Inclusive Education based on Gender Equality, Disability, and Social Inclusion (GEDSI) in Elementary School

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Abstract

This article describes inclusive education based on gender equality, disability and social inclusion (GEDSI) in elementary schools. The research was conducted because the school work plan for inclusive education has not yet included gender equality, disability and social inclusion in elementary schools in Central Java, Indonesia. Elementary school managers still adhere to an exclusive and segregated paradigm, and they are not one hundred per cent inclusive in managing elementary schools. This impacts gender bias, injustice to children with disabilities, and the lack of social inclusion. The research used the participatory action research method through the empowerment of 20 school principals under the Educational Institution Ma'arif Nahdlatul Ulama of Central Java, Indonesia, with the stages of introduction, inculturation, team organizing, action planning, action, evaluation, and reflection. The research findings state that the inclusive education program based on GEDSI is a program prepared in the school work plan by including elements of gender justice, disability, and social inclusion in the standards of content, process, graduate competencies, educators and education personnel, facilities and infrastructure, management, financing, and assessment. The implementation of inclusive education based on GEDSI in 20 elementary schools is carried out through annual programs, semester programs and learning activities. The implementation of this program involves all stakeholders in the school, from the head to the students. Future research must explore inclusive education based on GEDSI in the curriculum and technical aspects of learning.

Keywords: Inclusive Education; Gender Equality; Disability; Social Inclusion; Elementary School.

Introduction

Inclusive education in elementary schools in Indonesia has been implemented since the last decade (Rizki & Badrus, 2021; Rasmitadila et al., 2022; Umi et al., 2022; Temitope & Abiodun, 2023), but inclusive education based on gender equality, disability, and social inclusion (GEDSI) is comprehensively and maximally implemented (Surya et al., 2022; Rasmitadila et al., 2021). Special schools in several countries for children with special needs do not apply the principles of inclusive education. This is because the learning system still places children with special needs in one class, even though inclusive education places children with special needs with normal children in regular classes (Qu, 2022; Eleanor, Elizabeth & Helen, 2022; Byrne, 2022). This phenomenon of exclusion and segregation in education requires the GEDSI paradigm to realize the principle of education for all (Hornby, 2015; Kerstin et al., 2022; Anabel, Anna & Eli, 2023). This is due to the lack of teacher professionalism, unsupportive policies, poor academic stress management, low inclusion literacy, and lack of innovation in learning (Hamidulloh, Syamsi, Rukiyati, 2023; Hamidulloh et. al., 2023; Hamidulloh et. al., 2023).

Gender justice, people with disabilities and social inclusion are not just legal, social, political and religious matters, but the main issue is education and the responsibility of educational institutions. Schools must be active and present to fulfil the educational rights of children with special needs who have learning barriers (Flora, 2022; Alies, 2020). So far, the problem in Indonesia is still gender inequality, non-fulfilment of the rights of children with disabilities, and uneven social inclusion in education (Arianti, 2019; Triyanto et al., 2022; Johana, John & Marleny, 2021). Although there

are inclusive education institutions, recent research states that the fulfilment of the number of schools that accommodate children with special needs, policies, educational documents, and the implementation of GEDSI-based inclusive education has not been maximized (Joy et al., 2021; Cathy et al., 2022). Comprehensive strengthening of GEDSI-based inclusive education, both in quantity and quality, is urgent (Minsih, 2022).

