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Development of Inclusive Education Learning Design in the Era of Society 5.0

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Abstract: Era of Society 5.0 has had a significant impact on the implementation of education for students in Indonesia, which presents opportunities and challenges for educators in each education unit. One of the education units that feels this impact is inclusive education. Inclusive education learning designs in which there are special assistant teachers have a more dominant social constructivist tendency than those with regular education teachers. The development of the right inclusive education learning design will help children with special needs in achieving their optimal potential development according to their conditions and needs in the community. This study aims to propose inclusive education learning designs that are relevant to Era of Society 5.0 based on national education standards including standard processes, standards for educators, and standards for infrastructure. This study employs a descriptive qualitative study, and the primary data collection instruments were in the form of observations and interviews, as well as documentation as a secondary data collection instrument. Participants were selected using a purposive sampling technique and they were from five inclusive schools in the province of South Kalimantan. The data analysis technique uses content analysis. The results of the study show that Era of Society 5.0 is in line with the development of inclusive education learning designs and is relevant to the Indonesian national education system which includes standard processes, standards for educators, and standards for infrastructure.

Keywords: education learning design; inclusive education; Era of Society 5.0



Citation: Mansur, Hamsi, Agus Hadi Utama, Mohd Hanafi Mohd Yasin, Nina Permata Sari, Khairul Azhar Jamaludin, and Fitra Pinandhita. 2023. Development of Inclusive Education Learning Design in the Era of Society 5.0. *Social Sciences* 12: 35. <https://doi.org/10.3390/socsci12010035>

Academic Editors: Liza Lee, Kuei-Kuei Lai, Linda Pavitola, Kate Chen and Teen-Hang Meen

Received: 23 September 2022

Revised: 15 November 2022

Accepted: 30 November 2022

Published: 4 January 2023



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1. Introduction

Various efforts have been made by the Government of Indonesia to provide comprehensive education to its citizens. The government has declared nine years of compulsory basic education for school-age children as regulated in Law Number 20 of 2003 concerning the National Education System Chapter I Article 1 Paragraph (18) which states that “Compulsory learning is a minimum education program that must be followed by Indonesian citizens on the responsibility of the government and local governments”. The Government’s efforts to provide a minimum of nine years of education to its citizens are in line with education as a human right. Children who attend public school education vary widely in ability. Their abilities are below average, average, and above average. This condition is a natural thing because school residents are representatives of very heterogeneous community members (Darma and Rusyidi 2015).

We often encounter children whose abilities are below average or commonly called children with special needs who are placed in special education schools and/or inclusive education schools so that their potential can develop as much as possible and be accepted in society. When the school community, such as teachers and children, work together to minimize the barriers children face in learning and promote the participation of all children in school, this is one of the characteristics of an inclusive school (Mansur 2018).

This inclusive school has been strengthened in the Salamanca Statement (UNESCO 1994) adopted at the world conference which recognized education for all as an institution. This can be interpreted that every child can learn, every child is different, and that difference is a strength, thus the quality of the learning process needs to be improved through collaboration with students, teachers, parents, and society (Messiou 2017).

In inclusive schools, there are usually several students in class who need more attention, such as those with visual or hearing impairments, physical or mental retardation, intellectual retardation, emotional retardation, instability, and intellectual disabilities, as well as social behavior disorders such as autism, attention deficit hyperactivity disorder (ADHD), broken homes, school dropouts, street children, victims of natural disaster trauma, and so on. They need physical access and curriculum modifications that are adapted to their needs effectively with respect to all school activities (Herawati 2016).

The standard process that occurs in inclusive schools is that all school members understand that the purpose of education is the same for all, namely, all students have the right to feel safe and comfortable, to develop themselves, make choices, to be able to communicate, to be part of a community, to be able to live in a changing world situation, and to be able to make valued contributions. This includes the issue of the curriculum in inclusive schools which is the biggest challenge for classroom teachers/field of study and special assistant teachers in maintaining the participation and collaboration of all students in the class. Adjustment of the learning process is not about reducing standard requirements or making training easier for children with special needs, but curriculum adaptations are carried out to meet the diversity of characteristics and learning styles of students. This process requires careful preparations, both by the class/field of study teachers, teachers' companions, students' parents, as well as other participants in the school community who are responsible in protecting children with special needs (Tarnoto 2016).

