

An inclusive learning model to build toleration of diversity in primary school learners: a literature review



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ABSTRACT

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This article discusses innovations in inclusive-based learning models as an effort to shape tolerance towards diversity among learners in primary schools. In education, diversity is a necessity that requires an inclusive learning approach to create a supportive environment for all learners. This type of research is a qualitative literature study. Data collection is done by collecting references from various sources online. Furthermore, data analysis used the Miles and Huberman model: data reduction, display, and conclusion drawing. This approach not only includes ethnic, religious, and cultural diversity but also considers differences in abilities, learning styles, and special needs. This research discusses the positive impact of implementing an inclusive-based learning model on developing tolerance among learners. The results show that engaging learners in inclusive learning experiences can shape open attitudes, acceptance of differences, and increased understanding of diversity. The important role of educators is to support this learning model and provide practical advice for educators to implement it in the classroom. Thus, it is hoped that innovations in inclusive-based learning models can be an important foundation in shaping tolerance towards diversity among learners in primary schools.



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1. Introduction

Education helps shape students' character and attitudes. Education is the right of every citizen, as stated in Article 31, paragraph (1) of the 1945 Constitution, which states, "Every citizen has the right to education." In an effort to realize this right, Indonesia has made an international commitment through the Sustainable Development Goals (SDGs), specifically Goal 4, which sets the goal to "Ensure inclusive and equitable education and promote lifelong learning opportunities for all." National Education Regulation No. 20 of 2003 affirms that every Indonesian citizen has the same right to quality education. This is in line with the spirit of SDGs Goal 4, which emphasizes inclusive and equitable education. Integrating the concept of tolerance of diversity, which is the appreciation and acceptance of diversity, is crucial in achieving inclusive education [1]. This concept is in line with the spirit of pluralism and diversity that characterizes the Indonesian nation. The implementation of tolerance of diversity in the context of education can create a learning environment that supports, motivates, and understands the uniqueness of each individual without discrimination. However, the facts on the ground show a significant increase in bullying cases, as illustrated by statistical data with

226 cases in 2022, 53 cases in 2021, and 119 cases in 2020, which is a serious concern in the context of education in Indonesia (KPAI, 2022). These cases include physical bullying at 55.5%, verbal bullying at 29.3%, and psychological bullying at 15.2%, creating an unsafe and uncondusive learning environment. The data on bullying victims also illustrates a greater impact on elementary school students at 26%, followed by junior high school students at 25% and senior high school students at 18.75% (FGSI, 2022). The existence of insecurity in schools is not only an individual problem but also reflects systemic challenges in creating an environment that supports and protects children's rights. In the context of Yogyakarta, data shows an increase in child abuse cases from 414 cases in 2017 to 478 cases in 2018, with a 20% increase in cases involving elementary school children. This fact creates an urgent need for attention to the safety and well-being of children in educational settings (KPAID, 2018). In addition, limited education services for children with special needs are only available for 10–11% of these children, indicating a gap in the accessibility of inclusive education. Meanwhile, poverty affects 14% of children, exacerbating the situation and heightening the likelihood of bullying.

Today, society must realize the importance of supporting diversity and respecting differences as the foundation for building an inclusive and tolerant society. Minister of National Education Regulation No. 70 of 2009 directs that every province in Indonesia should have at least one inclusive school at every level of education. The research "Educating World Citizens: Toward Multinational Curriculum Development" by Walter C. Parker *et al.* in 1999 details the significant challenges in global education over the next 25 years. Its emphasis on the dramatic growth of children living in poverty in developing countries and the decline of social cohesion highlights the urgent need to form global citizens with specific characteristics. This research highlighted three key aspects required by global citizens: the ability to work together cooperatively with responsibility for one's role in society; the ability to understand, appreciate, and tolerate cultural differences; and the ability to think critically and systemically to make positive decisions in a global society [2]. These findings provide a foundation for the development of a multinational curriculum that aims to form citizens who are responsive to global change and have a deep understanding of the complexity of their duties as global citizens from an early age. Indonesia's cultural diversity sometimes leads to the assumption that what is considered abnormal in one culture may be considered normal by people in other cultures; this difference often leads to contradictions and conflict. According to Jeppe Laessoe, the concept of education as a socio-cultural transformation incorporates culture and guides its development by referencing socio-cultural issues from the past, present, and future [3]. Conflict between racial groups is a manifestation of education's failure to foster awareness of pluralism and multiculturalism. In line with this, Banks defines multicultural education as education for people of color, which aims to explore differences as a necessity and a gift from God. Under these conditions, we can accept differences with a sense of tolerance [4], increasingly heterogeneous with various ethnic backgrounds, cultures, religions, and other identities.

