al., 2024) . The school implements a firm and clear anti-discrimination policy. This policy includes the prohibition of all forms of discrimination, bullying, and unfair treatment, as well as mechanisms for reporting and handling discrimination cases in a transparent and fair manner. Strict sanctions are given to perpetrators of discrimination in accordance with applicable regulations (Aslan, 2023) .

Mentoring and mentoring programmes are also developed to build empathy and solidarity between students. Students who are older or have a better understanding of diversity are involved as mentors for other students, especially students with special needs, to help them adapt and feel accepted in the school environment. Social and extracurricular activities that involve all students without discrimination are an effective means of fostering a sense of community and mutual respect. Through cooperation in various activities, students learn to appreciate differences and build harmonious relationships (Pratiwi & Wahyudi, 2019) .

Character education and habituation of the values of tolerance, empathy, and respect for differences continue to be instilled through daily learning. Teachers and school staff become role models in showing fairness, empathy and respect for differences, so that students are encouraged to imitate these positive behaviours. Open and effective communication between students, teachers and parents is also key in building a culture of mutual respect. Discussions, presentations and communication forums are regularly held to discuss diversity issues and find joint solutions to problems that arise (Liliana et al., 2021) ; (Putra & Aslan, 2019) .

Schools involve parents and communities in efforts to eliminate discrimination. Through parent meetings, socialisation and collaboration with the community, values of inclusivity and respect for differences are reinforced outside the school environment. Counselling and education on forms of discrimination are routinely conducted to raise awareness of all school members. This activity aims to enable students and teachers to

recognise and avoid discriminatory behaviour that often occurs without realising it (Azovide, 2021).

The implementation of multicultural education is one of the important strategies. With this approach, students from different backgrounds feel accepted and valued, and are encouraged to interact positively with peers of different cultures, religions or ethnicities. Evaluation and supervision of the implementation of the anti-discrimination policy are conducted regularly. The school ensures that each programme and policy is effective and has a positive impact on all students, and makes improvements if obstacles are found in its implementation (Anwar, 2019).

Efforts to build mutual respect are also made through special campaigns and programs, such as the "Healthy Friendship Campaign" which teaches children to recognise themselves, regulate emotions, understand other people's perspectives, and resolve conflicts in a healthy manner. This programme is tailored to the age level and needs of students (Pratiwi & Wahyudi, 2019).

With various efforts that have been made consistently and collaboratively, schools are expected to become truly inclusive, fair and harmonious environments. Every student feels valued, supported and has the same opportunity to develop, thus creating a generation capable of building a more tolerant and respectful society.

## **Conclusion**

Implementing the principles of social justice and equality in education is an important foundation for creating a school environment that is inclusive, fair and free from discrimination. Through various policies, programmes and practices, schools strive to ensure that every student has equal rights and opportunities regardless of economic background, gender, religion, race or physical condition. This effort is not only realised in the provision of facilities and equal access to education, but also through the cultivation of the values of tolerance, empathy and respect for differences in daily life at school.

Although various forms of discrimination are still found, such as economic, gender, racial discrimination and against students with special needs, the school has taken various concrete steps to overcome them. These include teacher training, developing an inclusive curriculum, implementing anti-discrimination policies and involving parents and the community in building a culture of respect. Regular evaluation and supervision are also carried out to ensure the effectiveness of the programmes and policies implemented.

By consistently applying the principles of social justice and equality, schools can become a miniature of a fair and harmonious society. Every student feels valued, supported and has equal opportunities to develop. This becomes a long-term investment in shaping a generation capable of building a more tolerant, inclusive and respectful society in the future.



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