

## IMPLICATIONS OF PHILOSOPHICAL THINKING ON THE PRACTICE OF INCLUSIVE EDUCATION IN A SOCIAL CONTEXT

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### ABSTRACT

Inclusive education refers to an education system that allows all children without exception to learn together in one classroom. Inclusive education is based on philosophical thinking that emphasizes equality, social justice, and respect for diversity. The purpose of this study is to analyze the implications of philosophical thinking for the practice of inclusive education in a social context. This study applies a qualitative research approach, using a literature study as a data collection technique. The collected data were analyzed through three stages, namely data reduction, presenting data, and drawing conclusions. The results show that philosophical thoughts on equality, social justice, and respect for diversity form the basis for inclusive education practices. Philosophical thinking has significant implications for inclusive education practices. Inclusive schools that are based on strong philosophical thinking have greater potential to achieve their goal of providing quality and equitable education for all children  
**Keywords:** Philosophical Thought; Inclusive Education; Social

### Introduction

Inclusive education is a development of integrated education programs introduced in Indonesia around the 1980s. The term "inclusive education" itself comes from the English language, "Education for All", which indicates the concept of education that is comprehensive and open to all individuals without exception. Inclusive education is a form of education in which all children, whether they have disabilities or not are allowed to be involved in the learning process in the school environment together with other children. This principle affirms that every child has the same right to receive education according to their abilities (Utama, 2021).

According to Law No. 20 of 2003 on the National Education System, the government is responsible for providing quality education services and ensuring equitable access to education for all its people without discrimination. Article 5 Paragraph 2 also affirms that every citizen who experiences physical, emotional, mental, intellectual, and/or social disabilities has the right to special education (Rusmono, 2020). Inclusive education can also be applied in a social context to create a friendly, inclusive, and supportive learning environment for all children, regardless of their background or condition. So, with this approach, inclusive education practices are integrated with social values, justice, and equality of learning activities. In practice, inclusive education in a

social context can be implemented in various ways, one of which is philosophical thinking. Inclusive education in a social context is based on philosophical thinking emphasizing equality, social justice, and respect for diversity. Philosophical thinking is an approach that discusses the basics of thoughts, values, and principles that underlie a person's or group's outlook on life, beliefs, and actions (Wathoni, 2018). The philosophical approach can play an important role in shaping the worldview of an individual or society, as well as helping to simplify the complexity of thought and complex problems.

Previous research (Fauzi, 2017) examined inclusive education based on local wisdom in social practices at Zainul Hasan Genggong Islamic boarding school in Probolinggo, East Java, his findings showed that inclusive Islamic education is a comprehensive integration of the combination of local wisdom values in the cottage by community culture and national identity. Inclusive Islamic education is a change from the values of local wisdom of the lodge rooted in the Qur'an and Al-Hadith as beliefs, by upholding mutual respect for diversity and maintaining a balance of life based on the social value system. It is considered as the main guide and control in the future paradigm of Islamic education, by laying down the values of tawhid as the pinnacle that aims to bring mercy to the universe and realize world peace.

Another study (Rahim, 2016) examines inclusive education considered a method to realize access to education for all individuals. Findings from the study show that inclusive education is a key vision and goal of education in Indonesia to ensure everyone can access education. This approach is not just about accepting diversity, but also providing services that fit individual needs. In practice in regular schools, teachers who have the skills, resilience, and ability to create a supportive classroom environment are needed. As a result, both children with special needs and those who do not (in general) are taught to coexist, so it is hoped that there will be no social inequality in the future. When the entire school community, including teachers and students, works together to overcome barriers to learning and promote the participation of all students, it can be said to be a welcoming and inclusive school.

The novelty of this research is from the object of his research, namely the implications of philosophical thinking on the practice of inclusive education in a social context that has never been studied before. The theoretical implications of this research include a deeper understanding of the relationship between philosophical thinking and inclusive education practices in social contexts. This research highlights the importance of equality, social justice, and respect for diversity as philosophical foundations for inclusive education. The purpose of this study is to analyze the implications of philosophical thinking on inclusive education practices in a social context.

### Research Methods

This research applies qualitative research methods, namely approaches used to understand social events from a subjective, complex, and deep point of view. This approach emphasizes understanding the meaning contained in human experience, behavior, and interaction. Qualitative methods often utilize observation, question-and-

answer techniques, and text analysis to collect data that is descriptive and not numerically measurable (Sari et al., 2022). The data collection method in this study was carried out through literature studies obtained from Google Scholar. This allows researchers to gain a comprehensive understanding of the research topic, explore existing theories, and find empirical evidence that supports the arguments posed. After the data is collected, the analysis is carried out in three stages, namely data reduction, data presentation, and conclusions.