Understanding diversity and tolerance are crucial skills for competing and collaborating in a global environment. Civic education, as a subject with a mission to realize productive and smart citizens, should be able to develop students' competencies in an integrated manner, be it civic knowledge, civic skills, or civic disposition [5]. However, despite years of civics learning and including various names as mandatory lessons in schools, civics learning continues to fall short in fostering the development of civic skills and disposition. The problems and restrictions that Gumelar *et al.* list for civics learning include (1) instrumental input, like the lack of good teachers and lecturers and limited learning spaces and materials, and (2) environmental input, like the less democratic political life of the country [6]. Therefore, implementing civic education does not necessarily result in an ideal mission. The aforementioned argument aligns with Kerr's assertion that Indonesian civics education represents a basic category that solely caters to specific goals, embodies citizenship education, follows a formal format, adheres to content constraints, emphasizes the teaching process, concentrates on the learning process, and yields easily measurable outcomes [7]. How society thinks, develops character, and receives education determines the current state of Indonesian education. Furthermore, we need to enhance the use of technology to foster a tolerant nation [8].

Elementary school is the first environment where children experience extensive social interaction. While the learning process should offer students direct experiences, certain

situations may not allow for direct delivery of all material. Interactive and intriguing learning in it can increase the enthusiasm and interest of students, facilitate understanding of the material, and encourage discussion and sharing [9]. Grabinger states that interactive learning involves learners' activeness in achieving learning objectives [10]. The use of technology in interactive learning is expected to achieve 21st-century competencies, such as communication, collaboration, critical thinking, creativity, and innovation. Therefore, it is important to develop inclusive-based learning innovations in civics learning in elementary schools to strengthen interfaith harmony and foster unity in diversity. Olafur Pall Jonsson and Antoni Garces Rodriguez's previous study, "Educating Democracy: Competences for Democratic Culture," talks about how the idea of democratic competencies has grown in Europe's schools. They criticize the Council of Europe's approach and suggest a more complex way of thinking about it, listing seven democratic competencies [11]. Sant *et al.* address concerns about the limitations of normative deliberative approaches in global citizenship education in their article "Pedagogies of Agonistic Democracy and Citizenship Education" [12].

The research involved workshops with participants from diverse backgrounds to explore agonistic pedagogical approaches. The results showed that this approach facilitated conflict normalization, affective engagement, and the formation of new subjectivities. Research on "Social Support, Empathy, Social Capital, and Civic Engagement: Interesting Theories for Youth Development" discusses the role of empathy, social support, social capital, and civic engagement in shaping youth and addressing social justice issues [13]. The proposed model highlights the importance of empathy education, social support, social capital, and civic engagement in shaping youth who are not only personally positive but also instrumental in realizing social justice in society. The research titled "Building Tolerance through Human Rights Education: The Missing Link" discusses the urgency of tolerance in human rights education and highlights its critical role in the practice and literature of human rights education [14]. Research in two high schools in New York City found that human rights knowledge enhanced through human rights education programs did not significantly affect learners' tolerance levels, suggesting that stereotypes still influence the views of different groups. These findings emphasize the need for updates in human rights education to more effectively influence learners' tolerance levels while affirming that education remains key in realizing more just and inclusive social change. Susan Joan Courey, Phyllis Tappe, Jody Siker, and Pam LePage conducted research on improved lesson planning with Universal Design for Learning (UDL).

This research discusses the importance of integrating Universal Design for Learning (UDL) principles in lesson planning, especially for learners with special needs and prospective special education teachers [15]. The results showed that the 3-hour UDL training successfully improved prospective teachers' understanding and integration of UDL principles in lesson planning. Participants' average scores significantly increased when applying UDL principles, demonstrating the training's lasting impact. Teachers who attended the UDL training tended to use more differentiation options and diverse strategies in lesson planning, creating a more accessible learning environment for all learners. The findings of this study have significant implications for the development of inclusive-based learning models in primary schools. We can integrate UDL principles, like multiple means of representation, multiple means of expression, and multiple means of engagement, into inclusive learning models to foster diverse learning environments [16].