In the inclusive school model, we can observe that the teachers make efforts to minimize the barriers that children experience in learning and promoting the participation of all children in school. Teachers should be flexible in making curriculum adjustments. They plan for all classes and use alternative teaching methods. In addition, in inclusive schools, there is always good physical access, and the teachers can prepare themselves early. Preparation for lessons involves thinking about how to ensure that all students can actively participate in the learning process by adapting the curriculum for children with special needs, producing what are commonly referred to as individual learning plans. Teachers must always think about how to classify classes, and what materials are needed by their students. This all depends on the context of the school, the classroom, and the needs of the child. The teacher's actions like this already show an attitude of inclusion. One of the indications of inclusive teacher performance is that they always try to improve their teaching methods and adapt to the learning needs of students (Rahim 2016).

In the inclusive school model, teachers use a variety of teaching methods and presentation styles to ensure that all students get the most out of the school. Building partnerships with parents and communities is a process that does not happen overnight. They are aware that, with special educational needs, it is necessary to adjust and adapt the curriculum to individual learning plans. On the standard of facilities and infrastructure, utilizing existing technology can also help unify the understanding of students. In addition, teachers in this school model work to develop supportive school environments in the classroom, at school, and around the wide school community. So, in inclusive schools, teachers always use the right media and learning resources in guiding a generation that is receptive and tolerant of anyone with different needs (Stubbs 2008).

The purpose of inclusive education is to reduce anxiety, build loyalty in friendships, and build understanding and respect for each other. Inclusive education provides a variety of shared learning experiences, participates actively, and will succeed in the regular classroom. Thus, the presence of inclusive education has the potential to be able to make a meaningful contribution to the whole student body, with all their diversity and special needs. However, its current implementation is still poor and not does not accord to its

aims and proposed guidelines (Darma and Rusyidi 2015). Irvan and Jauhari (2018) claimed that a number of districts in Indonesia, such as Bojonegoro, Tuban, and Lamongan, are still struggling to implement inclusive education practices effectively. This is worrying as the Era of Society 5.0 seeks a vast integration of technology in education. This might further affect inclusive education practices in Indonesia as the lack of expertise, facilities, and administration in these schools has been reported in the literature (Darma and Rusyidi 2015; Irvan and Jauhari 2018). In addition, the lack of a clear design to implement it is potentially the main hindrance to the success of its implementation. Thus, this study will propose inclusive education learning designs that are relevant to Era of Society 5.0. Specifically, this study will discuss how the relevance of the Indonesian national education system, which includes the development of inclusive education learning designs in terms of process standards, teaching education personnel standards, and infrastructure standards, is still in line with philosophy Era of Society 5.0 (Handayani and Muliastri 2020).

2. Literature Review

A brief description of inclusive education is a system of education that is friendly for all children, with an education service system that requires children with special needs to study in nearby schools in regular classes with friends of their age. The term inclusive education as reflected in the UNESCO Salamanca Statement 1994, comes from the term Education for All, which refers to friendly education for all, i.e., an educational approach that seeks to reach everyone without exception (Ainscow et al. 2019). Everyone has equal rights and opportunities to get the maximum benefit from education. Rights and opportunities are not distinguished by the diversity of individual characteristics, be they physical, mental, social, emotional, or even socioeconomic. At this point, it appears that the concept of inclusive education is in line with the Indonesian national education philosophy which does not limit students' access due to differences in initial and background conditions. Inclusive schools are not only for those with disabilities or extraordinary but also for all children (Irvan and Jauhari 2018).

The implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational infrastructure, and learning systems that are tailored to the individual needs of students. For this reason, an accurate identification and assessment process needs to be carried out by trained personnel and/or professionals in their field to be able to develop an appropriate and objective educational program. Support for facilities and infrastructure that supports a child-friendly school culture needs to be adapted to the concept of community philosophy in the Era of Society 5.0 to provide the widest opportunity for all children, including those with special needs, to get a proper education according to their needs and thus help accelerate or improve the quality of Indonesian national education (Kurniawan and Aiman 2020).

Era of Society 5.0 is a society in which various needs are differentiated and met by providing the necessary products and services in adequate quantities to the people who need them when they need them, and where everyone can receive high-quality services and live a comfortable life. Era of Society 5.0 aims to create a people-centered society in which economic development and the resolution of societal challenges are achieved, and people can enjoy a high quality of life that is fully active and comfortable. This is a society that will attend in detail to the various needs of people, regardless of region, age, gender, or language, and including children with special needs by providing a variety of goods, assistances, and services needed collaboratively. Based on this literature review, it is clear that the implementation of inclusive schools or child-friendly schools in Indonesia should reflect the ideals of industrial Era of Society 5.0 and be relevant to the national goals of Indonesian education. In the latest research, inclusive education in Indonesia is a culture of "gotong royong" which, in the language of the Era of Society 5.0, is that humans must collaborate and be integrated with the development of information technology and qualified communication (Mansur et al. 2021).

