Education for All: Strengthening Social Behaviours of Students in Diversity and Inclusion-Based School

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Article Info

Abstract

The diversity in Indonesia necessitates educators to create an environment accommodating this diversity in schools. This goal aligns with making education a means for "learning to live together," which is essential in 21st-century education. This paper employs a qualitative approach and is located at SMP Tunas Global. This study examines students' social behaviour and the process of strengthening social behaviour in diversity-based and inclusive schools. The research is conducted at SMP Tunas Global, a school known for its diversity and inclusion. Data sources include interviews with six students with special needs and typical students from grades 7, 8, and 9, observation notes during learning and additional activities, and student enrolment documents. Field study results indicate a tendency for role and expressive behaviours among students within the inclusive environment. However, social relationships between students with special needs and typical students do not naturally form. The limitation of parental consent for some students' condition information hampers the implementation of certain personalized programs.

INTRODUCTION

Education is a process of giving and receiving knowledge that can shape self-adjustment, leading to changes within individuals (Anwar, 2017). UNESCO, as the organization overseeing education worldwide, identifies four pillars that must be established in 21st-century education. These pillars are learning to know, learning to do, learning to live together, and learning to be (https://21stcenturyschools.com, 2022). Experts recommend two approaches to help achieve the learning to live together pillar. First, a basic education program that accommodates interactions among students with diverse differences. Second, an education program that involves children working together with many people (Musfah, 2015:172).

Iqbal's (2014) Research reveals that the implementation of inclusive education involves students with special needs (ABK) and parents in formulating personal learning targets. However, a challenge in this implementation is that schools have not yet created an inclusive climate in learning, with teachers still focused on achieving classroom learning processes without guiding according to students' interests and talents. This occurs because most teachers still lack an understanding of inclusivity and handling methods.

Nisak's (2018) research examines inclusive education practices in Indonesia. In her study, it is concluded that although regulations governing the implementation of inclusive education exist, in practice, particularly in public schools, inclusive education has not been successfully realized. There are at least four important factors that can influence the output of students in inclusive education, namely: 1) supportive input from outside the school; 2) enabling conditions; 3) school climate; 4) teaching-learning processes. These four factors are still far from the expectations and goals of inclusive education in Indonesia, especially in public schools.

Both studies reveal a connection between the learning process, school climate, and the parties involved in fostering inclusivity in educational institutions. The learning process and school climate then form patterns of social behaviour among the school community, particularly students. These patterns then become capital for agents, in this case,

students, to reproduce the values of diversity and inclusivity in the learning process at school.

Meanwhile, this study attempts to examine the practice of inclusive education and the culture of diversity in schools from the students' perspective. The values and norms manifested in students' social behaviour become the main domain for preserving the school system formed through diversity-based school policies. The urgency in selecting this research theme is the finding of a lack of research on student participation in the implementation of inclusive education in Indonesia. Using the means-ends framework in Parsons' dominant thought, the initial step that can be taken is to assess the success of inclusive education from its output, namely the students. Additionally, the researcher also attempts to see the relationship between the factors that shape students in the school environment through Bourdieu's theory of cultural reproduction, so that the interaction between habitus, field, and capital can be observed. This aims to evaluate and develop diversity-based school policies.

Based on the background, this study aims to examine the social behaviour related to diversity and inclusivity in the diversity-based school, SMP Tunas Global, and analyse the elements shaping the social behaviour of students in the diversity-based school, SMP Tunas Global. To achieve this goal, the researcher employs Pierre Bourdieu's Cultural Reproduction theory to examine the role of actors in shaping social behaviour. The formation of adolescent behaviour, the influence of the environment, and parties within the school, home, and friendships are contributing factors. This concept aligns with what Bourdieu has developed on the concept of field, actors, and habitus as factors influencing cultural reproduction, in this case, the culture of diversity-based and inclusive schools.

METHOD

A qualitative approach was applied in this research. Qualitative research aims to understand the phenomenon of what is experienced by the research subjects holistically by describing them through words and language to establish an exclusive and natural condition based on various objective systems (Moleong, 2018).

This study employed phenomenological research as its research design. Phenomenology

serves as a qualitative approach that interprets narratives derived from individuals' experiences throughout their life journeys concerning specific phenomena. (Moleong, 2018). Phenomenological research leverages the experiences of a school community to enhance the understanding of its culture, social customs, political dynamics, and genealogical contexts that are interwoven with those experiences.