This previous research concludes that with some relevance, elementary school children possess a complex understanding of inclusion competencies, values, and attitudes, a comprehension of the wider community, conflict resolution skills, decision-making skills, and the application of inclusion values. Integrating the concept of democratic competence into learning can create a more holistic and inclusive approach to education. We can apply the principles of agonistic pedagogy in inclusive-based learning models for elementary school children, emphasizing the normalization of conflict, the development of identity and empathy, affective approaches, and the formation of new perspectives. In the context of developing inclusive learning models for primary school children, these concepts can be integrated with a focus on empathy education, social support, social capital, and community involvement. The review of these studies supports the concept and practice of inclusive learning models as an important step in building an empirical foundation, with empirical studies showing that inclusive approaches are effective in shaping attitudes of tolerance and other positive outcomes,

involving an analysis of the impact on learners' attitudes, behavior, and achievement, as well as the effectiveness of methods and strategies in inclusive learning models. This research specifically aims to provide ideas for developing an inclusive-based learning model to shape tolerance of diversity in learners through civics in elementary schools. This research theoretically enriches the study of inclusive-based learning models, and practically, it aims to guide future research of a similar nature. The novelty of this research includes (1) this research offers innovative solutions regarding inclusive-based learning models through shaping the toleration of diversity in elementary school children, and (2) this research offers improvements in the practice of inclusive-based learning through shaping the toleration of diversity in elementary school children, especially in civics learning.

2. Method

This research uses the literature study method. The literature study method involves the review of journals, books, and research reports—the next step involves identifying and examining inclusive-based learning models to cultivate students' tolerance for diversity. The literature review and conclusions are based on the work of John W. Creswell, and the process begins with identifying keywords, which is a crucial step in locating relevant material. After obtaining the keywords, concentrate on the journals and books intended for use. Thirdly, examine the gathered references. Fourth, the references used are considered for their contribution. The fifth step involves creating a valuable literature map that illustrates the contribution this research will make to the current body of knowledge. Based on the research theme's focus, we obtained reference sources online, including journals, books, documents, and other materials. We collected data by compiling references from various online sources. Furthermore, we used the Miles and Huberman model for data analysis, which includes data reduction, display, and conclusion drawing.

3. Results and Discussion

The policy on inclusive education is based on Article 28 H Paragraph (2) of the 1945 Constitution, per the literature review. Everyone has the right to facilities and special treatment to secure equal opportunities and benefits, promoting equality and justice. Law No. 20/2003 on the National Education System, Chapter IV, Article 5, paragraphs 2, 3, and 4, and Article 32 Special education refers to the inclusive organization of education for students with physical, emotional, mental, intellectual, and/or social disabilities, as well as those with extraordinary intelligence, at both the primary and secondary levels. Law No. 8/2016: Persons with Disabilities Article 10 LeaAll types, channels, and levels of education should provide quality education services to learners with special needs. Elusive education ensures that every child, regardless of background, has fair and equal access to quality education [17]. The goal of inclusive education is to provide the widest possible opportunity for all learners who have physical, emotional, mental, and social disabilities or have the potential for intelligence and/or special talents to obtain quality education according to their needs and abilities. It also aims to implement education that respects diversity and is not discriminatory to all learners (BBGP, 2023). By dealing with individual differences, the adaptive approach becomes the basis for education units to develop a holistic adjustment process that covers these aspects. Thus, these principles together form a solid foundation to support the success and acceptance of all learners in an inclusive education context.

3.1. Civics in inclusion-based learning

The Center for Civic Education (1994) formulates the main components of civic competence as the goal of civic education, including civic knowledge, skills, and dispositions, see Fig. 1. First, civic knowledge relates to the subject matter that citizens should know in relation to their rights and obligations as citizens. This knowledge is fundamental to the structure and system of politics, government, and the ideal social system, as documented in the life of the nation and state. It also encompasses the universal values of a democratic society and the methods of cooperation to achieve common progress and peaceful coexistence in a global community. Second, the development of civic skills stems from the acquired knowledge, transforming them into valuable tools for addressing the challenges faced by the nation and state. Civic skills include intellectual and participation skills. Critical thinking skills are the intellectual skills

essential for an informed, effective, and responsible citizen. The Center for Civic Education (1994) and The Civic Framework for 1998 National Assessment of Education Progress (NAEPP) categorize these skills as: “identifying and describing; explaining and analyzing; and evaluating, taking, and defending positions on public issues” [18]. Participatory skills include interacting, monitoring, and influencing [18]. Interacting relates to citizens' skills in communicating and cooperating with others. Interacting means being responsive to other citizens. Interacting means asking, answering, and negotiating politely, as well as building coalitions and managing conflict peacefully and honestly. Monitoring the political and governance system implies the skills required for citizens to engage in the political and governance process. Monitoring also refers to the watchdog. Finally, participatory skills processes in society imply the ability to influence political and governance processes in society.