There are currently three main priorities in improving human resources in international competition, namely the standard of the learning process, the standard of teaching and educational staff, and the standard of infrastructure to imprint the character of students who are superior and competitive and continue to practice the value system and high morals of the nation's culture. Indonesian education must begin to be independent in learning and make teachers a driving force in facilitating student learning activities. The curriculum for independent learning and driving schools should be an embodiment of the philosophy of the industrial Era of Society 5.0. In carrying out the education process, the Indonesian government now focuses not only on artificial intelligence and/or skills in using learning technology through connectivity in all things, but also on the human component as the driving force of education. Without us realizing it, our education has now entered the Era of Society 5.0, whose main keyword is "collaborating" with each other; this era offers a society that is centered on balance and togetherness in living life and coexistence with the rapid development of science, technology, and communication. The rapid development of science and technology is not only a rapid flow of information; it also facilitate the acquisition of good and credible information. We live in an era where all technology is integrated into our lives, and technological advancements can help to close the gaps that are beginning to appear in individuals. (Nastiti and Ni'mal'Abdu 2020).

3. Methodology

The design of the right inclusive education learning design will help children with special needs in achieving their optimal potential development according to their conditions and needs in the community. This study aims to propose inclusive education learning designs that are relevant to Era of Society 5.0 based on national education standards, including standard processes, standards for educators, and standards for infrastructure. This study uses a descriptive qualitative approach with a literature study method that is adapted to the findings of factual conditions in the field related to the implementation of today's inclusive schools. The literature study method is a data collection technique; we conducted a literature review that is relevant to the research and aims to provide a description to the reader (refer Figure 1). Investigations of primary and secondary data were conducted by purposive sampling at five inclusive schools in the province of South Kalimantan, namely SDN Sungai Malang 4 Amuntai, SDN Batu Merah 1 Balangan, SDN Hantakan Barabai, SDN Belimbing Raya Tanjung, and SDN Kandangan. The data analysis technique uses content analysis to obtain the right data to support the research objectives. The instruments used for primary source data collection through selected sources are observation sheets and interview guidelines, and the documentation study/library study method is used for secondary source data collection to strengthen the findings of the primary data in the form of a checklist classifying these data sources based on the focus of the research variables (refer Figure 2). We ask: What are the stages in the process of developing inclusive education learning designs that are relevant to the industrial era of Society 5.0 (Kurniawati et al. 2019)?

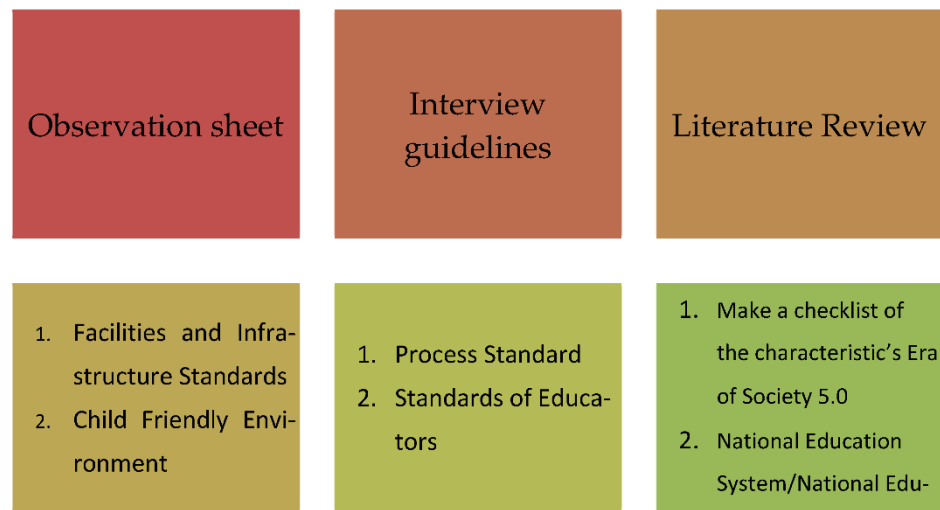


Figure 1. Content Data Analysis Techniques (Content Analysis).