The Indonesian government is trying to increase the number of special schools. As of 2021, the Ministry of Education and Culture recorded 12 special elementary schools with public status spread across 35 districts/cities in Central Java. The dropout rate for children with special needs in Central Java reached 138 out of 18,982 students served (Kemendikbud, 2021; Kamaludin, Yuni & M., 2022). According to the Education and Culture Office of the Central Java Provincial Government, there are 1,195,905 children with special needs outside special schools. This emphasizes the need for inclusive elementary schools to accommodate those who still need to be in school. Madrasah Ibtidaiyah, under the Ministry of Religious Affairs until 2021, 50 institutions have implemented inclusive education (Zamrony et al., 2022). The number of inclusive schools and children with special needs in Central Java is unequal. The role of private educational institutions is needed to develop inclusive education. Children with special needs who do not receive inclusive education services end up choosing to homeschool, online learning, independent learning at home, courses, and private tutoring, while children who do not have funds cause them to drop out of school (Casper & Lavinia, 2021; Shannon & Clair, 2022; Una, Jessica & Jayne, 2022). GEDSI-fueled inclusive education to realize equity and access to education is urgent.

Inclusive education based on GEDSI emerged in 1997 with its origins in gender equity and inclusive classrooms (Savitz, 1997). The unequal distribution of education between men and women in the world motivated The United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2002 to create an education program for gender equality (UNESCO, 2002). In addition to GEDSI, the gender equality and social inclusion (GESI) approach was developed. GEDSI-based inclusive education is more complete and is the right approach to be applied in inclusive education in Indonesia because the country is very multicultural. GEDSI-based inclusive education in Indonesia began as a partnership with non-governmental organizations and state agencies such as the United Nations Children's Fund (UNICEF), The World Bank, United States Agency for International Development (USAID), Palmera, Australian Aid, and Australian Government through the Department of Foreign Affairs and Trade (DFAT) (Syeda et al., 2022; Arya, Menno & Jan, 2022; Tkachenko, Oksana & Souter, 2022; Rachel & Angharad, 2022). Philosophically and juridically, the implementation of GEDSI-based inclusive education refers to the principle of education for all, the 2020-2024 Medium-Term Development Plan (RPJMN) based on Presidential Decree No. 18/2020, and the joint ministerial regulation on Gender Responsive Planning and Budgeting (Jointly issued by the Ministry of National Planning / Bappenas, Ministry of Women's Empowerment and Child Protection, Ministry of Finance and Ministry of Home Affairs) (KATALIS, 2021).

Inclusive education is an education system that prioritizes equal rights between normal children and children with special needs in learning, which has become a global issue in Indonesia (Corbett, 1999; Danu, 2022; Silvia et al., 2022; Zamroni & Mohamad, 2023). Gender equality means equal rights, responsibilities and opportunities for male and female students (DFAT, 2016). Learners with disabilities are physical, intellectual and mental impairments in interacting with others that can hinder full participation in groups based on social equality (Trade, 2016; Alies et al., 2021). Meanwhile, social inclusion is increasing students' abilities, opportunities and dignity to play a role in society (World-Bank, 2013). Inclusive education based on GEDSI is an inclusive education system that mainstreams gender equity, disability and social inclusion in education management with the keywords of equality, equity and access (Samanmala & Sakunthala, 2022). Since 2020 until now, public and private educational institutions under the Ministry of Education and Culture and the Ministry of Religious Affairs have begun to strengthen inclusive education based on GEDSI, such as those running in the Muhammadiyah Primary and Secondary Education Council (Dikdasmen Muhammadiyah) and the Educational Institution Ma'arif Nahdlatul Ulama of Central Java.

The Educational Institution Ma'arif Nahdlatul Ulama of Central Java, which manages 3,935 schools and madrasahs, has established partnerships in inclusive education with Australian Aid in 2016 (piloting 5 schools) and UNICEF in 2017-2020 (piloting 18 schools) in Banyumas Regency, Kebumen Regency, Brebes Regency, and Semarang Regency (Hamidulloh, 2020). In 2021, the program was continued independently by establishing piloting (declared as inclusive schools) and mainstreaming (not declared as inclusive schools) inclusive schools and madrasahs in all regions, including Temanggung District, Wonosobo District, Magelang District, Magelang City, and Purworejo District. The implementation of inclusive education in the 18 piloting schools has been ongoing. However, mainstreaming schools other than the 18 schools are still constrained by aspects of government support and policy, inappropriate management,

in-depth curriculum and learning, unprofessional teachers (Hamidulloh, Ibnu & Rukiyati, 2023), lack of special assistant teachers and psychologists, less inclusive students, insufficient infrastructure and funding, resistance from stakeholders, and lack of training.