### Results and Discussion

In general, education refers to the process of life to develop the potential of each person to adapt and succeed in life. A person who has received an education is considered an individual who can make a positive contribution to the state and nation. Education is considered a key element in human life. Thus, everyone has the right to education and is expected to continue to develop themselves through the process (Alpian et al., 2019). All citizens, including individuals with disabilities, have a guaranteed right to receive quality education based on Indonesian regulations. The preamble to the 1945 Constitution, which is the core of the constitution and the main foundation in the structure of the state, states that it "educates the life of the nation and all Indonesian bloodshed." Furthermore, in Article 31 paragraph 1 of the 1945 Constitution, it is stated that "every citizen has the right to education". From these two constitutional quotations, two main things can be concluded. First, education is considered a very important aspect of the progress of the Indonesian nation and state. Second, the right to education is guaranteed to every citizen, regardless of conditions or circumstances (Saputra, 2016). The existence of this legal basis can be an understanding of the government's commitment to providing quality education for all elements of society, including people with disabilities and disabilities.

According to (Janawati et al., 2020), children with special needs (ABK) is another term for people with disabilities and disabilities in the school environment, which refers to children who need special education services that are different from children in general, in general, there are two ranges of ABK. First, some children experience special needs that are permanent due to certain disorders, and who experience temporary learning and development barriers caused by certain conditions. Meanwhile, the purpose of state education is to provide equitable education, by the principles reflected in various laws in Indonesia.

In addition to regular education, inclusive education is emerging as an alternative to achieve equity in education. Inclusive education emerged as a response to dissatisfaction with the segregation system in the delivery of educational services for students with disabilities. The segregation system refers to the implementation of schools specifically intended for students who have disabilities or ABK. This approach is considered incompatible with the educational goals for those who should aim to prepare them for social interaction independently in the community. However, in practice, segregation systems tend to separate students with special needs from their community environment, which is contrary to their real purpose. In response to this reality, the concept of inclusive education emerged, to create an educational

environment that facilitates the participation of students with special needs in their communities, so that they can interact independently in their social environment (Ita, 2019).

Inclusive education is an education system that aims to realize the idea of education for all individuals by incorporating ABK into the same learning environment as normal children (Murniarti & Anastasia, 2016). According to the Regulation of the Minister of National Education Number 70 of 2009, inclusive education can be explained as an education delivery system that provides opportunities for all students who have disabilities and intelligence potential to learn together in one school. In addition, as a form of manifestation of the implementation of education that respects diversity and does not discriminate. ABK usually attends Special Schools (SLB) according to their respective specialties. However, this approach often does not provide adequate opportunities for social interaction. To overcome this challenge, an innovation is needed that involves providing opportunities for children with special needs to receive education in public or regular schools (Rusmono, 2020). Inclusive education is not just limited to placing ABK in regular classrooms. More than that, this approach involves changing the culture and overall educational practices. Collaboration from all educational communities is needed to create an inclusive environment and promote educational justice (Khaerunisa, 2023).

For inclusive education to reach an optimal level, a strong foundation is needed, namely philosophical thinking. Quality education requires a solid foundation to build a comprehensive educational construction. The foundation of educational philosophy is an important aspect that needs to be understood along with other important foundations. Realizing that the philosophy of education will guide humans or educators to understand deeply or rooted in the essence of education. In addition, the existence of a nation can be reflected in the educational philosophy it adheres to (Giri et al., 2021). According to Toto Bintoro (2004), the main philosophical basis for the implementation of inclusive education in Indonesia is Pancasila which is five pillars and aspirations built on a more fundamental principle known as *Bhinneka Tunggal Ika*. This concept affirms respect for human diversity, both in vertical and horizontal dimensions, with a common goal as global citizens. Vertical diversity includes variations in intelligence, physical strength, financial situation, job level, and self-control, while horizontal diversity involves differences in ethnicity, race, language, culture, religion, geographic location, nationality, political affiliation, and more. Although there are differences, the common goal that is carried raises the obligation to build unity and interaction based on interdependence (Rahim, 2016).

Based on the philosophy of *Bhinneka Tunggal Ika*, the plurality and existence of every child with special needs in Indonesia is considered part of a shared responsibility. This diversity is identified with the richness of tribes, customs, races, languages, cultures, and religions. Each individual is considered to have certain advantages and uniqueness. Both weakness and excellence are considered opportunities to unite the nation and unlock the potential of creativity (Saptadi, 2023). This statement is in line with the view (Rahim, 2016), which states that disability and aptitude are only one aspect of

human diversity, as well as differences in ethnicity, race, language, culture, or religion. Every individual with differences must have certain advantages, and vice versa, gifted individuals may also have certain shortcomings because no creature on this earth was created without flaws. Through this expression, philosophical thinking in inclusive education can include the concepts of equality, social justice, and respect for diversity which are the foundation for inclusive education practices.