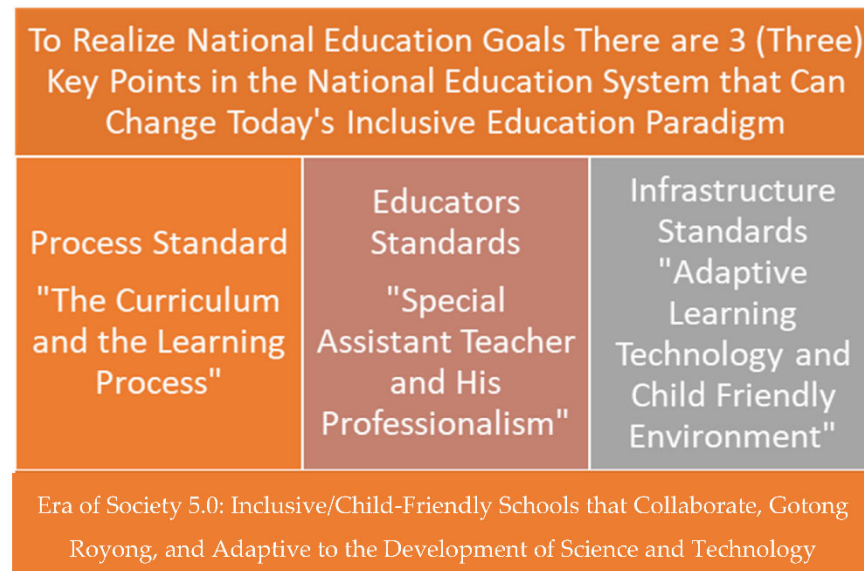


Figure 2. Inclusive Education Learning Design Modeling Era of Society 5.0.

4. Result

The factual conditions at SDN Sungai Malang 4 Amuntai are as follows: (1) The identification system for students with special needs at this school is first identified through parents and school committees and assessed through direct recommendations from therapy centers, psychologists, and mental health specialists. (2) SDN Sungai Malang 4 Amuntai already has a special assistant teacher with a bachelor’s degree in general education, which meets the minimum qualifications for a school in providing inclusive education under Permendiknas 70 of 2009 concerning Inclusive Education for Students with Disabilities, and Having Potential Intelligence and/or Special Talent states that the district/city government is obliged to provide at least one special assistant teacher in the education unit designated to provide inclusive education. (3) At SDN Sungai Malang 4, the curriculum uses the 2013 curriculum. For inclusive education, the 2013 curriculum is adjusted to the categories of students by preparing individual learning plans. The learning process takes place in the same class but children with special needs are accompanied directly by special assistant teachers who seek to maintain children’s participation and collaborate on the behavior of children with special needs in learning materials and/or learning activities. (4) The

school environment/infrastructure at SDN Sungai Malang 4 Amuntai already reflects a welcoming culture that can be seen in a supportive learning environment for children with special needs, and excels in terms of the availability of adaptive learning media for children with special needs such as real object learning media, media with pictures, words, videos, and mirrors for children with special needs ADHD, slow learners, and deaf.

The factual conditions at SDN Batu Merah 1 Balangan are as follows: (1) On average, students with special needs are accepted each new academic year in the number of one to two people, with the socioeconomic conditions of the family being in the lower middle class. In the process of recruiting students with special needs, there is a special identification and assessment from the school committee and there is no limit on the acceptance of students with special needs, but when the identification and special assessment have reached the category of eating weight, students with special needs will be recommended to follow education in special schools with parental consent. Identification and assessment have been carried out in various fields, such as social–emotional development and cognitive assessment, regarding the identification of students with special needs. (2) SDN Batu Merah 1 Balangan already has a special assistant teacher with an extraordinary education background and an identification system involving and/or coordinating with the Balangan Regency Education Office. (3) SDN Batu Merah 1 Balangan uses an educational unit-level curriculum that is tailored to the needs of each student by preparing individual learning plans. In the learning process, learning activities are carried out in parallel, i.e., learning takes place simultaneously between regular students and students with special needs. During the regular learning process, students with special needs will be given special guidance from special assistant teachers. After the learning process is over, students with special needs are accompanied by special assistant teachers to guide the absorption of the learning materials and/or to communicate the obstacles of students with special needs in absorbing learning materials that they do not understand. (4) School facilities and infrastructure have the available learning media and appropriate learning resources for inclusive students. The school as much as possible makes students comfortable and does not discriminate between inclusive students. The accessibility of this inclusive school already exists, e.g., there is road shoulder access to the toilet and school library designed for the visually impaired, but the toilets in it have not been specifically designed for persons with disabilities.