Based on the above studies, studying GEDSI-based inclusive education in primary schools is important. The research differs from existing studies. Several studies mention that the implementation of inclusive education in elementary schools is still partial because it has not one hundred per cent included GEDSI elements in school work plans, curriculum, planning, learning tools, teaching materials, and evaluation (Griffin, 2018; Morán, et al., 2019; Flores & Bagwell, 2021) (Ginevra et al., 2022). This is due to the paradigm of managers who are still exclusive, the lack of supporting policies, local government support, the lack of special assistant teachers and psychologists, facilities, budgets, community culture that is not yet inclusive, rejection from parents, teachers, school committees, and stakeholders (Georgia, 2022; Amanda et al., 2022; Paige et al., 2022). As a result, there is gender bias in education, the guarantee of quality education services for children with special needs is not fulfilled, and the community ignores social inclusion (Daniel & Michelle, 2022; Margret et al., 2022). Inclusive education based on GEDSI needs to be strengthened in elementary schools to provide quality education services for all children (Akhmad & Nur, 2022; James & Mack, 2022; Tolib et al., 2022). This study aims to reveal the implementation of inclusive education based on GEDSI in elementary schools under the Educational Institution Ma'arif Nahdlatul Ulama of Central Java. The researcher asked two research questions: (1) How is the inclusive education based on the GEDSI program at the elementary schools of Ma'arif Nahdlatul Ulama in Central Java? and (ii) How is the implementation of inclusive education based on GEDSI at the elementary schools of Ma'arif Nahdlatul Ulama in Central Java?

METHOD

This study applied the participatory action research (PAR) method by involving 20 principals of elementary schools and madrasah ibtidaiyah in Temanggung District, Wonosobo District, Magelang District, Magelang City, and Purworejo District under the management of the Educational Institution Ma'arif Nahdlatul Ulama of Central Java. These 20 schools were selected because they have implemented inclusive education, have inclusion-based school work plans, and have special assistant teachers. However, they need to be strengthened in gender justice, disability justice, and social inclusion. The PAR method was implemented with an empowerment model

for school principals to study research-based problems to direct, make improvements, evaluate, and act (Glanz, 2003; Suprapto et al., 2020) which was carried out from June 2022 to December 2022. The PAR steps are carried out with the stages of introduction, inculturation, team organization, action planning, action, evaluation, and reflection (Elaine, 1997; Shirley, 2022; Ruba, 2022; Anjuli et al., 2023). In detail, the research steps can be seen in the flowchart below.

Flowchart 1: Research Flow with participatory action research (PAR) method steps
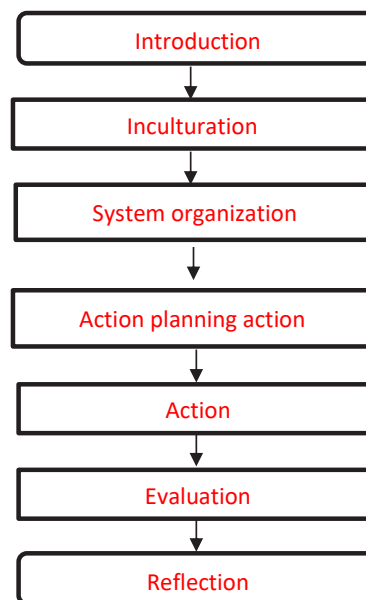
In the preliminary stage (introduction), researchers conducted an initial study and observation of inclusive education based on GEDSI in 20 elementary schools in five regions. The inculturation stage was carried out by approaching and participating in activities at elementary schools organizing inclusive education. The team organizing stage involved forming a group of elementary school principals to analyze the problems of implementing inclusive education through written analysis through the URL https://bit.ly/GEDSIProblemAnalysis. The team consisted of resource persons, the Chairperson of the Indonesian Forum of Inclusive Madrasah Educators (FPMI), Tanoto Foundation Regional Facilitators, and the Educational Institution Ma'arif Nahdlatul Ulama of Temanggung and Central Java who facilitated and directed the activities. The elementary school principal was the core team that planned the action program to find solutions.