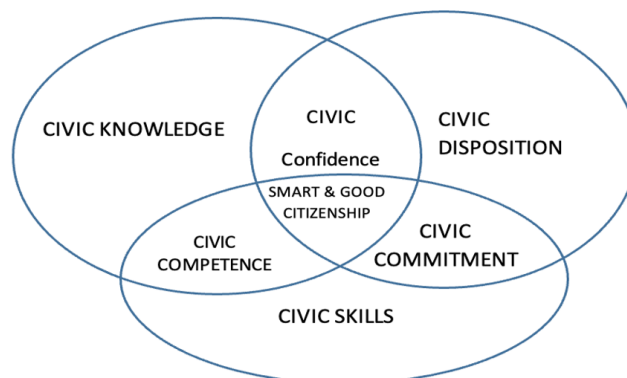


Fig. 1. Targets of Citizenship Development Through Citizenship Education

The development of citizenship skills is based on citizenship knowledge. This component is developed to provide “the knowledge and skills required to participate effectively, practical experience in participation designed to foster among students a sense of competence and efficacy,” and develop “an understanding of the importance of citizen participation” [19], namely the knowledge and skills required for active participation in society, participation experiences designed to strengthen the sense of competence and efficacy of students and develop an understanding of the importance of active citizen participation. Such active participation requires “knowledge of fundamental concepts, history, actual issues and events, and facts related to the subject matter and the ability to apply that knowledge contextually, and the inclination to act in accordance with the character of a citizen” [19]. Third, civic disposition is defined by Quigley *et al.* as “the attitudes and habits of mind of citizens that underpin the development of healthy social functioning and the assurance of the public interest of democratic systems” [19]. Conceptually, civic disposition encompasses a number of personality characteristics, namely (1) civility, which includes respect and care for civic discourse; (2) civility, which includes respect for others; and (3) civility, which includes respect for others. Branson asserts that civic dispositions imply both public and private characteristics essential for maintaining and developing constitutional democracy [5]. Civic dispositions, like civic skills, develop slowly as a result of what an individual has learned and experienced in the home, school, community, and civil society organizations. Such experiences should lead to an understanding that democracy requires morally responsible self-government, self-discipline, and respect for the human dignity of each individual. Public character is equally important. Concern for citizenship, civility, respect for the rule of law, critical thinking, and a willingness to listen, negotiate, and compromise are all necessary characteristics for a successful democracy. Winataputra even expands these components by stating that citizens who have civic knowledge and attitudes will become confident citizens (civic confidence), citizens who have civic knowledge and skills will become capable citizens (civic competence), citizens who have civic attitudes and skills will become committed citizens (civic commitment), and finally citizens who have civic knowledge, attitudes, and skills will become smart and good citizens (smart and good citizenship). Scope of Pancasila Education Material; (1) Pancasila serves as the foundation of the country, guiding the nation's way of life, national ideology, and ethics in its international relations; (2) The Republic of Indonesia's 1945 Constitution serves as the legal basis and

constitutional foundation for the life of society, nation, and state; (3) Bhinneka Tunggal Ika, as a form of commitment to diversity in the life of society, nation, and state that is intact and cohesive nationally, as well as harmonious in international relations; (4) The Unitary State of the Republic of Indonesia (NKRI) is the final form of the Republic of Indonesia, which aims to protect the entire nation and the homeland of Indonesia.

Civic Education, according to Winataputra is a body or system of knowledge that has (1) ontology, civic behavior, and civic culture that is multidimensional (philosophical, scientific, curricular, and socio-cultural); (2) epistemology research development, and diffusion in the form of scientific studies and curricular and instructional development in the praxis of democratic education for citizens in schools and communities; and (3) axiology to facilitate the development of a body of knowledge of the knowledge system or discipline of civic education; underlie and facilitate the development and implementation of democratic education in schools and out of school; and frame and facilitate the development of a corridor of socio-cultural democratization processes in society [20]. From a paradigmatic perspective, the civic education system consists of three components: (1) scientific studies and academic programs related to civic science education; (2) the curricular program for civic education; and (3) the civic socio-cultural movement, which essentially focuses on developing civic knowledge, civic values, attitudes, and civic skills. Civics is a curricular and socio-cultural program from primary to higher education levels. While the curricular program focuses on students in schools, the socio-cultural program aims to foster all members of society. Developed in the context of community life, civics aims to form good and responsible citizens in various situations and changing times. Civic education has a sacred mission to shape the character and civilization of the nation, making humans democratic citizens [20]. Article 3 of Law No. 20 of 2003, concerning the National Education System, outlines that national education functions to develop abilities, shape the character and civilization of a dignified nation, and educate the nation's life. It aims to develop students' potential to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and to become democratic and responsible citizens. Civic education (civics) in the context of inclusion-based learning plays a central role in shaping learners' social awareness and inclusive values. In this approach, the involvement of all learners is the main priority, with the alignment of learning materials according to the diversity of their backgrounds, needs, and abilities. Civics learning not only focuses on historical facts or government structures but also emphasizes the development of inclusive values such as appreciating differences, accepting diversity, and building tolerance. Interactive and inclusive learning methods, local case-based learning, formative evaluation, and individualized support are key elements in ensuring access and participation for all learners. Involving parents and collaborating with the community is also necessary to create an inclusive civic learning environment that is relevant to the context of learners' lives. Thus, civics becomes a vital instrument in shaping attitudes of tolerance toward diversity and inclusiveness among learners in primary schools.