The factual conditions at SDN Hantakan Barabai are as follows: (1) On average, students with special needs are accepted each new academic year, one to two people, with the socioeconomic conditions of the family being in the lower middle class. In the process of recruiting students with special needs, there is no special identification and assessment. Students with special needs are continuously monitored for their progress when they are accepted at this school, involving committees and the participation of school residents. (2) SDN Hantakan Barabai does not yet have a special assistant teacher. (3) The curriculum used is the level of the education unit that is adapted to the needs of each student. The learning process is fully implemented by the homeroom teacher both in teaching, educating, and assisting students with special needs in learning. In the further learning process, regular students tutor students with special needs after receiving the subject matter from the class teacher in a conducive, peaceful environment. Class teachers are essential for achieving conducive and effective learning by instilling family values and mutual respect for differences in learning activities and thus ensuring the guardian's patience. The assessment system and minimum completeness criteria for students with special needs are distinguished from regular students. (4) School residents create as comfortable an atmosphere as possible among students and create a sense of kinship so that mutual respect grows, although there are some obstacles found in the form of emotional conditions; students with special needs are sometimes out of control, so they can disturb their friends. In this school, there are students with special needs who are autistic, slow learners, deaf, blind, and others.

The factual conditions at SDN Belimbing Raya Tanjung are as follows: (1) The average number of students with special needs accepted is between four and ten people. The background and socioeconomic conditions of the parents also vary; there were teachers, doctors, soldiers, and police, and there was even a parent of a student with special needs who worked as an Adjutant to the Deputy Regent of Tabalong Regency. The categories of students with special needs who are accepted at SDN Belimbing Raya Tanjung are in the mild and moderate categories, ascertained by going through the stages of identification and assessment of the students involving their parents, psychologists, and school committees. Students with special needs who are currently in school are autistic, speech delayed, physically handicapped, mentally retarded, deaf, slow learners, and have down syndrome, as well as mild intellectual disabilities such as learning difficulties. (2) This school itself has 28 special assistant teachers with various educational backgrounds, but what is very unfortunate is that, of the 28 people, only 1 person has an extraordinary education background. The main function of the special assistant teacher is to assist class/field teachers in supervising, guiding, and nurturing students with special needs, as well as in making individual learning programs to monitor the progress of learning/changes in the behavior of students with special needs. (3) Regarding the infrastructure at SDN Belimbing Raya Tanjung, it can be said that it is still very limited and not yet friendly to students with special needs. It is unfortunate that the existence of the available inclusion space is even used for other purposes such as a sports equipment room and a place to put other items. Whereas, if used properly, this will certainly support the implementation of inclusive education and the learning process that requires special guidance and attention. With the support of 28 special education assistants, this school is actually quite conducive to the growth and development of students with special needs in achieving their optimal potential in accordance with the conditions and needs of the community.

The factual conditions at SDN Kandangan are as follows: (1) Acceptance of students with special needs is carried out by means of initial identification of students with special needs by special assistant teachers and counseling guidance teachers as well as an initial assessment of students supported by information from parents/guardians of participants, educators, and/or a therapy center/psychologist. (2) There are special assistant teachers who are not graduates of special education training and several counseling guidance teachers who are involved in fostering, guiding, and nurturing students with special needs. In the learning process in the classroom, class/subject teachers, special assistant teachers, and guidance and counseling teachers work together to accommodate all students so that they have the right to feel safe and comfortable in the learning process, can develop and find identity in the learning process, can make choices and actively discuss them during the learning process, can communicate using contextual teaching and learning methods during the learning process, and ultimately be part of a community, be able to live in a changing world situation, and be able to make valuable contributions. (3) Teachers' special assistants and counseling guidance teachers work together in preparing individual learning programs to continuously see how learning success and progress in the self-development of students with special needs.

5. Discussion

At SDN Sungai Malang 4 Amuntai, recruiting students with special needs is carried out by trained experts and/or professionals in their fields who conduct the initial identification and assessment of students with special needs. The learning process has described an inclusive class by utilizing adaptive learning media. The curriculum used is the 2013 curriculum which was adapted through the preparation of individual learning plans. Special assistant teachers directly assist students with special needs to maintain their participation, and they tolerate with the behavior of children with special needs in learning activities. Children with special needs at SDN Sungai Malang 4 Amuntai consist of those with ADHD/attention deficit hyperactivity disorder, slow learners, and those with mild deafness. The learning media are real objects, pictorial learning media, word learning media,

learning videos, and mirrors. SDN Sungai Malang 4 Amuntai has the potential to become a school that has a supportive learning environment and reflects a child-friendly school.