Philosophical thinking has an important role in shaping the practice of inclusive education in a social context. Quoting from (Sukomardojo, 2023), this can be realized by:

a. Provide equal access to education

This policy is a significant step in shaping an inclusive education environment. The admission of students with special needs in regular schools ensures that every child has equal opportunities to study in nearby schools.

b. Improve teacher quality

The government is taking steps to improve the quality of teachers through training programs and education improvement. Teachers are given the understanding and skills to implement differentiation approaches and inclusive learning strategies that consider the diversity of learners in the classroom.

c. Establish an effective curriculum

An adaptive curriculum is structured to meet the learning needs of each student, taking into account their learning styles, abilities, and interests. It aims to ensure that education can be tailored to the needs of diverse learners.

d. Creating a welcoming and inclusive learning environment

Inclusive education policies also involve efforts to increase public awareness and understanding of the importance of inclusion in education. Community support and active involvement are considered important to create an inclusive educational environment and eliminate stigma against students with special needs.

Inclusive education is considered an effective solution to prevent psychological distress in students with special needs due to the conditions they experience. Emphasizing the enhancement of the dignity and dignity of these children, the inclusive approach ensures that they feel accepted and not marginalized by the special conditions they face. The positive impact is the increased active involvement of students in learning activities, while enabling the development of their creativity (Romadhon et al., 2021). Furthermore, schools that accept and understand student diversity should make adjustments in curriculum, infrastructure, and learning systems. The concept of "education for all" emphasizes the importance of preparing schools and educational institutions to educate each individual, considering it as something natural and normal. A significant difference between teachers in regular schools and inclusive schools is the existence of Special Companion Teachers. This teacher has an undergraduate educational background in Special Education or Education, tasked with supporting class teachers or subject teachers. Her duties include providing special education services, interventions and support tailored to the needs of students with special needs in inclusive schools. In addition, it is also expected to be able to identify and assess the

abilities and needs of students with special needs (Irvan & Jauhari, 2018). All these efforts are pursued so that the goal of supporting the smooth implementation of inclusive education can be optimally beneficial.

The benefits of applying philosophical thinking in the context of inclusive education have a positive impact on achieving the goals set by the Directorate (2007), as explained in (Tanjung et al., 2022), some of these benefits involve:

- a. Provide the widest possible opportunity  
The philosophy of equality encourages the provision of maximum educational opportunities to all children, including ABK. This principle ensures that every individual can get an education that suits their unique needs.
- b. Helping to accelerate the compulsory education program for basic education  
Philosophical rationale, the implementation of compulsory education programs for basic education can be accelerated. It aims to ensure that the right to primary education is accessible quickly to all children, regardless of background or special needs.
- c. Improve the quality of primary and secondary education  
Philosophical thinking has a significant role in efforts to improve the quality of primary and secondary education, by reducing class stay and dropout rates. The philosophy provides an important foundation for achieving a better overall quality of education.
- d. Creating a respectful education system  
Philosophical principles, such as equality, social justice, and respect for diversity, are important cornerstones in shaping inclusive education systems. This philosophy encourages the establishment of an educational environment that not only values diversity but is also non-discriminatory and friendly to the learning needs of all individuals.

Through this approach, philosophical thinking not only becomes a theoretical concept but also serves as a very meaningful practical guide in shaping the practice of inclusive education. This approach is based on fundamental values such as equality, fairness, and respect for diversity. As a result, inclusive schools rooted in strong philosophical thinking have greater potential to achieve their goal of providing quality and equitable education for all children, regardless of their background, abilities, or special characteristics. So ultimately an inclusive education approach rooted in these philosophical values is not only conceptually relevant but also has a real impact on ensuring equal educational rights and meeting the learning needs of all individuals.

## Conclusion

Philosophical thinking about equality, social justice, and respect for diversity are key foundations for the practice of inclusive education. This philosophical thinking is not only the foundation but also has significant implications for the practice of inclusive education. Inclusive schools that base themselves on strong philosophical thinking have greater potential to achieve their goal of providing quality and equitable education for

all children, regardless of their background, abilities, or special characteristics. Thus, an inclusive education approach rooted in these philosophical values is not only conceptually relevant but also has a real impact on ensuring equal educational rights and meeting the learning needs of all individuals

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