In the action stage, a focus group discussion (FGD) was conducted involving three administrators of the Educational Institution Ma'arif Nahdlatul Ulama, madrasah supervisors from the Ministry of Religious Affairs of Temanggung District,

resource persons from the Chairperson of the Indonesian Inclusive Madrasah Educators Forum (FPMI), Tanoto Foundation Regional Facilitators and 20 school principals. The FGDs reviewed the inclusive education based on GEDSI paradigm material, the direction and objectives of the activities, and the school work plans. At the evaluation stage, all principals presented the school work plan development results. All participants provided feedback, criticized, and gave suggestions and input. The results of the school work plan were implemented in their respective institutions. The final stage was conducted in December 2022 by reflecting on all activities from start to finish. After that, there is a follow-up in the form of improving the madrasah work plan documents and lesson plans that have been implemented by measuring the achievement according to planning in their respective institutions.

FINDINGS

Based on the results of empowerment through the participation of 20 school principals with the stages of introduction, inculturation, team organization, action planning, action, evaluation, and reflection, it can be concluded that the inclusive education based on GEDSI program is a planned education program that includes elements of gender justice, disability, and social inclusion which are compiled into the school work plan document. Before the action phase began with an introduction, inculturation, team organization, and action planning, all elementary schools had inclusive education programs but did not contain GEDSI. After the action, all elementary schools had inclusive education based on GEDSI programs, which can be seen in Table 1 below.

Table 1: Condition of elementary schools targeted by inclusive education based on GEDSI program before and after action.

No	Institution	Before Action	After Action
1	Madrasah Ibtidaiyah Asmaul Husna, Kranggan Temanggung District	The school has an inclusive education program, but it still needs to be GEDSI-based. All elementary schools only have a general school work plan document. All schools are still merely mainstreaming inclusive education. They have implemented an inclusive education system but have yet to declare themselves Inclusive Education Provider Education Units (SPPPI) and receive a decree from the government.	The results after the action found the same statements because all school principals were given empowerment with the same material and resource persons, so the results after the action have similarities and conclusions are drawn. The school has a inclusive education based on GEDSI program compiled into a school work plan. When it is successful in one semester (June-December 2022), it will be used as a piloting school for inclusive education, namely declaring itself as an inclusive school and proposing a decree to the government. Schools are more focused on implementing GEDSI-based inclusive education because it is organized into eight national education standards. After the action, the elementary school added a network of cooperation with the Forum of Inclusive Madrasah Educators (FPMI), the Institut Islam Nahdlatul Ulama Temanggung, and the Tanoto Foundation.
2	Madrasah Ibtidaiyah Al Ikhlas, Parakan, Temanggung District		
3	Madrasah Ibtidaiyah Ma'arif Mojosari, Bansari, Temanggung District		
4	Madrasah Ibtidaiyah Al Ma'arif Parakan, Temanggung District		
5	Madrasah Ibtidaiyah Mambaul Huda Tembarak, Temanggung District		
6	Madrasah Ibtidaiyah ELPIST INISNU Temanggung, Temanggung District		
7	Madrasah Ibtidaiyah Darussalam Wanutengah, Temanggung District		
8	Madrasah Ibtidaiyah Ma'arif Gesing I, Kandangan, Temanggung District		
9	Madrasah Ibtidaiyah Ma'arif Unggulan Sumur Blandung, Temanggung District		
10	Madrasah Ibtidaiyah Batursari, Candiroto, Temanggung District		
11	Madrasah Ibtidaiyah Darul Muttaqien Selopampang, Temanggung District		
12	Madrasah Ibtidaiyah Al Mujahidin Condong, Kedu, Temanggung District		
13	Sekolah Dasar Islam Ngadirejo, Temanggung District		
14	Madrasah Ibtidaiyah Ma'arif Kejiwan, Wonosobo District		
15	Madrasah Ibtidaiyah Dlangu, Butuh, Purworejo District		
16	Madrasah Ibtidaiyah YASPI Daseh, Magelang District		
17	Madrasah Ibtidaiyah Yakti Mangunrejo, Tegalrejo, Magelang District		
18	Madrasah Ibtidaiyah Ma'arif Krasak, Salaman, Magelang District		
19	Madrasah Ibtidaiyah Ma'arif Al Iman Magelang City		
20	Madrasah Ibtidaiyah Al Islam Krasak, Magelang City		