At SDN Batu Merah 1 Balangan, identifying students with special needs is carried out by the school committee by identifying and assessing the cognitive, social, and emotional development characteristics that fall into the mild category. If students with special needs fall into the moderate/severe category, the school committee can recommend them to special education. The learning process has described an inclusive class by guiding the absorption of learning materials and/or communicating the obstacles of students with special needs in absorbing learning materials that they do not understand. The curriculum used is the KTSP curriculum which is adapted through the preparation of individual learning plans. Special assistant teachers provide special tutoring in the absorption of learning materials and/or communicate the obstacles of students with special needs in the learning process. The accessibility of this inclusive school already exists, e.g., there is road shoulder access to the toilet and school library designed for the visually impaired, but the toilets in it have not been specifically designed for persons with disabilities. SDN Batu Merah 1 Balangan is relevant to the aims of the Era of Society 5.0 and has the potential to become a school that has a comfortable/conducive learning environment and reflects a child-friendly school.

At SDN Hantakan Barabai, the identification process relates to the socioeconomic conditions of families who are in the lower middle class and people with mild disabilities. The learning process is fully implemented by the homeroom teacher in teaching, educating, and assisting students with special needs in learning. In the further learning process, there is a peer tutoring method from regular students to students with special needs which is carried out after the provision of subject matter from the class teacher in a conducive and peaceful atmosphere, by instilling family values and mutual respect for differences in learning activities. The assessment system and minimum completeness criteria for students with special needs are distinguished from regular students. The curriculum used is the KTSP curriculum with adjustment of assessment standards on the learning abilities of students with special needs. There are no special assistant teachers, so students with special needs are continuously monitored for their progress when they are accepted at this school by involving committees and the participation of school residents. The assessment system and minimum completeness criteria for students with special needs are distinguished from regular students with the intention that children with special needs can focus on developing their optimal potential according to their conditions and needs in the community. Children with special needs who are in this school consist of autistics, slow learners, the mildly deaf, the mildly visually impaired, and others who come from the socioeconomic conditions of lower middle-class families. SDN Hantakan Barabai is relevant to the aims of the Era of Society 5.0 and has the potential to become a school that has a learning environment based on the principle of a sense of kinship and reflects a child-friendly school.

At SDN Belimbing Raya Tanjung, the findings indicated that the heterogeneous family socioeconomic conditions such as parents who work as teachers, doctors, soldiers, police, and accept persons with mild and moderate disabilities. The identification process goes through the stages of identification and assessment carried out by trained experts and/or professionals in their fields by involving parents and school committees. If students with special needs fall into the moderate/severe category, the school committee can recommend them to special education. The learning process is fully implemented by 28 special assistant teachers in supervising, guiding, and nurturing students with special needs, as well as making individual learning programs in line with the behavior of students with special needs. The curriculum used is the 2013 curriculum through the preparation of individual learning programs. There are 28 special assistant teachers whose main function is to assist class/field teachers in supervising, guiding, and nurturing students with special needs, as well as making individual learning programs to see learning progress/changes in behavior of students with special needs in the learning and learning process. Of the 28 special assistant teachers, only 1 has an extraordinary educational background, while the others

are not alumni of special education, but their contributions and experiences are relevant to the needs of the students, especially in nurturing children with special needs, autism, speech delay, tunadaksa, tunalaras, tunagrahita, deafness, slow learner, down syndrome, as well as those with mild intellectual disabilities such as difficulties in learning. Facilities and infrastructure for the existence of inclusive spaces are used for other purposes such as sports equipment rooms and places to put other items, thereby reducing the effectiveness of the learning process that requires special guidance and attention. SDN Belimbing Raya Tanjung is relevant to the aims of the Era of Society 5.0 and has the potential to become a school that has a learning environment that can make a meaningful contribution to every student, with all its diversity.

At SDN Kandangan, identifying students with special needs is carried out by means of initial identification of the categories of students with special needs by special assistant teachers and counseling guidance teachers, as well as by an initial assessment of students supported by information from parents/guardians of students and/or therapy centers/psychologists. In the learning process in the classroom, the classroom teacher/field of study teacher, special assistant teachers, and counseling guidance teachers work together to accommodate all students so that they have the right to feel safe and comfortable in the learning process, can develop and find identity in the learning process, can make choices and participate in active discussion during the learning process, can communicate using contextual teaching and learning methods during the learning process, and, in the end, can be part of the community and live in a changing world situation (UNESCO 2009, 2021). There are special assistant teachers who are not alumni of special education and several guidance and counseling teachers who are involved in fostering, guiding, and nurturing students with special needs to be able to make a valuable contribution to the education of all children. SDN Kandangan is relevant to the aims of the Era of Society 5.0 and has the potential to become a school that has a learning environment based on the principle of cooperation and reflects a child-friendly school. In short, the summary of findings and discussion is represented in the following table (Table 1).