This study was conducted at SMP Tunas Global, which has a school culture of diversity and acceptance towards students with special needs (ABK). The focus of this study pertains to students' social behaviour and the role of teachers in developing students' self-efficacy concerning diversity and inclusivity. Data for this research was collected using a qualitative approach, with primary data sources obtained through interviews and observations, and secondary data obtained through school documentation. The research subjects included students and teachers, comprising six students (three typical students and three ABK students with ADHD and slow learner conditions) from grades 7, 8, and 9, and three teachers.

The research object consisted of observations in learning and interaction processes outside of learning, as well as related documentation. Data analysis techniques used Miles and Huberman's approach, drawing conclusions from data obtained from student interviews about social behaviour and teachers' roles in enhancing social behaviour within a diverse and inclusive environment. This was followed by presenting the results of observations and interviews regarding teachers' roles in increasing students' social behaviour self-efficacy in a diversity-based and inclusive school, and subsequently summarizing the research findings.

RESULT AND DISCUSSION

Students' Social Behavior in a Diversity-Based and Inclusive School

The research conducted in the field has revealed valuable insights into the social behaviour of students in diverse and inclusive schools, focusing on three key areas: 1) role behaviour tendencies, 2) social relationship tendencies, and 3) expressive behaviour tendencies. When it comes to role behaviour tendencies, students assume at least three distinct roles during the teaching and learning process: as students, as religious individuals, and as part of the school's organizational structure.

The study findings highlight that typical students exhibit behaviour that aligns with expectations, such as understanding learning tasks, fulfilling responsibilities, and actively participating in the learning process. Interviews with students indicate a clear understanding of their roles, including actively listening during explanations, asking questions when needed, and completing assigned tasks. However, students with slow learner special needs encounter challenges in understanding materials and may struggle to fulfil their student role, while gifted students can still meet regular learning outcomes. Students with ADHD encounter difficulties in fulfilling their student role, especially in lecture-based learning.

The focus on student role behaviour is integral to their responsibility towards tasks and the learning process within the classroom. It is important to note that students tend to become more compliant when school regulations are in place, demonstrating the significance of school rules in shaping student behaviour (Krisnaningrum et al., 2017).

Furthermore, the role behaviour as religious beings can be seen from the active participation of students in religious activities and their knowledge of religion. Religious routines are accommodated through regular religious activities carried out every morning and afternoon. In addition, both typical students and students with special needs participate in these activities as participants or organizers of religious events such as reciting mantras, mass, Easter, daily religious discussions, and breaking fast together. Regarding religious knowledge, parents emphasize not to focus on rote memorization programs but rather hope for regular activities that foster religious awareness and tolerance. Therefore, the religious knowledge possessed by the students is still limited to basic things such as religious obligations and mandatory prayers. The expectations of parents in this regard influence the school's policies in implementing religion in programs, including how students perceive religion (Pusztai et al., 2024).

Based on an interview with student AR, morning religious activities have become an

enjoyable time to be part of, because in these routine religious activities, there are relaxed and open discussions. The mixture of various classes and levels in these activities also helps guide teachers and seniors regarding religious practices. Meanwhile, the attitude of tolerance, a target set by parents, is demonstrated by the students' awareness to fulfil their religious obligations at specified times without disturbing students of other religions. One of the factors influencing behaviour as religious beings at SMP Tunas Global is the environment based on diversity and the accommodation of each religion in practicing their beliefs.

Findings in the field are related to behaviour tendencies within the class structure or student council. Behaviour as part of the organizational structure shows the participation of students both typical and those with special needs. Based on the student council membership document, out of 23 members, there are 2 ABK. Even though students with special needs can carry out their duties well, they are not able to make decisions in different situations. Meanwhile, for typical students, based on an interview with the head of council, it is known that the role of the student council is related to activities such as checking uniform completeness, being the MC for some events, being a sales officer, and being a speaker in entrepreneurship classes. The student council has not been involved in organizing major events due to numerous extracurricular schedules outside the school. In the focus on social behavioural tendencies, findings in the field show the presence of social relationships with friends and teachers. There is a conscious effort from students to help, entertain, communicate, and remind their friends, both inside and outside the classroom. Solid social relationships are shown by reprimanding friends who do not pay attention to the teacher or excessively joke, which can be dangerous. The study results show the formation of small groups

with shared hobbies or language similarity in communication (especially in English).