3.2. Education Philosophy and Inclusive Learning Theory

The philosophy of education serves as the foundation, underpinning the views and principles that guide inclusive learning approaches and modes. Humanism, ethics, morality, and Pancasila philosophy, among others, contribute to the innovation of inclusive-based learning models that foster tolerance for diversity. The view of humanism in educational philosophy emphasizes the importance of respecting the dignity and value of each individual. Paulo Freire published his major work "Pedagogy of the Oppressed" in 1968. Freire critiques the traditional approach to education, which he believes overlooks the social reality of learners. He considered that this approach only focused on the transfer of knowledge from teacher to learner without providing space for the active involvement of learners in the learning process. Freire's central thought emphasizes that education should be a tool for human liberation from various forms of injustice and oppression. This perspective views education as a tool that empowers individuals to actively participate in society rather than merely serving as passive recipients of information from their teachers. Education should enable the transformation of society toward justice [21]. Freire reviews the role of power in society and education and advocates the importance of challenging oppressive social structures; in the context of language as a tool of liberation, he highlights the central role of language as an instrument of communication and expression, education as a practice of freedom, emphasizing that education should function as a practice of

freedom that provides opportunities for learners to become agents of change in society. His work "Pedagogy of the Oppressed" provides a critical perspective on education, providing a conceptual basis for the critical education movement [22]. The developed learning model encourages the active participation of all learners, irrespective of their background or personal characteristics, aligning with Freire's vision of liberating education [23]. By focusing on dialogue, open communication, and empowerment, this dissertation aims to create a learning context where tolerance of diversity is taught and applied in daily interactions, supporting the holistic development of learners at the primary school level. This is in line with the inclusive goal of viewing each learner as a unique and valuable individual. Inclusive learning models based on this principle promote learning that emphasizes diversity and respect for differences.

Ethics and morality also play an important role in developing this model. Inclusive education is based on moral principles that teach empathy, tolerance, and respect for human rights. UNESCO (2009). *Inclusive Education: The Way of the Future*. The philosophy of morality that underpins this model helps shape attitudes of tolerance and fairness among learners. First, we understand ethics in the same sense as morality. Ethics concerns positive habits of life and positive ways of living, whether in an individual or a society. People adopt and pass on these good habits of life from one generation to the next. Society then disseminates, understands, and teaches these good habits of life orally. These rules or norms basically concern whether human behavior is good or bad. Second, we understand ethics differently from morality. We understand ethics as a critical reflection on how humans should live and act in certain concrete, specific situations. Ethics is a moral philosophy that discusses and critically examines the issue of morally good and bad, as well as how to act in specific situations. Humans reflect critically to make choices, develop attitudes, and act morally righteously. Kohlberg proposed a theory of moral development that can help understand how learners internalize moral values [24]. This understanding can form the basis for building inclusive approaches that strengthen learners' moral development.

Pancasila's philosophy of *genetivus-objectivus* and *genetivus-subjectivus* serves as a crucial philosophical foundation and assessment criteria in the development of Inclusive-Based Learning Models, guaranteeing the philosophical recognition and critical integration of Pancasila values in inclusive learning practices (Kemenristekdikti, 2016). In the context of developing an inclusive-based learning (PBI) model to shape tolerance for diversity in elementary school students, the philosophical foundation of Pancasila has a significant role. According to Gunawan *et al.*, Pancasila's perspective on human nature as a creation of God demonstrates that education is necessary to nurture human potential [25]. Pancasila also emphasizes the importance of balance between life in the world and life in the hereafter, between material and spiritual needs, and between physical and spiritual needs [26]. These aspects can be the basis for creating a holistic learning approach and balancing the development of learners in various dimensions of life [27]. According to Pancasila, education serves as a vehicle to guide humans towards human dignity, and this perspective becomes relevant when designing inclusive learning models that aim to improve the quality of life and personal development of learners. Thus, inclusive learning models can include lifelong education to ensure that every individual, regardless of background or characteristics, continues to experience development and learning throughout his or her life.

