EMBEDDING THE VALUES OF JUSTICE, EQUALITY AND ACCEPTANCE OF DIFFERENCES IN STUDENTS: A LITERATURE REVIEW OF INCLUSIVE EDUCATION STRATEGIES IN INDONESIA

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Abstract
This research aims to examine inclusive education strategies in instilling values of justice, equality and acceptance of differences in students in Indonesia through a literature review. Inclusive education is seen as an approach that provides equal learning opportunities for all children, regardless of background, physical, mental or social conditions. Through strategies such as adaptive learning, collaboration between teachers, parents and communities, and the development of a diversity-friendly school culture, inclusive education is able to create an equitable learning environment that respects diversity. The review shows that the implementation of inclusive education strategies has a positive impact on students' social, academic and character development and reduces stigma and discrimination in the school environment. However, challenges such as limited resources, lack of teacher training and social stigma remain major obstacles. Therefore, a sustained commitment from all stakeholders is needed to strengthen training, provide adequate facilities and conduct socialisation and advocacy so that inclusive education can run optimally and sustainably.
Keywords: inclusive education, justice, equality, acceptance of differences, learning strategies, Indonesia

Introduction

Inclusive education is an educational paradigm that emphasises the importance of providing equal opportunities for every child, regardless of background, physical, mental or social conditions. In this system, all learners, including children with special needs, learn together in one educational environment with services tailored to their individual needs (Sulastri & Suryadi . , 2025)

The concept of inclusive education in Indonesia began to develop rapidly since the early 2000s, in line with the government's commitment to realising a fair and equitable education for all citizens. One important milestone was the issuance of Law No. 20/2003 on the National Education System, which affirms the right of every child to a quality education without discrimination (Nailatul ., 2025)

Inclusive education not only aims to fulfil the rights of children with special needs, but is also a strategic means to instil the values of justice, equality and acceptance of differences in the school environment. Through intensive interaction between students with diverse backgrounds, it is hoped that an attitude of mutual appreciation and respect for differences, whether in terms of physical, social or cultural. The implementation of inclusive education in Indonesia is also driven by various national and international policies (Nugroho, 2020) . One of these is Indonesia's ratification of the 1994 Salamanca Declaration, which emphasises the importance of education for all children, including those with special needs. In addition, Permendiknas No 70 of 2009 emphasises the government's commitment to providing inclusive education services in regular schools (Faujiyyah . , 2025)

However, the implementation of inclusive education in Indonesia still faces various challenges. One of the main challenges is the low level of community acceptance and understanding of the presence of children with special needs in mainstream schools. Many people still see children with disabilities as a burden or even consider them unfit to learn with other children. In addition, limited human resources, especially teachers who are trained in dealing with the diverse needs of students, are another obstacle to effective inclusive education. Many schools do not have special assistant teachers, so the learning process for children with disabilities is not optimal (Artikasari ., 2024)

In terms of infrastructure, many schools are still not friendly to the physical needs of children with special needs, such as classroom accessibility, sanitation facilities and learning aids. This condition hinders the creation of an inclusive and comfortable learning environment for all students.

Nevertheless, various efforts have been made to overcome these challenges. The government and various related parties continue to encourage training for teachers, provision of supporting facilities, and socialisation of the importance of inclusive education to the wider community. In addition, collaboration between schools, parents and communities is key to the successful implementation of inclusive education.

The values of justice, equality and acceptance of differences are the essence of inclusive education. Justice is realised through providing equal rights and opportunities for every child to develop according to their potential. Equality is reflected in non-discriminatory treatment, while acceptance of differences is shown through an open and tolerant attitude towards individual diversity (Wardani, 2025) .

An effective inclusive education strategy must be able to instil these values through the curriculum, learning methods and an inclusive school culture. Teachers play an important role as facilitators who build a classroom atmosphere that supports the participation of all students, without exception (Sabrina et al., 2025) .

This study aims to examine the various inclusive education strategies that have been implemented in Indonesia and analyse their effectiveness in instilling the values of justice, equality and acceptance of differences in students. By understanding the dynamics and challenges faced, it is hoped that this research can provide relevant recommendations for the development of inclusive education in the future.

Finally, it is important to emphasise that inclusive education is not just a programme or policy, but a moral movement to build a just, equal and respectful society. Through inclusive education, the young generation of Indonesia can be equipped with noble values that become the foundation for the creation of a harmonious and civilised life together.