In the social relationship between typical students and students with special needs, there is a willingness to help when typical students see special needs students facing difficulties or having tantrums. The approach as a friend is done with teacher assistance and/or spontaneously. This approach takes the form of reminding the special needs students to calm down and reminding typical students to stop bothering them. The background of these actions still stems from the desire to normalize the situation quickly.

However, in the longer term, typical students have not naturally tried to help students with special needs as friends. This is indicated by observations during break time, where students are seen forming groups that do not involve students with special needs, especially in certain conditions such as ADHD and OCD.

Most students are from inclusive elementary schools, so they possess knowledge about students with special needs. However, it's important to recognize that some special needs undergo emotional turbulence during adolescence due to a wider range of emotions at this age (Trew, n.d., 2024). Consequently, conflicts and friction occur, both within themselves and with their peers.

Furthermore, in terms of students' social behaviour, their social relationship with teachers is significant. Students from the same elementary school demonstrate a strong attachment to the teachers and staff. The students' social relationship with teachers naturally originates from the interaction between students and teachers, who act as parental figures at school. During class sessions, students typically express the difficulties they face as adolescents. Resolving conflicts with peers also requires teacher assistance, indicating that the social relationships that arise are not only professional but also foster a caring, family-like environment.

Tabel 1. School of Origin of the Students of SMP Tunas Global

No.	Elementary School	Total
1.	Tunas Global Elementary School	69
2.	Elementary school outside of Tunas Global (inclusive school)	13
3.	Elementary school outside of Tunas Global (religion-based School)	11

4.	Elementary school outside of Tunas Global (public school)	21
	Total	114

Source: Research Documentation, 2024

The social behavioural expressions of the students at SMP Tunas Global are incredibly diverse, reflecting their emotions and responses to various situations within the school environment. These expressions range from lively engagement and enthusiasm during interactive learning sessions to feelings of neglect or mistreatment, which are often manifested through vocal and physical displays of discontent. During social studies lessons, it was noted that students, both typical and special needs, enthusiastically participated and expressed joy through clapping and lively interaction when engaging in playful teaching methods. Conversely, instances of displeasure were evident when students felt disregarded by teachers or faced teasing from classmates. Furthermore, special needs students occasionally exhibited heightened emotional expressions, resorting to the use of offensive language and physical aggression, likely influenced by their interactions in online gaming or immediate surroundings. Additionally, the students would express their emotions using vulgar language, often in English. EM, a student with OCD and a tendency toward schizophrenia, would vividly imagine scenarios and express emotions using offensive language, coupled with tendencies toward self-harm and physical outbursts. Meanwhile, TH would resort to shouting and the use of vulgar language when angered but would also express joy within their group setting. According to information provided by teacher BS, these expressions were often a means for the students to affirm their presence and assert their identity within the group (Lohmeyer & Threadgold, 2023). The goal is so that his group friends can feel what he feels.

In a recent interview, teacher KH highlighted the importance of recognizing the spontaneous reactions of students during the learning process. At our school, students have a clear understanding of the boundaries around the use of offensive language. This is evident from their immediate and shocked responses when they hear inappropriate language used by their peers. Both peers and teachers are quick to intervene and remind students that such language is unnecessary. It's important to note that popular words are easily retained by teenagers, especially those with special needs. This is due to the social behaviour based on gaining symbolic capital, such as a strong social status achieved by mirroring the speech patterns of their peers. (Putri, 2018). For students with special needs, these words are often perceived as enjoyable, leading to an inclination to repeat them excessively without prompt corrective actions (Karmila et al., 2016). Additionally, some students with special needs may display expressions of anger by self-harming.

The field study also revealed that students express affection by hugging their teacher, and in higher grades, they show affection by greeting or holding the teacher's hand. This close bond is particularly evident among students with disabilities, who often express their affection through touch. Teacher KH explained that this behaviour is learned at home with parents. However, regarding interactions between different genders, the teacher will be mindful and remind students repeatedly that they have entered puberty.