Learning theories are important in designing effective, inclusive-based learning model innovations. Constructivism theory emphasizes that learning is an active process in which learners construct their own understanding through experience and reflection. Constructivism theory emphasizes that learning is an active process where learners construct their own understanding through experience and reflection [28]. Cognitive development is the basis for children's ability to think. Ahmad Susanto states that cognition is a thinking process, namely the ability of individuals to connect, assess, and consider an event or events [29]. Therefore, the cognitive process correlates with an individual's level of intelligence, which identifies their various interests, particularly those related to learning ideas. Cognitive development is crucial to children's learning success, as certain learning activities invariably involve thinking problems. According to Zhang, cognitive development concerns the development of thinking and how thinking activities work [30]. Children may encounter problems in their lives that they need to solve. Solving a problem is a more complex step for children. Before children are able to solve problems, they need to have the ability to find ways to do so. Yang *et al.* contend that while

cognitive development is continuous, the outcomes do not continue past achievements. These results differ qualitatively from one another [31].

Children will go through stages of cognitive development or developmental periods. In each period of development, children try to find a balance between their cognitive structure and new experiences. Imbalance requires new accommodations and is a transformation to the next period. According to Piaget, children's cognitive development is divided into four stages, namely, sensorimotor (0-2 years), preoperational (2-7 years), concrete operational (7-11 years), and formal operational (11-6 years) [32]. Each of these stages is age-related. What are the implications of Piaget's theory in learning? One of the implications of Piaget's theory in learning occurs when teachers introduce information that involves learners in using concepts, allowing learners time to discover ideas using formal thinking patterns [33]. The process begins with identifying subjects that students can grasp, selecting or creating class activities related to these subjects, posing questions that aid in problem-solving, evaluating the execution of each task, noting achievements, and making necessary adjustments.

Furthermore, the application of Piaget's theory in learning, which emphasizes the thinking or mental process, extends beyond a purely results-oriented approach. In the learning process, students are required to discover their own knowledge through interaction with their environment. And the most important thing is that teachers understand and appreciate each individual learner's individual differences in cognitive development. Piaget's theory emphasizes that children learn better if they are active and can find their own knowledge and understanding. Therefore, teachers need to facilitate learners' learning processes. Teachers design learning situations that require learners to be active. Each stage of development needs different treatment from the teacher. Using props or learning media is more appropriate when teaching young children. At this age, children learn while they play. Primary school children utilize educational media and focus their learning on dialogue, group discussions, and question-and-answer sessions. In an inclusive context, learners from diverse backgrounds and abilities can develop their own understanding of embracing diversity.

Cognitive social theory emphasizes the role of social interaction in learning. In inclusive learning, learners can observe, interact, and learn from each other about values, attitudes, and tolerance through their social experiences. This theory emphasizes the role of social interaction in learning [34]. In inclusive learning, learners can observe, interact, and learn from each other about values, attitudes, and tolerance through their social experiences. Social development is the process of learning abilities and behaviors that relate to individuals living as part of a group. According to Marulanda *et al.*, social development is the achievement of maturity in social relationships [35]. We can also interpret it as the process of adapting to group norms, morals, and traditions, integrating into a cohesive unit, and collaborating effectively. Strayer defines social development as the process of adapting to group norms, morals, and traditions while communicating and cooperating [36]. According to Carruthers *et al.*, social development is the level of interaction between children and other people, ranging from parents, siblings, and playmates to the wider community [37].

Meanwhile, emotional development is the overflow of feelings when children interact with others. Thus, social-emotional development is children's sensitivity to understanding others' feelings when interacting in everyday life. In the social-cognitive context, children's social and emotional development is the center of attention, and this concept plays an important role in designing innovative, inclusive-based learning models to foster tolerance for diversity in elementary school students. In the social dimension, social cognitive theory suggests that children learn through observation and modeling, both from the surrounding environment and from interactions with others. Therefore, we can design it to utilize positive models that reflect an attitude of tolerance towards diversity.

According to Slavin, cooperative learning encourages students to interact actively and positively in groups, allowing the exchange of ideas in a comfortable atmosphere following the philosophy of constructivism [38]. Collaborative learning is a learning model that utilizes the constructivism theory and a learning community approach, focusing on students to achieve academic learning outcomes and develop social skills. This strategy requires the management of a democratic classroom atmosphere and the active role of students in learning. Several perspectives, including the motivational, social, cognitive development, and cognitive elaboration perspectives, can explain the cooperative learning model. From the motivational

perspective, through cooperative learning, the rewards given to the group allow each group member to help each other. From a cognitive development perspective, group interaction can enhance learners' ability to process various types of information. Meanwhile, cognitive elaboration refers to learners' effort to comprehend and acquire knowledge, enhancing their cognitive abilities.

