

Literature Review: Manifestation of the 5th Principle of Pancasila in Fulfilling the Education Rights of Children with Special Needs in Elementary Schools

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ABSTRACT

The principle of justice basically aims to realize democratic values and human rights. In terms of concept, justice contains four different meanings, namely equality, equity, giving proper personal rights, and divine justice. This research was conducted to analyze the implementation of the principles of social justice contained in the 5th principle of Pancasila regarding the fulfillment of the educational rights of children with special needs at the elementary school level. This research was conducted using the Systematic Literature Review (SLR) method. The findings of this research reveal the importance of implementing the 5th principle of Pancasila in ensuring the fulfillment of education for children with special needs (ABK) at the elementary school level. We found that there are several things that need to be considered in order to implement the 5th principle of Pancasila in an effort to fulfill the right to education for Children with Special Needs in Elementary School, namely: Equal access and opportunities in education, Respecting equal rights and obligations, Encouraging values love and tolerance, Having a wise attitude and the ability to solve problems, and Responding to challenges in implementing inclusive education and solutions.

Keywords: Elementary School, Children with Special Needs, Fifth Principle of Pancasila

1. INTRODUCTION

Education is a conscious and designed effort to create a pleasant learning atmosphere, allowing students to actively develop their potential. This includes strengthening the spiritual aspects of religion, self-control, personality formation, increasing intelligence, developing noble morals, and skills that are useful for oneself and society. Education does not only focus on teaching specific skills, but also on providing deeper insight,

consideration, and wisdom (Pristiwanti et al., 2022; Suhendar et al., 2024). One of the main goals of education in the context of social justice is to create a just society and overcome social injustice. Fulfillment of basic human rights is a primary need to achieve a decent life and social justice. Therefore, education plays an important role in instilling the values of social justice. This kind of education also aims to develop critical and creative thinking skills, inquiry, problem solving, and social skills, all of which build students' commitment and awareness of social and humanitarian values (Tunisa et al., 2024).

The principle of justice is basically an effort to uphold justice based on democratic values and respect for human rights. Conceptually, justice has four main meanings. First, justice is understood as balance, without inequality. Second, justice means equality or egalitarianism, without discrimination. Third, justice includes attention to the fulfillment of individual rights. Fourth, God's justice as the most essential form of justice. The principle of justice in the Indonesian education system is reflected in the constitution, one of which is in Article 31 Paragraph 1 of the 1945 Constitution which states that every citizen has the right to receive an education. In addition, the National Education System Law Number 20 of 2003 also regulates in detail the rights related to education, as stated in Article 4 Paragraph 1 and Article 5 Paragraphs 1 to Paragraph 5. The purpose of the establishment of the Indonesian state, as stated in the Preamble to the 1945 Constitution, is to educate the nation through the application of the principles of justice (Samidi et al., 2018).

Children's rights are part of human rights that must be guaranteed, protected, and fulfilled by parents, families, communities, governments, and the state. Among these rights is the right to receive education and teaching. Children with special needs at an early age also have the right to receive education services. However, in society, not all children with special needs at an early age have access to early childhood education services. This is due to the limited ability of institutions to provide services that suit their needs (Husna et al., 2019). Children with special needs refer to children who require special attention due to developmental disorders or abnormalities they experience. In relation to the term disability, children with special needs are children who have limitations in one or more abilities, either physically, such as blindness and deafness, or psychologically, such as autism and ADHD (Fakhiratunnisa et al., 2022; Dalimunthe et al., 2024).

The purpose of this study is to analyze how the principle of social justice in the 5th principle of Pancasila can be realized in fulfilling the educational rights of children with special needs in elementary schools, identifying policies, strategies, and practices of inclusive education that are implemented to fulfill the educational rights of children with special needs in accordance with the values of Pancasila, and providing recommendations to improve the implementation of the values of the 5th principle of Pancasila in the inclusive education system in elementary schools.

2. RESEARCH METHODE

In this study, we use the Systematic Literature Review (SLR) method as the main approach to collect, evaluate, and analyze various studies relevant to the topic being

studied. The SLR method is a technique designed systematically to identify and interpret existing studies, with the aim of answering the research questions that have been formulated. This approach is carried out through a series of structured steps and following certain protocols, so that the process is more focused and the results obtained are more valid. By applying the SLR method, we can review the literature thoroughly to understand the phenomena that are the focus of the study, while ensuring that all relevant information can be processed systematically. Each stage in this method, from identifying literature sources to the analysis and evaluation process, is carried out in accordance with predetermined procedures, so that it can produce credible and useful data to support this research.