The students' responses to various school activities were also observed during field studies. Some students expressed discomfort with certain activities and shared this with their homeroom teacher. This led to a discussion about the purpose of the activity and seeking suggestions from the students. The homeroom teacher created an open environment for the students to express themselves. In addition to expressing discomfort, students openly showed appreciation for the teacher's efforts in providing services. This showing of appreciation was conveyed through gratitude and positive feedback about the activities.

Empowering Students' Social Behaviour through Diversity and Inclusion at School

At SMP Tunas Global, the enhancement of social behaviour is a result of collaborative efforts from various stakeholders. Field research indicates a dialectical process involving the foundation,

teachers, and parents in melding students' social conduct.

The foundation plays a crucial role in strengthening social behaviour through the formulation of school culture, policies, and curriculum. Along with that, strengthening the internalization of character education is achieved through class-based character education, rooted in school culture and community engagement (Sudiami et al., 2019). This approach emphasizes the internalization of character education based on the strengthening of school culture. Interviews with the school principal reveal a significant shift in the school culture initially based on multiple intelligences. Recognizing the need to accommodate diverse and inclusive learning processes in the city of Depok, the foundation transformed the school culture to one that embraces diversity. This transformation, initiated in 2020,

involves improving and expanding places of worship to cater to various religions and fostering an environment that is inclusive of all students. Subsequently, the formulated school culture is translated into religious programs, activities, and personalized service.

In the student admission process, the foundation does not impose specific requirements based on religion, ethnicity, and cultural background of prospective students. This approach fosters an organic emergence of religious and cultural diversity. However, regarding inclusivity, there is a specified limit of 2 special needs students (ABK) per class, along with the provision of accompanying teacher assistance. However, it has been observed that the number of special needs students does not align with the previously agreed-upon regulations.

Tabel 2. Inclusivity at SMP Tunas Global

No.	Name of Class	Number of Special Needs Students (ABK)	Total Number of Students	Description
1.	7 A	4	12	Slow learner Asperger OCD
2.	7 B	4	16	Borderline ADHD
3.	7 C	4	15	ADHD Slow Learner
4.	8 A	3	18	Slow Learner Borderline
5.	8 B	4	21	ADHD Slow Learner Gifted
6.	9 A	5	17	ADHD Asperger Slow Learner Mentally Disabled
7.	9 B	3	17	Borderline ADHD
	Total ABK		27 Students	

Source: Research Documentation, 2024

Based on Table 2, it is evident that the school's intake of students with special needs exceeds 200% of the expected number. Through careful observation, it has been noted that most

students with special needs come from the elementary school within the same foundation. Flexible access to education plays a pivotal role in facilitating the seamless transition of students to the

next level. Moreover, the absence of tools that generate recommendations for admitting students with special needs further streamlines their acceptance.

SMP Tunas Global follows the national curriculum, known as Curriculum Merdeka, which supports differentiated learning. This, in turn, propels the implementation of individualized services, particularly for students with special needs. These services include customized assessments, Shadow Teacher (GPK) support, and Graduation Projects designed to align with students' talents and interests. Inclusive education is supported by an appropriate curriculum that highlights each learner as a contributor, offering a unique and valuable perspective that enhances the learning experience for everyone (Beazidou, 2023).

Aligned with the foundation's policy, teachers are committed to providing personalized services that cater to the unique needs of each student. Key consideration in implementing inclusive education involves prioritizing this construct (Chen et al., 2023). Subject teachers go the extra mile by offering tailored support, including essential skill adjustments such as reading time, money management, and simplified understanding of community values and norms. Additionally, teachers adapt assessment materials to match the cognitive abilities of students with special needs.

The interview with teacher BS revealed that teachers have additional responsibilities beyond their primary teaching duties. Particularly concerning is the lack of a Shadow Teacher (GPK) to support some students with disabilities. In addition to their subject-specific tasks, two other subject teachers have been assigned additional responsibilities as class mentors. The absence of a GPK also means that the learning process becomes more focused on students with special needs who require extra explanation on the taught material. Furthermore, students with special needs who easily get agitated also demand time and attention from the subject teacher to regain their composure. Teacher KS believes that this significantly hampers the focus on learning, especially for typical students.