Table 1. Matrix of Research Activities for the Implementation of Inclusive Schools in South Kalimantan.

Checklist	Process Standard	Educators Standard	Infrastructure Standard	Description
SDN Sungai Malang 4 Amuntai	<ol style="list-style-type: none"> The identification process for students with special needs is carried out by trained experts and/or professionals in their fields in conducting initial identification and assessment of students with special needs. The learning process has described an inclusive class by utilizing adaptive learning media The 2013 curriculum adaptation through the preparation of individual learning plans 	Special assistant teachers directly assist students with special needs in order to maintain participation and collaborate on the behavior of children with special needs in learning materials and/or learning activities	<p>Children with special needs, ADHD, mild deafness, and those who are slow learners</p> <ol style="list-style-type: none"> Real object learning media Picture learning media Words learning videos, Mirror <p>A supportive learning environment reflecting a child-friendly School</p>	Implications for Era of Society 5.0
SDN Batu Merah 1 Balangan	<ol style="list-style-type: none"> The process of recruiting students with special needs is carried out by the school committee by identifying and assessing the cognitive, social, and emotional development sections that fall into the mild category. If students with special needs fall into the moderate/severe category, the school committee can recommend them to special education The learning process has described an inclusive class by guiding the absorption of learning materials and/or communicating the obstacles for students with special needs in absorbing learning materials that they do not understand. The KTSP curriculum adaptation through the preparation of individual learning plans 	Special assistant teachers provide special tutoring in the absorption of learning materials and/or communicate the obstacles of students with special needs in the learning process	The accessibility of this inclusive school already exists, e.g., road shoulder access to the toilet and school library designed for the visually impaired, but the toilets in it have not been specifically designed for people with disabilitiesA comfortable/conducive learning environment and reflects a child-friendly school	Implications for Era of Society 5.0
SDN Hantakan Barabai	<ol style="list-style-type: none"> The identification process comes from the socioeconomic conditions of families who are in the lower middle class and people with mild disabilities The learning process is fully implemented by the homeroom teacher both in teaching, educating, and assisting students with special needs in learning. In the further learning process, there is a peer tutoring method from regular students to students with special needs which is carried out after the provision of subject matter from the class teacher in a conducive, peaceful atmosphere, by instilling family values and mutual respect for differences in learning activities. The assessment system and minimum completeness criteria for students with special needs are distinguished from regular students The KTSP curriculum with Adjustment of assessment standards on the learning ability of students with special needs 	<ol style="list-style-type: none"> There are no special assistant teachers. Students with special needs continue to be monitored for their progress when they are accepted at this school by involving committees and the participation of school residents The assessment system and minimum completeness criteria for students with special needs are distinguished from regular students with the intention that children with special needs can focus on developing their optimal potential according to their conditions and needs in the community 	<ol style="list-style-type: none"> Children with autistic special needs, slow learners, mild deafness, light nblindness, and others who come from socioeconomic conditions of lower middle-class families Learning environment based on the principle of family sense and also reflecting child-friendly schools 	Implications for Era of Society 5.0

