



Social Responsibility In Inclusive Education in Modern Era

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Abstract: *Inclusive education refers to the process of integrating children with impairments into mainstream schooling, ensuring that they are not viewed as separate from society but as individuals with unique potential and abilities. It is an innovative educational approach that seeks to provide equal opportunities for all learners to access quality education, regardless of their physical or cognitive differences (UNESCO, 2020). Inclusive education promotes a shared learning environment where students from diverse backgrounds learn and grow together. Teachers play a pivotal role in this transformation by creating an accessible and supportive learning environment, maintaining classroom discipline, checking homework regularly, and encouraging students with disabilities. Teachers, by fostering a positive and peaceful classroom climate, are crucial in dismantling the structural barriers to inclusion and in transforming students with disabilities into responsible, participatory citizens.*

Keywords: *Inclusive Education, Social Responsibility, Equity, Innovation, Leadership.*

Introduction: Education is universally regarded as the most effective means for the holistic development of an individual. It is not only a structured system of knowledge transmission but also a scientific and philosophical process that facilitates the emergence and refinement of an individual's innate potential (Aggarwal, 2019). At birth, a human being is biologically dependent and instinctual; through education, this raw potential is cultivated into socially acceptable, responsible, and self-reliant behavior. The idea of inclusive education, which promotes the integration of children with disabilities into mainstream classrooms, emerged in the 19th century but gained acceptance only gradually (UNESCO, 2020). Inclusive education ensures that children with diverse learning needs study together, promoting equality, respect, and shared learning. In the Indian context, inclusive education has evolved through a variety of legislative and policy frameworks aimed at addressing educational disparity and promoting social equity. An inclusive school environment is one where students with disabilities are given equitable access to learning, socialization, and development opportunities alongside their peers. As the number of special schools is limited, mainstream schools play a crucial role in bridging the gap. Inclusive education not only addresses the academic needs of children with disabilities but also instills values of empathy and democracy among all learners. Thus, the integration of impaired students into regular schools represents a creative and transformative educational approach. It recognizes the dignity and potential of every child and contributes meaningfully to building an equitable and democratic society.

Literature Review: The concept of Inclusive education activity (which intends to show that all students with and without disabilities can have quality and equal educational opportunities) is being increasingly considered by education, as well as by the part of the general population involved in the education itself.

Conclusion of inclusive education is that the teachers have multi-dimensional tasks, who play critical role in an inclusive education systemizes. This review summarizes the important contributions and insights from the academic literature about the most significant evolution of the role of the teacher in the inclusive education process. Researchers have confirmed that the role of the teacher is essential in creating an inclusive classroom where all students feel welcomed, respected, and appreciated. In accompaniment to instructional adjustments, teachers assist students with varying learning requirements by designing and executing Individualized Education Programs (IEPs) and 504 Plans. Teachers and specialists working together This is another key feature of inclusion. Collaboration across disciplines strengthens and expands the work done for students with disability-related or other learning barriers. Liasidou and Sime (2015) highlighted important aspects of teacher-specialist collaborations: in this respect, effective communication, shared decision-making, and a collaborative attitude contribute to successful teacher-specialist partnerships.

Objectives

1. The relevance of teacher education in inclusive education in present era.
2. The important of inclusive education in contemporary society.
3. The necessity of Equity in social life in present education system.

Discussion

1. The relevance of teacher education in inclusive education in present era: The implementation of inclusive education policies in Indonesia has made significant progress in recent years. The government has issued various regulations and programmes that aim to expand access to education for all children, including those from rural areas and other marginalised groups. However, there is still a gap between the policies set and their implementation in the field. One important aspect of implementing inclusive education policies is capacity building for teachers and education personnel. Educators in rural areas need to be equipped with adequate knowledge and skills to be able to apply the principles of inclusive education in daily practice. Continuing training and professional development are key in ensuring the successful implementation of this policy.

Inclusive education is an approach that aims to ensure that all learners, regardless of their background or ability, have equal access to quality education. In Indonesia, the implementation of inclusive education policies has been a major focus in efforts to improve the quality of national education and reduce disparities between urban and rural areas. One of the main challenges in implementing inclusive education in Indonesia is its wide geographical and socio-economic diversity. Rural areas often face greater barriers in access to educational resources, adequate infrastructure, and qualified teaching staff. Inclusive education policies must consider these factors to effectively improve equity among rural students. In addition, the provision of adequate infrastructure and resources is also a critical factor in implementing inclusive education in rural areas. This includes not only physical facilities such as accessible school buildings but also learning resources that suit the needs of diverse students, including assistive technology and inclusive teaching materials. The social transformation expected from the implementation of inclusive education policies is not only limited to improving access and quality of education but also includes changing the paradigm and attitudes of society towards diversity and inclusion. Inclusive education has the potential to reduce stigma and discrimination against groups that have been marginalised, including children with disabilities and those from low socio-economic backgrounds in rural areas .