Developing an inclusive-based learning model (PBI) to foster tolerance for diversity in primary school learners can significantly benefit from Universal Design for Learning (UDL), which encompasses multiple means of engagement, representation, and expression. Universal Design for Learning (UDL) ideas like Multiple Means of Engagement (MMoE), Multiple Means of Representation (MMoR), and Multiple Means of Expression (MMoX) are very useful for creating a learning model that includes everyone [15]. According to Zhang *et al.*, UDL's MMoE emphasizes variety in the way learners engage in learning, thereby creating a learning environment that motivates and engages all learners, including those with special needs. Integrating intriguing and relevant elements can increase the engagement and participation of all learners [39]. Designing an innovative, inclusive-based learning model to shape tolerance of diversity in primary school learners implies presenting learning materials using diverse methods, media, and visual or auditory representations according to learners' learning styles and needs. Integrating UDL principles into the inclusive-based learning model makes it more responsive to learners' diversity, creating an educational environment that promotes tolerance of diversity.

Differentiated learning is a teaching and learning process where students can learn subject matter according to their abilities, preferences, and needs so that they are not frustrated and feel like failures in their learning experience. In differentiated learning, educators must comprehend and acknowledge that there is no singular approach, method, or strategy for learning a subject [40]. Teachers need to organize learning materials, activities, daily tasks both in class and at home, and final assessments according to the learners' readiness to learn the materials, what interests or things they would like to learn, and how to deliver lessons that suit their learners' learning profiles [41]. So, in differentiated learning, three aspects can be differentiated by the teacher so that students can understand the subject matter they are learning, namely the content aspect to be taught, the process aspect, or meaningful activities that students in the class will carry out, and the third aspect is the assessment in the form of making a product at the end that can measure the achievement of learning objectives. Differentiated learning differs from individualized learning, which is typically used to teach children with special needs [42]. Students can participate in learning in large, small, or independent groups. Although many educational figures have spoken about this topic, this paper will focus on the ideas and work of Carol Tomlinson, a key proponent of differentiated learning. Tomlinson and Moon, as the leaders of differentiated learning, state that five basic principles help teachers in implementing differentiated learning: learning environment, quality curriculum, continuous assessment, responsive teaching, leadership, and classroom routines [43]. Tomlinson and Moon state that five basic principles assist teachers in implementing differentiated learning: learning environment, quality curriculum, continuous assessment, responsive teaching, leadership, and classroom routines [43].

Daniel Goleman first introduced the concept of social-emotional learning (SEL) in 1995 [44], emphasizing the importance of teachers paying extra attention to social-emotional learning for their students. The idea of SEL is an extension of the concept of emotional intelligence. Educational experts refer to the three components, social, emotional, and learning, as elements that have not received full attention in the educational context. Children and adolescents experience social-emotional learning as a process of identifying and effectively applying knowledge, attitudes, and skills to understand and manage emotions, direct positive goals, and demonstrate empathy for others [45]. Some experts, such as Usakli, state that SEL is the process of acquiring knowledge, skills, attitudes, abilities, and beliefs in recognizing and managing emotions [46]. Peterson also defines SEL as instruction that focuses on developing learners' socially acceptable behavior and understanding and regulating emotions [47]. Research shows that instruction in social-emotional learning is equally important to academic development and school success. For example, in a study involving SEL programs in high school learners, Taylor *et al.* found that learners who received social and emotional support instruction and programs achieved high achievement in academic performance, social skills, behavioral skills, and

attitudes compared to learners who did not receive such programs [48]. This study provides a strong basis for integrating social-emotional learning into the learning curriculum. As presented by McGraw Hill, social-emotional learning (SEL) instructional planning principles provide important guidelines for SEL planning and teaching [49]. The school environment can adopt Social Emotional Learning (SEL) as a strategic approach to help learners develop social and emotional skills. According to CASEL, schools can implement several strategies to achieve the goals of this approach [50]. Creating a safe and supportive learning environment is key to achieving effective education. Teachers do not only act as knowledge deliverers but also as facilitators to teach learners how to manage their emotions and behaviors. Education does not only happen in the classroom but also involves social interactions that require positive relationships among learners and between learners and teachers [51]. In addition, efforts to foster a sense of belonging and togetherness among all school community members are key to shaping an atmosphere conducive to learning, which can also enhance holistic learning experiences in schools.