Table 1. *Cont.*

Checklist	Process Standard	Educators Standard	Infrastructure Standard	Description
SDN Belimbing Raya Tanjung	<ol style="list-style-type: none"> The identification process stems from heterogeneous family socioeconomic conditions, such as parents who work as teachers, doctors, soldiers, policemen, and accept persons with mild and moderate disabilities. The identification process goes through the identification and assessment stages carried out by trained experts and/or professionals in their fields by involving parents and the school committee. If students with special needs fall into the moderate/severe category, the school committee can recommend them to special education The learning process is fully implemented by 28 special assistant teachers in supervising, guiding, and nurturing students with special needs, as well as making individual learning programs to see learning progress/changes in behavior of students with special needs The 2013 curriculum adaptation through the preparation of individual learning plans 	<ol style="list-style-type: none"> There are 28 special assistance teachers whose main duties and main functions are to assist class/field teachers in supervising, guiding, and nurturing students with special needs, as well as making individual learning programs to see learning progress/changes in behavior of students with special needs. in the learning and learning process. The 28 special assistant teachers, only one has an extraordinary educational background while the others are not alumni of special education, but their contributions and experiences have shown the identity of a professional special assistant teacher. 	<ol style="list-style-type: none"> autism, speech delay, physical disabilities, mentally impaired, deaf, slow learner, and down syndrome, as well as mild intellectual disabilities such as difficulty in learning Facilities and Infrastructure: The existence of an inclusive room that is used for other purposes such as a room for sports equipment and a place to put other items, thereby reducing the effectiveness of the learning process that requires special guidance and attention A learning environment that makes a meaningful contribution to every student with all Its diversity 	Implications for Era of Society 5.0
SDN Kandangan	<ol style="list-style-type: none"> The identification process for students with special needs is carried out by means of initial identification of the categories of students with special needs by special assistant teachers and counseling guidance teachers as well as initial assessment of students supported by information from parents/guardians of students and/or a therapy center/psychologist. The learning process in the classroom, the class teacher/field of study, special assistant teachers, and counseling guidance teachers work together to accommodate all students so that they have the right to feel safe and comfortable in the learning process, can develop and find identity in the learning process, can make a choice and actively discuss during the learning process, can communicate using contextual teaching and learning methods during the learning process, and in the end can become part of the community, to be able to live in a changing world situation 	There are special assistant teachers who are not alumni of special education and several counseling guidance teachers who are involved in fostering, guiding, and nurturing students with special needs to be able to make a valuable contribution to the education of all children	Learning environment based on mutual cooperation principles (gotong royong) and reflecting child-friendly schools	Implications for Era of Society 5.0

6. Conclusions

The identification process for students with special needs is carried out by trained experts and/or professionals in their fields. The learning process has described an inclusive class by learning in the same class with contextual teaching and learning methods, utilizing adaptive learning media, comfortable and conducive classroom conditions, helping each other, fostering, guiding, and protecting all students with equality, rights, and obligations without discriminating between them based on the principles of kinship and mutual cooperation. The curriculum used is the 2013 curriculum and the KTSP which are adapted/modified specifically to suit the learning needs of students through the preparation of individual learning plans and/or individual learning programs. and full of family spirit and mutual cooperation in efforts make it happen. Educators and education staff at inclusive schools are special assistant teachers with exceptional educational backgrounds, counselling guidance teachers, teachers/homeroom teachers, classroom teachers/fields of study teachers, and all participating school members, united in accommodating all students so that they can develop and find their identity in the learning process. Therefore, the Era of Society 5.0 is consistent with inclusive education learning designs and relevant to the Indonesian national education system, where everyone can receive quality education services for the continuation of their lives that are also comfortable, full of family spirit, and based on cooperation.

7. Recommendation

Recommendations are for inclusive schools in South Kalimantan Province which still have some shortcomings and can be improved further to comply with national education standards in the following efforts:

The services provided by schools for the identification process related to students with special needs should be expanded, particularly at the stage of identification and assessment involving experts and professionals in their fields, while still accepting students with mild to moderate special needs.

As a school providing inclusive education, it should continue to develop a special curriculum in the form of individual learning programs that are tailored to the needs of students in helping them to overcome learning barriers so that the services provided by inclusive schools for students with special needs can be maximized. The unavailability of special assistant teachers can be circumvented by homeroom/classroom teachers and counseling guidance teachers developing individual learning programs.

As schools providing inclusive education, schools should facilitate the existence of learning facilities in the form of adaptive learning media, teaching aids, or other infrastructure facilities and use them according to their main functions so that providing services to children with special needs can be maximized.

As a school that provides inclusive education, the school, relevant stakeholders, and the local education office should try to foster educators who accord with the needs of inclusive schools, e.g., by encouraging their participation in training on inclusive education or training in the preparation of individual learning programs.

Author Contributions: Conceptualization, H.M., A.H.U. and M.H.M.Y.; methodology, H.M., A.H.U., M.H.M.Y. and N.P.S.; data curation, H.M., A.H.U., M.H.M.Y., N.P.S. and F.P., formal analysis, H.M., A.H.U., M.H.M.Y., N.P.S. and F.P., writing—original draft preparation, H.M., A.H.U., M.H.M.Y., N.P.S. and F.P., writing—review and editing, M.H.M.Y., N.P.S., K.A.J. and F.P. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: The study was conducted according to the guidelines given by the Ministry of Education and Culture, Indonesia.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement: The data is included in this research.

Conflicts of Interest: The authors declare no conflict of interest.

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