2. The important of inclusive education in contemporary society: The research findings indicate the deconstruction of social stigma towards learners with special needs, which is manifested through increased social acceptability in the learning community. This transformation process correlates with the strengthening of community social capital, which is characterised by the intensification of community participation in the

development of an inclusive education system. The observed cultural shift phenomenon shows the evolution of community perceptions from exclusionary practice to inclusive community development.

Further investigation reveals that the implementation of inclusive education has catalysed a new social equilibrium in the context of socio-economic disparities, especially in rural areas. Institutional transformation is observed through curricular and methodological adaptations that accommodate diversity learning, reflecting the pedagogical differentiation paradigm in learning practices. This approach encourages the formation of ecological systems theory in an educational environment that is more responsive to diversity (Syafii, 2025). The results of the analysis also demonstrate the emergence of an educational innovation ecosystem characterised by the integration of learning approaches that favour inclusive excellence.

These transformational dynamics contribute to strengthening social cohesion and collective efficacy in the educational community. These findings confirm the effectiveness of social transformation initiated through the implementation of inclusive education, creating a new paradigm in educational governance that is more equitable and sustainable. With increased awareness of inclusive education, families are beginning to adopt more positive attitudes towards the education of their children, including those with special needs. Research also shows the importance of policies that support inclusiveness in curriculum and teaching practices. Schools that implement teaching approaches that are responsive to students' cultural diversity and learning styles tend to have higher levels of student engagement and more equitable learning outcomes among different groups of students (Syafii & Purnomo, 2024). The impact of policies on access to education has also been widely studied. Extended compulsory education programmes, combined with financial support such as scholarships and financial aid, have proven effective in increasing school participation among previously marginalised groups, especially in rural areas and urban poor communities.

3. The necessity of Equity in social life in present education system: Education is often referred to as society's equalizer (Singh et al., 2020) due to its potential to foster both intellectual and personal growth. But for years, the exclusion of diverse student groups and disadvantaged communities has been a problem in educational institutions around the world such as those with disabilities, individuals of various ethnic backgrounds, and individuals with lower socioeconomic positions. Faced with this difficulty, the idea of inclusive education has become a transformative catalyst for present-day pedagogy. By recognizing that everyone, despite their differences, has the right to an equitable and high-quality education, inclusive education represents a paradigm shift in education.

Policies that address factors outside the education system, such as poverty, health, and broader social inequalities, have shown stronger and more sustained impacts on educational equality. In conclusion, the results show that policies have great potential to improve educational equality, but their effectiveness depends on careful design, consistent implementation, and a comprehensive approach that considers the various factors that affect educational opportunities. However, research also reveals that policy implementation is often a major challenge. Policies that are good on paper do not always translate into effective practices on the ground. Factors such as resistance to change, lack of local capacity, and limited resources often hinder effective policy implementation. In addition, long-term studies show that the impact of policies on education equality often takes time to become significant. Systemic changes in the education system tend to be gradual, and improvements in education equality indicators may only become visible after several years of consistent policy implementation.

Conclusion: Inclusive education represents a transformative vision for building a just and equitable society where every learner, regardless of ability, background, or circumstance, is provided with equal opportunities to learn and thrive. It is not merely a matter of integrating children with disabilities into mainstream classrooms, but a broader commitment to restructuring the entire educational system to embrace diversity, remove barriers, and foster active participation for all. These include lack of teacher preparedness, rigid curricula, infrastructural constraints, social stigma, and limited community engagement. Overcoming these

obstacles requires more than policy mandates-it demands a shift in mindset, pedagogical innovation, and sustained systemic efforts. Among all stakeholders, teachers occupy a central and indispensable role in actualizing inclusive education. The characteristics that enable teachers to navigate the complexities of inclusive classrooms-such as empathy, adaptability, inclusive pedagogical knowledge, collaboration, and a deep commitment to equity-are crucial to the success of inclusive practices. Therefore, investing in teacher training, ongoing professional development, and institutional support systems is essential to ensure that inclusive ideals are translated into classroom realities. As India advances towards the goals of the National Education Policy (NEP) 2020 and aligns with global commitments such as Sustainable Development Goal 4 (SDG-4), inclusive education must remain a priority. These policies have transformative potential in reducing the education gap between urban and rural areas in Indonesia. Policies aimed at improving teacher quality have also been shown to have a positive impact on educational equity. These policies allocate more resources to schools serving disadvantaged populations.

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