DISCUSSION

Inclusive Education Program based on GEDSI

1zAll elementary schools before the action had met the minimum standards as inclusive schools, namely having an operational permit, being registered in the education management information system (EMIS) and basic education data (Dapodik), being accredited, having students with special needs and special assistant teachers, and having an education unit level curriculum. All schools did not have GEDSI inclusive education programs reflected in the school work plans. All these elementary schools fall into the category of schools mainstreaming inclusive education; that is, they have implemented inclusive education but have yet to declare themselves inclusive schools and have been designated by the government through a decree. After the action, a GEDSI inclusive education program was developed into a four-year school work plan. After one semester (June-December 2022), the school will be designated as an inclusive education pilot if it meets the requirements of translating the school work plan into all national education standards, especially in management, curriculum and learning plans..

The work plan developed by the principal was familiar but redesigned by incorporating GEDSI elements in it. The school work plan, which was initially exclusive, segregative and integrative, was redesigned to be GEDSI-based inclusive. The school work plan document as a whole consists of a front page, Chapter 1 Introduction (background, purpose, objectives, benefits, writing systematic), Chapter 2 Identification of Current School Conditions (profile, vision, mission and objectives, location, education, self-development, learning load regulation, syllabus development and learning planning, education and education personnel, facilities and infrastructure, finance and financing, school culture and environment, the role of the community and partners), Chapter 3 Current School Conditions (school self-evaluation, school quality map), Chapter 4 Identification of Expected Future School Conditions (identification of stakeholders' expectations in the future), vision, mission, facilities, 4-year goals, challenges, school objectives for 4 years), Chapter 5 Formulation of Programs, Activities and Performance Indicators (activity work programs and responsible persons), Chapter 6 Formulation of Annual Work Plan and School Budget Work Plan, Chapter 7 Conclusion, and appendices. The GEDSI elements can be seen in Table 2 below.

Table 2: GEDSI elements in the school work plan.

No.	Elements of the School Work Plan	GEDSI Elements
1	Chapter 1 Introduction	Incorporate GEDSI elements juridically, philosophically, theoretically, and empirically to become fully inclusive from being initially exclusive, segregative, and integrative.
2	Chapter 2 Identification of Current School Conditions	First, it includes a new student admission system that provides a quota for children with special needs of at least 10 per cent in each class (for example, in a class of 30 children, then children with special needs are given a quota of 3 children). Second, the aspect of educators includes the need for special assistant teachers and psychologists. Third, include disability-friendly facilities and infrastructure. Fourth, planning for a school culture that is friendly to gender, disability and social inclusion. Fifth, planning partnerships and the role of the community in supporting the implementation of the inclusive education program based on GEDSI.
3	Chapter 3 Current School Conditions	The school self-evaluation aspect refers to the eight national education standards (content, process, graduate competencies, educators and education personnel, facilities and infrastructure, management, financing and assessment standards). In Chapter 3, the content of school work plans is generally portrayed as similar, although each school has its characteristics, which are presented below: In the Content Standard, it includes the mapping of weaknesses and recommendations, namely (1) schools need to identify students with physical, mental, social, emotional conditions and neurological sensory conditions; (2) schools need to carry out medical assessments, psychological assessments, academic assessments, social background assessments, and child development background assessments, (3) schools need to profile students with special needs; (4) schools need to create individual learning programs; (5) schools need to have modified lesson plans and individual learning programs; (6) extracurricular activities need to be tailored to the talents, interests, gender, developmental level/age, culture and local social conditions. On Process Standards, namely (1) schools need to develop syllabuses in accordance with the individual development of students with special needs; (2) schools need to pay attention to individual differences in students; (3) lesson plans need to pay attention to gender differences, initial abilities, intellectual stages, interests, talents, learning motivation, potential, social abilities, emotional, learning styles, special needs, learning speed, cultural background, norms, values, and the environment of students; (4) the implementation of learning activities needs to be tailored to the needs of students with special needs, which includes learning time for students' needs, learning is carried out at any time in special classes, in learning using special aids, seating placement for students with special needs according to their needs, giving special assignments according to their abilities, utilizing regular students as peer tutors, providing special services outside regular learning hours, utilizing liaison books between special assistant teachers and children with special needs, and special assistant teachers and parents effectively; (5) learning principles need to pay attention to individual differences and encourage active participation of students with special needs.