3.3. Innovating an inclusive learning model to foster tolerance for diversity

In the course of the evolution of education, the challenge of creating an inclusive learning environment and fostering an attitude of tolerance toward diversity is increasingly urgent. Based on the abovementioned theoretical study, an inclusive-based learning model emerges as a viable solution to address the field's needs amidst Indonesia's diverse population. We specifically design the learning syntax to foster tolerance towards diversity in elementary school students. Table 1 is a syntax innovation design for inclusion-based learning models based on previous theoretical studies. We expect the development of learning models that adopt the Universal Design for Learning (UDL) theory, cooperative learning, differentiated learning, and the SEL (Social Emotional Learning) Model to create an inclusive and diverse learning environment based on the information in the table. UDL principles, with a focus on presenting diverse information, take into account learners' learning styles, allowing each learner to choose the appropriate learning method.

Table 1. Inclusion-based learning model steps

| Steps | Learning Activities | |
|--|---|---|
| | Teacher activities | Learner activities |
| Diverse Source Discourse (UDL) | Select and organize learning materials with various presentation methods, such as text, images, audio, and video. Design learning experiences that are responsive to different learning styles. | Access information in a way that best suits their individual learning style. Actively participate in the learning process using a variety of learning resources. |
| Diversity-based Guidance and Evaluation (Differentiated) | Determine grouping criteria or methods that take into account the diverse abilities, cultural backgrounds, and learning styles of learners. Create an environment that supports collaboration and participation among all group members. | Collaborate with group members to understand and complete shared tasks. Actively participate in group discussions and activities. |
| Facilitating and Diversity-Informed Assessment | Provide differentiated guidance according to the needs of each group. Evaluate learning outcomes by taking into account the diversity in expression and understanding of learners. | Demonstrate understanding of the material in a way that suits their individual abilities and preferences. Contribute their skills and interests to the group. |
| Monitoring as Social Catalyst (SEL) | Facilitate the group learning process, providing guidance as needed. Observe learners' development in social skills such as cooperation, communication, and emotion management. | Share knowledge, ideas, and understanding with group members. Help group mates to ensure shared understanding. |
| Evaluating and valuing diversity | Evaluate learning outcomes by considering the different abilities of learners. Reward the efforts and contributions of each learner, recognizing diversity as the richness of the classroom. | Respond to feedback from the teacher and fellow group members. Celebrate shared achievements and appreciate the differences between them. |

Findings from Saled and Duhaney's research reveal that (1) inclusion programs have a positive impact on the academic performance and social development of learners with disabilities with diverse needs; (2) the placement of non-disabled learners in inclusion programs is not only not detrimental to their academic performance but also provides some social benefits; and (3) teachers' responses to inclusion programs tend to be complex, influenced by multiple variables, and change over time [52]. Kohlberg's theory, which examines the moral development stages of elementary school children, also endorses this. Kohlberg's theory suggests that it can influence the development of tolerance towards diversity [53]. Rewards and punishments may influence a basic understanding of good and bad in the pre-conventional morality stage. At this stage, research can evaluate the extent to which inclusive-based learning models are able to guide learners to understand diversity as a value and motivate them to appreciate differences. In the context of learning, each stage of Kohlberg's moral development has different implications. At the pre-conventional stage, teachers need to be good role models, explain the concept of good and bad, and provide an understanding of why an action is prohibited or allowed. At the conventional stage, teachers must consistently apply mutually agreed-upon classroom rules, build learners' trust, and establish discipline. In the post-conventional stage, teachers act as mentors who help children develop positive behavior by bringing up case studies, exploring values and morals, and involving learners in formulating mutually acceptable solutions.

4. Conclusion

The analysis concludes that the inclusive-based learning model offers several significant advantages. First, it promotes and shapes learners' tolerance of diversity. This model creates an inclusive learning environment by providing opportunities for students to interact and cooperate with classmates from different backgrounds. Secondly, it helps in improving learners' academic achievement by adjusting the learning approach to meet individual needs. This flexibility in the learning process is one advantage that promotes learners' academic progress. However, inclusive learning model innovation is not without its challenges. The complexity of classroom management, limited resources, and incompatibility with the needs of all learners are some of the obstacles that need to be overcome. We must effectively implement efforts to overcome these barriers. The innovation of an inclusive-based learning model is expected to positively impact the attitude of tolerance of diversity of learners and society more broadly, starting from elementary school classes, especially in civics learning. This is an important step in shaping a more inclusive educational environment and positively impacting society.

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