Despite the availability of individualized services, many parents of students with special needs hesitate to acknowledge their children's status as part of the special needs group. Whereas, as a process of implementing diversity-based education, students and parents' knowledge is an indispensable capital to be able to maintain the culture. Related Parties must get information related to diversity before entering a school with that culture. Then, the school reinforces the knowledge that learners have through habituation (Ardinastiti et al., 2019) . According to interviews with the principal of SMP Tunas Global, at least 4 parents of students with special needs have not sought counselling with a child psychologist. Moreover, parents have been resistant to the recommendations of homeroom teachers and subject teachers to adjust the students' learning assessments. This resistance stems from a misunderstanding of inclusive education, which is mistakenly seen as a way of treating typical students and students with special needs equally. However, it's crucial to recognize that in the process of acquiring and managing knowledge, students should progress according to their individual developmental stages (Hayuningrum et al., 2022). Additionally, parents of children with special needs may also decline the use of Individual Education Plans (IEPs), resulting in 2 students with ADHD not receiving the necessary support and causing disruptions in the classroom. Field research has revealed that this situation is attributed to the high cost of IEP services. Nevertheless, parents demonstrate their support during religious celebrations and other significant events. This support includes financial contributions, permission for students to participate, and active attendance at religious events. As a result, the school involves parents in nearly every religious activity. The school also engages in intensive communication and collaboration with parents for activities such as field trips, fun trips, and graduation ceremonies.

Parents play a critical role in shaping the development of students, not only by providing support in school activities but also by instilling values of diversity and inclusivity. Interviews with students have revealed that parents also provide understanding of the challenges and environment of inclusive schools. Additionally, parents offer guidance on understanding and navigating conflicts with students with disabilities. It is important to recognize that the input and response from parents

significantly influence the values and norms upheld by students (Oktaviyanti et al., 2016).

Bourdieu's theory of habituation suggests that behavioural formation is a continuous interplay between the individual and the existing social structure. This interaction, along with the resources possessed by individuals, takes place in the arena of the school, which defines student behaviour based on its set of rules, values, and beliefs (Ólafsdóttir et al., 2024).

The current admission process at our school does not require report card grades or psychological assessments as prerequisites. This lack of transparency from parents regarding their children's conditions results in the school environment being more focused on economic capital rather than solely on cognitive and social capital. Additionally, the absence of adequate assessment tools for the admission of students with special needs shows that parents play a dominant role in the school's social structure. On the other hand, teachers are burdened with the significant responsibility of meeting parental demands while having limited capacity to manage student development programs. Meanwhile, the foundation places the responsibility on every teacher to understand inclusivity and diversity, extending beyond just Special Education Teachers (GPK) or School Counselors. Furthermore, the foundation should provide resources, whether in the form of incentives or training, to empower teachers to fulfil their duties as per expectations.

Bourdieu's concept of habitus states that habitus is not a fixed, unchangeable structure, but rather changes constantly in the face of conflicting situations where individuals find themselves. Therefore, the dynamics that occur in the arena are also necessary in the process of cultural reproduction. (Bourdieu, 2018). Efforts to enhance the social behaviour of students in schools based on diversity require collaboration with parents and clear policies. Initiating dialogue with parents can significantly influence their perceptions regarding inclusion and facilitate an understanding of the benefits associated with inclusive practices for all children. Furthermore, this engagement can cultivate strong collaborative partnerships, allowing parents to actively participate in efforts aimed at

enhancing the foundational conditions essential for the effective implementation of inclusive education (Paseka & Schwab, 2020). This is essential to clarify the position of actors within the organizational structure to work in alignment with the role and organizational culture. Furthermore, the social capital that parents create through their connections is positively associated with their children's perceptions of emotional and social inclusion (Finnvold & Dokken, 2024). Therefore, the process of cultural reproduction leads to continuity and takes root within the students, thereby fostering growth.

CONCLUSION

The role of foundations, teachers, and parents is crucial because students need clear rules and ongoing understanding to shape their social behaviour. In this respect, the foundation has not provided clear guidelines for student admissions and teacher roles. This study suggests that educational stakeholders, especially in inclusive education, should create clear and measurable rules and enforce them firmly in the student admission process. Ongoing collaboration with various parties supporting the strengthening of teacher knowledge and skills is also necessary to encourage teacher readiness in shaping the social behaviour of students in inclusive schools.

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