Research Methods

The research method used in this study is systematic literature review (SLR), which is a systematic approach to identify, evaluate and synthesise relevant literature sources, such as journal articles, books and policy documents related to inclusive education in Indonesia. The research process began with formulating research questions, determining inclusion and exclusion criteria, conducting literature searches on scientific databases, and selecting and analysing literature that met the criteria. Data analysis was conducted thematically to find patterns of effective inclusive education strategies in instilling the values of justice, equality and acceptance of differences in students (Eliyah & Aslan, 2025) ; (Grant & Booth, 2020) .

Results and Discussion

Inclusive Education Strategies in Embedding the Values of Justice, Equality, and Acceptance of Differences in Students

Inclusive education is an approach that places all students, regardless of physical, mental, social, or cultural differences, in the same learning environment. The main goal is to create a learning atmosphere that is fair, equal and accepting of diversity, so that every child can develop according to their potential (Putri, 2025) .

A key strategy in inclusive education is the implementation of adaptive learning that is responsive to students' individual needs. Teachers are expected to be able to adjust learning methods, materials and evaluations to make them accessible to all students, including those with special needs. This approach emphasises the importance of equity, providing support according to need rather than uniform treatment (Wardani, 2025) .

One effective strategy is the use of differentiated instruction. Teachers arrange materials and tasks that are tailored to students' abilities, interests, and learning styles. Thus, each student has an equal opportunity to achieve the targeted competencies, without feeling left behind or discriminated against (Wardah, 2019) .

Cooperative learning is also an important strategy in instilling the value of equality and acceptance of differences. Through heterogeneous group work, students learn to help each other, appreciate the uniqueness of friends, and build empathy. Intensive social interactions in inclusive classrooms strengthen tolerance and solidarity among students (Judijanto & Aslan, 2025) ; (Purike & Aslan, 2025) .

The use of varied learning media and technology is very helpful in accommodating the needs of diverse students. For example, the use of visual cards for autistic children, sign language for deaf students, or interactive learning applications for students with specific learning barriers. These innovations ensure all students can access the material optimally (Komari & Aslan, 2025) .

The role of teachers as facilitators is crucial in inclusive education. Teachers not only deliver the material, but also build a friendly learning environment, support students' social-emotional development, and become role models in instilling the values of justice and equality. Teachers also need to continuously develop their competencies through training and collaboration with experts (Firmansyah & Aslan, 2025a) ; (Firmansyah & Aslan, 2025b) .

Collaboration between schools, families and communities is an important foundation in supporting the success of inclusive education. Parental involvement in the education process, open communication and community support can strengthen acceptance of differences and reduce social stigma towards children with special needs (Velianantha et al., 2024) . Adapting the curriculum and learning environment is also a key strategy. Schools need to provide accessible facilities, such as disability-friendly classrooms, learning aids and therapy rooms. Adjusting schedules, seating arrangements, and providing extra time in examinations are also forms of equity in inclusive education (Wulandari & Rokhmat ., 2020)

Cultivating the values of justice, equality and acceptance of differences is not only done through formal learning, but also through an inclusive school culture. Schools need to develop norms, rules and traditions that respect diversity, and take firm action against any form of discrimination or bullying (Panjaitan et al., 2025) .

Another effective strategy is the implementation of an individualised service programme (Program Pembelajaran Individual/PPI) for students with special needs. This programme is designed based on an assessment of individual needs, so that each student receives appropriate services to develop his or her potential optimally. Student empowerment as agents of change is also important in inclusive education. Through extracurricular activities, student organisations and discussion forums, students can learn to be leaders who are fair, equal and able to accept differences. These experiences shape inclusive character and social attitudes (Melinda et al., 2024) .

Fair evaluation and assessment are integral to an inclusive education strategy. Assessment should consider the process and individual development, not just the end result. Teachers can use various instruments, such as portfolios, observation and self-

assessment, to comprehensively measure students' progress. Inclusive education also requires supportive policies at the school and government levels. Clear regulations, adequate budget allocations and ongoing training programmes for teachers and education personnel are necessary to ensure effective and sustainable implementation of the strategy. (Sitopu et al., 2024) .

Challenges in the implementation of inclusive education, such as limited resources, lack of community understanding and cultural barriers, should be addressed through socialisation, advocacy and innovation. Schools need to build networks with other institutions, such as therapy centres, universities and community organisations, to strengthen support for students with special needs (Nahampun ., 2025)

Thus, by consistently applying these strategies, inclusive education can be an effective vehicle in instilling the values of justice, equality and acceptance of differences in students. The end result is the creation of a young generation that is not only academically intelligent, but also inclusive, tolerant and ready to live in a diverse society.

Impact of the Strategy on the Values of Justice, Equality and Acceptance of Differences

The implementation of inclusive education strategies in Indonesian schools has brought significant changes in instilling the values of justice, equality and acceptance of differences in students. This positive impact is not only felt by students with special needs but also by the entire school community.