Figure 1. Article Selection Process

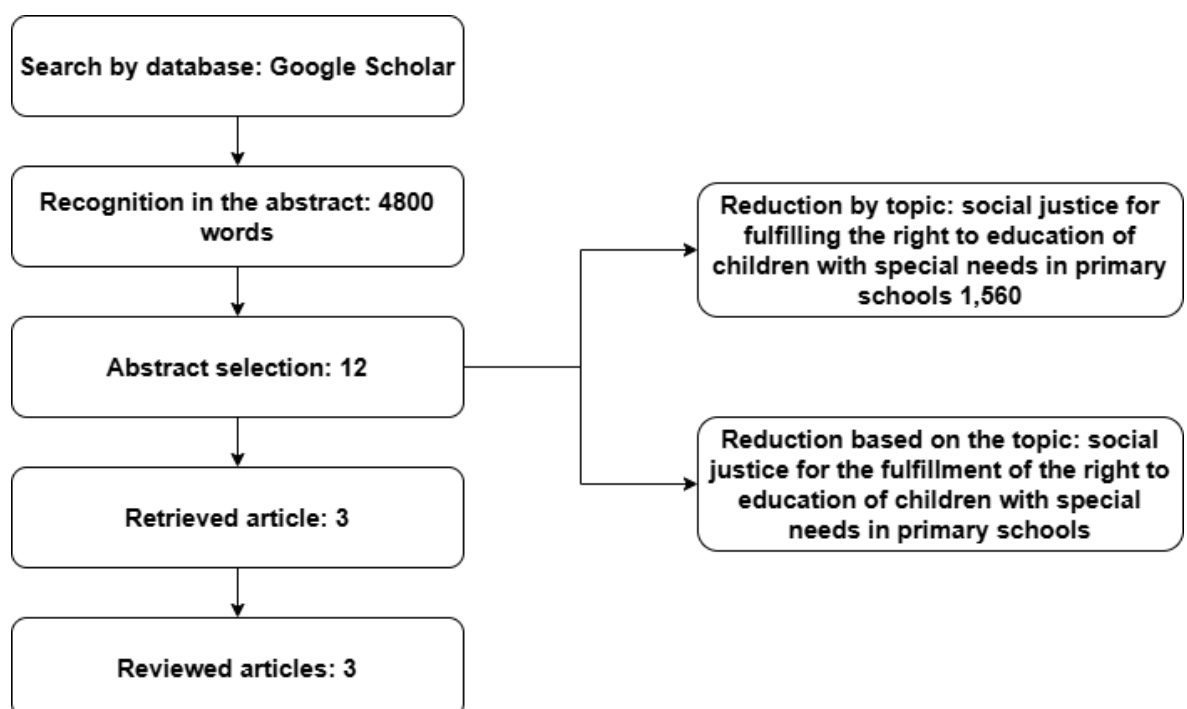


Table 1. Reviewed Article Details

No	Characteristics	Results
1.	Year of Publication	
	2017 - 2024	3
2.	Types of research	
	Qualitative	2
	Mixture	1
3.	Instrument	
	Questionnaire	1
	A list of questions	2
	Total	3

3. RESULT AND ANALYSIS

There are several articles that we review related to social justice for the education of Children with Special Needs. From several articles on social justice for Children with Special Needs 2017-2024 shows differences in the type of research used. Other types of research used are qualitative and mixed.

Table 2. article analysis results

No.	Journal Identity	Objective	Types of research	Results/ Discussion
1.	Haryanto, T. (2017). Implementation of the Principle of Social Justice for All Indonesian People on the Fulfillment of the Right to Education for Children with Special Needs (Case Study at SMP Tumbuh Yogyakarta).	This study aims to determine the implementation of the principle of social justice for all Indonesian people in fulfilling the right to education for children with special needs at SMP Tumbuh, Yogyakarta.	Qualitative	The results of the implementation of the principle of social justice for all Indonesian people towards the fulfillment of the right to education for children with special needs can be concluded that SMP Tumbuh implements it by not distinguishing between regular children and children with special needs, in order to avoid discrimination against children. Starting from the curriculum, teachers, learning process and facilities and infrastructure, there is no

