



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

Abstract: Era 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 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 develop inclusive education learning designs that are relevant to Era Society 5.0 based on national education standards, including standard processes, standards for educators, and standards for infrastructure. This research method is descriptive qualitative reviewing literature studies with conditions in the field. The primary data collection instruments were in the form of observations and interviews, as well as documentation as a secondary data collection instrument. Sources of primary and secondary data are informants conducted by purposive sampling at five inclusive schools in the province of South Kalimantan. The data analysis technique uses content analysis. The results of the study show that 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 Society 5.0

Citation: Lastname, F.; Lastname, F.; Last-name, F. Title. *Soc. Sci.* **2022**, *10*, x. <https://doi.org/10.3390/xxxxx>

Received: date
Accepted: date
Published: date

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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 9 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, above average, and above average. This condition is a natural thing because school residents are representatives of very heterogeneous community members [1].

whose abilities are below average or commonly called children with special needs in special education schools and or inclusive education schools so that their potential can develop as much as possible and be accepted in 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, then this is one of the characteristics of an inclusive school [7]. This inclusive school has been strengthened in the Salamanca Statement (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.