Table 2: GEDSI elements in the school work plan.

No.	Elements of the School Work Plan	GEDSI Elements
3	Chapter 3 Current School Conditions	In the Graduate Competency Standards, namely (1) graduate competency standards need to be made specifically by schools according to the abilities of students with special needs; (2) minimum completion criteria need to be modified for regular students with special needs; (3) minimum completion criteria need to be adjusted according to the abilities, talents and interests of students with special needs.
		In the Educator and Education Personnel Standards, namely (1) schools need to have special mentor teachers who have special education qualifications; (2) there needs to be an organization in the principal's working group for inclusive education; (3) there needs to be a teacher working group organization / subject teacher deliberation for special mentor teachers in schools implementing inclusive education; (4) there needs to be a communication forum for special mentor teachers in schools implementing inclusive education; (5) schools need to have speech therapy personnel; (6) teachers need to manage student-centred learning in accordance with a variety of disabilities; (7) teachers need to serve students' learning needs in an accommodative manner; (8) teachers need to implement and assess learning programs in line with the foundations of education based on democracy, justice and without discrimination (for example, annual programs, semester programs, syllabuses, lesson plans and individualized learning programs); (9) teachers need to develop communication with inclusive education stakeholders.
		On the Facilities and Infrastructure Standard, namely (1) Classrooms need to be adjusted to the number of students (1 classroom: 50 square meters); (2) Schools need to provide disabled-friendly toilets; (3) Hand washing stations, laboratories, art rooms for children with special needs are needed.
4	Chapter 4 Identification of Expected Future School Conditions	It generally involves identifying stakeholders' expectations of the eight standards, the school's vision, mission and goals. Each aspect of the eight national education standards is written in the element of school goals for the next four years. For each standard, the current state of the school (year one) and the school's goals (year four) are described.
5	Chapter 5 Formulation of Programs, Activities and Performance Indicators	At this point, the school will develop programs and activities until 2024 according to the eight national education standards below:
		In the Content Standard, namely (1) Identification of learners with physical conditions, mental conditions, social conditions, emotional conditions and neurological sensory conditions; (2) Medical assessment, psychological assessment, academic assessment, social background assessment and child development background assessment; (3) Preparation of profiles of learners with special needs; (4) Preparation of an adapted curriculum; (5) Preparation of an Individual Learning Program (IEP); (6) Preparation of GEDSI-based modified learning plans; (7) Extra-curricular activities with the talents, interests, gender, and developmental level (age) of learners, as well as local culture.
		On Process Standards, namely (1) Preparation of syllabus development by the individual development of learners with special needs; (2) Preparation of adaptive learning plans; (3) Preparation of learning plans taking into account gender differences, initial abilities, intellectual stages, interests, talents, learning motivation, potential, social abilities, emotional, learning styles, special needs, learning speed, cultural background, norms, values, and the environment of learners; and (4) Learning of learners with special needs;
		On Graduate Competency Standards, namely (1) Preparation of graduate competency standards for students with special needs; (2) Preparation of minimum completeness criteria for students with special needs; and (3) Preparation of minimum completeness criteria according to the abilities, talents, and interests of students with special needs by taking into account the GEDSI aspect.
		On the Educator and Education Personnel Standards, namely (1) Fulfilling the number of special assistant teachers and psychologists in all classes; (2) Establishing a Principal Working Group (KKKS) organization for schools implementing inclusive education; (3) Establishing Teacher Working Groups (KKG) and Subject Teacher Deliberations (MGMP) for special mentor teachers in schools implementing inclusive education; (4) Establishment of special mentor teacher activity forums; (5) Cooperation with speech therapy; (6) Student-centered learning activities that are appropriate to the variety of disabilities; and (7) Development of synergy and communication with inclusive education stakeholders.
		In the Facilities and Infrastructure Standard, namely (1) Fulfillment of standard classrooms for students with special needs; (2) Making toilets that are disability-friendly; and (3) Procuring hand washing stations, laboratories, art rooms for children with special needs.
		On Management Standards, namely (1) Implementing MoUs with national and international inclusive institutions/schools, (2) Schools need to coordinate with education stakeholders, and (3) Schools need to have an inclusive madrasah program involving principals, teachers, committees and community leaders.
		On the Financing Standard, namely (1) Preparation of school budget work plans according to the needs of students with special needs; and (2) Inclusive school fundraising programs.
		On assessment standards, namely (1) special assessment programs for learners with special needs that are carried out flexibly, quantitatively and qualitatively; and (2) implementation of school examinations and procurement of a Certificate of Completion of Learning (STTB) according to the abilities of learners with special needs.
6	Chapter 6 Formulation of Annual Work Plan and School Budget Work Plan	This point contains an annual work plan derived from the inclusive education program based on GEDSI that refers to the eight national standards of education. While the school budget work plan is a formulation and work planning based on the income and expenditure budget so that all programs can run.
7	Chapter 7 Conclusion, and appendices	This chapter contains conclusions and suggestions related to the school work plan. The appendices include all supporting documents for the four-year school work plan.