Firstly, inclusive education creates an equitable learning environment where every student, regardless of background or physical condition, has an equal opportunity to develop. This is in line with the principles of social justice that emphasise respect for human dignity and diversity. Secondly, inclusive strategies such as combining students with special needs with typical students in one class have improved access to quality education for all. Each individual is valued and given space to actively participate in the learning process, creating an atmosphere of equality and mutual respect (Bahri & Nuryati ., 2024)

Thirdly, the active involvement of various stakeholders-teachers, parents and communities-contributes greatly to reducing social disparities in schools. Teacher training and seminars for parents increase understanding and awareness of the importance of inclusive education, supporting a more equitable and just environment. Fourthly, inclusive education strategies have been effective in reducing barriers for students with special needs. Additional support such as individual guidance and curriculum adjustments make them feel more accepted and able to contribute to learning, reinforcing the value of accepting differences (Suryadi ., 2025)

Fifth, inclusive education promotes students' increased social engagement. Students with special needs reported positive experiences in interacting with peers, which strengthened social relationships and built empathy among students. Sixth, student motivation and participation increased significantly. Supportive environments

and adaptive learning methods make students more motivated to learn and active in classroom activities, both academic and non-academic (Kasman, 2020) .

Seventh, the academic development of students with special needs also shows a positive trend. Learning adjustments and support from inclusive teachers help them to achieve better academic performance and improve their self-confidence. Eighth, the implementation of inclusive strategies reinforces the value of equality in schools. All students, without exception, have equal access to school facilities and activities, reducing discrimination and the stigma of difference. Ninth, an inclusive school culture fosters mutual respect and tolerance. Students learn to accept diversity as a strength, not an obstacle, creating a harmonious and collaborative atmosphere (Ilham et al., 2024) .

Tenth, inclusive education also has an impact on changes in the attitudes of regular students. They become more open, empathetic and able to co-operate with friends from different backgrounds in both academic and social activities. Eleventh, acceptance of differences is further entrenched through daily interactions in the classroom. Students learn that each individual has uniqueness and potential that can be developed together, thus reducing discriminatory behaviour (Sulastri & Suryadi ., 2025)

Twelfth, inclusive strategies encourage the development of social and communication skills. Students with special needs get the opportunity to interact and build positive relationships with peers, which is crucial for their social development. Thirteenth, inclusive education has a long-term impact on society. By getting students used to living in a diverse and inclusive environment from an early age, future societies will be more open, fair and able to accept differences as part of life Together (Yuwono ., 2020)

Fourteenth, overall, inclusive education strategies have proven to be an effective vehicle in instilling the values of justice, equality and acceptance of differences in students. This success relies heavily on school commitment, teacher training, parental support and cross-sector collaboration to create a truly inclusive and equitable learning environment (Milati & Nugraheni ., 2024)

Thus, inclusive education in Indonesia is a strategic step to instil the values of justice, equality and acceptance of differences in students. The implementation of various strategies, such as adaptive learning, collaboration and the development of an inclusive school culture, has had a positive impact in building a fair and equal learning environment for all children.

However, challenges such as limited teacher competence, inadequate facilities, social stigma and lack of policy support remain major obstacles. For this reason, systematic efforts through teacher training, infrastructure improvement, socialisation and cross-sector collaboration are needed so that inclusive education can run optimally and provide benefits for all learners. With a joint commitment from all stakeholders,

inclusive education in Indonesia can be a strong foundation in building a tolerant, fair and harmonious generation in diversity.

Conclusion

The implementation of inclusive education strategies in Indonesia has proven to be an important foundation in instilling the values of fairness, equality and acceptance of differences in students. Through inclusive education, every child - regardless of background, ability or physical condition - has the same opportunity to learn and develop in a supportive environment. This not only opens up equitable access to education but also builds a culture of mutual respect and understanding of diversity in schools.

Inclusive education strategies, such as adaptive learning, collaboration between teachers, parents and communities, and the development of a diversity-friendly school culture, have had a positive impact on students' social, academic and character development. Students learn to work together, empathise and accept the uniqueness of each individual, creating a harmonious and tolerant atmosphere. In addition, inclusive education also reduces stigma and discrimination and increases the motivation and participation of all students in the learning process.

However, the implementation of inclusive education still faces challenges such as limited resources, lack of teacher training and social stigma. Therefore, a sustained commitment from all stakeholders is needed to strengthen training, provide adequate facilities and conduct socialisation and advocacy. With joint efforts, inclusive education can become a key pillar in building a generation that is fair, equal and able to live harmoniously in the diversity of Indonesian society.

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