The inclusive education program based on GEDSI was developed over a four-year period. The goal of inclusive education based on GEDSI is to ensure that all schools under the Central Java Ma'arif Nahdlatul Ulama Education Institute with mainstreaming status can provide quality education services for all children regardless of gender, disability and social inclusion. This four-year program is the basis for implementing education and learning in eight aspects of the national standards of education adapted according to the local wisdom of each school.

Implementation of Inclusive Education based on GEDSI

The implementation of inclusive education based on GEDSI in the 20 elementary schools in this research was carried out by referring to each standard and derived from the annual program, semester program and learning activities. The implementation of this program involves all stakeholders in the school, from the head to the students. In practice, the head is in charge of managing inclusive education. Special mentor teachers and psychologists carry out their duties through the inclusive education program, namely serving, guiding, directing and assisting students with special needs. Meanwhile, class teachers implement inclusive education based on GEDSI by referring to the adaptation curriculum and differentiated learning.

Inclusive education based on GEDSI is applied to learning with the principle of being student-centred, according to students' needs and learning styles, being a natural form of educational services without discrimination, equal for all, and a form of humanitarian devotion of educators to God. The characteristics of the inclusive education program based on GEDSI in the 20 elementary schools aim to realize six characteristics after the action. First, female and male students have equal access to education and learning. Second, all students receive the same treatment and curriculum, although learning materials may be taught differently. Third, male and female students work together without subordination and marginalization of a particular gender. Fourth, teachers provide success and equal achievement examples between female and male students. Fifth, avoiding physical and non-physical violence and sexual violence against male and female students. Sixth, there is good communication between the madrasah and parents (student guardians) supporting the implementation of GEDSI.

The inclusive education program based on GEDSI in 20 elementary schools in Central Java, Indonesia, is relevant to the flow of empowerment-based implementation that refers to previous research through several steps (Palmera, 2021). First, synergy with partners through education management

refers to national standards of education based on gender justice, people with disabilities, and social inclusion. Second, the analysis of strengths in the community is carried out by involving elements of academics, practitioners, government officials, community leaders, business people, and mass media. Third, mainstreaming GEDSI into the curriculum, learning, and activities organized through the school work plan. Fourth, problem-solving based on schools and madrasahs' needs and local wisdom under the the Educational Institution Ma'arif Nahdlatul Ulama of Central Java. Fifth, monitoring is carried out through the school work plan to monitor and evaluate all-inclusive education programs for one semester. Sixth, the evaluation was conducted in December 2022 by reflecting on the results of implementing the inclusive education program based on GEDSI through discussions and the involvement of partners and policymakers.

The inclusive education program based on GEDSI conducted by the Educational Institution Ma'arif Nahdlatul Ulama of Central Java in 20 mainstreaming elementary schools is by the Penta helix approach, which involves academics, business, community, government, and mass media (Rezzy et al., 2021; Suci et al., 2022). Academics were involved with the Rector of the Institut Islam Nahdlatul Ulama Temanggung (Muh. Baehaqi), and academics from Universitas Wahid Hasyim Semarang (Supriyono) who oversaw and assisted in the preparation of the school work plan. The involvement of entrepreneurs, namely the owner of Angkringan Kebun Salak (Muhammad Adib), who provided support for free activity venues and discounted accommodation in the dissemination and evaluation activities on December 14-17, 2022, and the Director of CV. Mata Kata Inspirasi Yogyakarta (Baehaqi Latif) helped publish books and provide office stationery. Community involvement, namely the Ma'arif Nahdlatul Ulama Education Institute of Temanggung and Central Java, Inclusive Madrasah Education Forum, Tanoto Foundation, school working groups, and madrasah working groups involved in the process of preparing school work plans. Government involvement, namely the Ministry of Religious Affairs in four districts/cities, officials from the Temanggung District Ministry of Religious Affairs (Sriyatun) who supported policy, supervision and quality assurance of inclusive schools, and the Board of Supervisors of LPPL Temanggung TV (Kautsar Asovia) who supported free coverage of activities. The involvement of national and local mass media was carried out in several television and electronic media, and they supported the publication of activities, namely _LPPL Temanggung TV_, _tabayuna.com_, _infojateng.id_, _harianjateng.com, suaranahdliyin.com, g-news._

id, *distingsi.com*, *harianblora.com*, *kabartemanggung.com*, and *hariantemanggung.com*.

CONCLUSION

The inclusive education program based on GEDSI is developed in the school work plan by incorporating elements of gender equity, disability and social inclusion in the eight national standards. The school work plan document has yet to create a new one. However, it includes GEDSI elements in the standards of content, process, graduate competencies, educators and education personnel, facilities and infrastructure, management, financing, and assessment. The preparation stage empowered 20 school principals from the introduction, inculturation, team organizing, action planning, action, evaluation and reflection stages. The implementation of inclusive education based on GEDSI in the 20 elementary schools in the research was carried out by referring to each standard and derived from the annual program, semester program, and learning activities. The implementation of this program involves all stakeholders in the school, from the head to the students. From the research process in the introduction to the evaluation, the findings of this research state that the empowerment of school principals resulted in them developing inclusive education programs based on gender justice, disability, and social inclusion in the eight national standards.

SUGGESTION

Future research needs to examine inclusive education based on GEDSI in the curriculum and technical aspects of learning, especially in differentiated learning.

LIMITATION

This study was limited to 20 schools in Central Java. In addition, this research is also only at the elementary school level and only schools managed by the Ma'arif Nahdlatul Ulama Education Institute in Central Java.

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