	PPKn Study Program, Universitas PGRI Yogyakarta.			difference. All of these things have been adjusted to the needs of students, both regular students and students with special needs.
2.	Anggraini, Y. IMPLEMENTATION OF THE 5TH PRECIPITATION OF PANCASILA IN INCLUSIVE EDUCATION AT STATE ELEMENTARY SCHOOL 15, BENGKULU CENTRAL BENGKULU.	The purpose of this study is to improve the capacity of students so that they can grow into individuals who are full of faith and piety to God, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become members of a democratic and responsible society. Moreover, inclusive education aims to provide the greatest opportunity for students with special needs to receive quality education according to their needs and capacities.	Qualitative	The implementation of inclusive education at SDN 15 Bengkulu Tengah has proven its compliance with the principle of social justice for all Indonesian people, as stated in the fifth principle of Pancasila. Students with special needs at the school have gone through a recruitment process similar to regular students, so that they are treated fairly in the education process. However, there are several aspects that need to be considered in terms of providing teaching materials and implementing learning in order to improve the quality of inclusive education.
3.	Indriani, F., & Satrianawati, S.	This study aims to measure the	Qualitative and	The results of the implementation of the fifth

(2018). Evaluation of the Implementation of Inclusive Education Based on Pancasila Values at Taman Sari State Elementary School, Yogyakarta City. Journal of Educational Research, 35(2), 143-154.	level of suitability of the implementation of inclusive education based on Pancasila values at Taman Sari State Elementary School, Yogyakarta City.	quantitativ e	principle of Pancasila in fulfilling the educational rights of Children with Special Needs (ABK) at Taman Sari State Elementary School, Yogyakarta are running well, but still need strengthening in terms of providing supporting staff and facilities. The implementation is in the form of efforts to provide equal opportunities for ABK to obtain quality education, respecting the rights of ABK by providing appropriate educational services, inviting parents to be actively involved in the ABK education process, and organizing inclusive education based on Pancasila values so that the output of education can be felt fairly by all students including ABK.
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The fifth principle of Pancasila, namely "Social Justice for All Indonesian People," has a very important role in supporting the fulfillment of the right to education for Children with Special Needs (ABK) in Elementary Schools. This principle emphasizes the importance of the principles of justice and equality that prioritize recognition of the rights of each individual and respect for the diversity that exists in society. In the context of education, the implementation of the fifth principle aims to ensure that ABK receive the same educational rights as regular students, without any discriminatory treatment or marginalizing attitudes. This is in accordance with the spirit of inclusivity which is the basis for creating a fair and equitable educational environment for all students. The following is a more in-depth explanation of the implementation of the 5th principle of Pancasila in fulfilling the educational rights of ABK.

Equity of access and opportunity in education

The fifth principle of Pancasila emphasizes the importance of providing equal opportunities for every individual, including in terms of education. In the context of inclusive education, this principle is translated by providing equal rights for children with special needs (ABK) to attend regular classroom learning and participate in extracurricular activities. The main goal of inclusive education is not only to ensure that ABK receive equal academic learning, but also to provide opportunities for them to

develop in social and emotional aspects. Thus, inclusive education aims to create an environment that supports balanced personal and social growth for every student, regardless of their background or special needs. For example, students with hearing impairments or autism are provided with appropriate facilities and support so that they can participate in class discussions, art activities, or sports without feeling marginalized. For students with hearing impairments, for example, the use of audio devices or visual aids such as screens to display text or images that support understanding of the subject matter is essential. Likewise, for students with autism, schools need to provide quieter spaces or teaching techniques that can help them interact better with their classmates. However, to realize this equality effectively, schools must commit to providing adequate and disability-friendly facilities. This includes classrooms that are accessible to all students, the provision of supportive tools, and the adaptation of teaching methods to meet the various needs of students (Juliana & Karunia, 2023; Suhendar & Halimi, 2023). In addition, it is important for schools to involve the entire school community, including teachers, regular students, and parents, in creating an inclusive environment. With the right support and adequate facilities, children with special needs can feel equal opportunities to learn and develop, so that they can reach their full potential in a friendly and supportive educational environment.

Recognition of Rights and Fulfillment of Obligations

The implementation of the fifth principle of Pancasila in inclusive education not only includes granting the right to children with special needs (ABK) to receive equal education, but also recognizes the importance of the obligations that must be fulfilled by ABK at school. As part of the school community, ABK have the same responsibilities as other students, such as discipline in learning, respecting teachers, and actively participating in various activities held by the school. Recognition of these rights and obligations shows that ABK are an integral part of the school community, who have equally important roles and contributions. To ensure that ABK can understand and carry out their obligations, schools need to provide appropriate support, both in the form of assistive devices and learning approaches that are tailored to their needs. For example, for students with visual impairments, learning materials can be presented in braille format or using screen reader technology. Students with hearing impairments can be given additional text or hearing aids to support their understanding of the learning materials. This approach allows ABK to not only obtain their rights to receive appropriate education, but also to be actively involved in the teaching and learning process in a more effective and inclusive way. In addition, it is important for schools to ensure that ABK receive guidance and reinforcement in carrying out their obligations. The guidance provided can be in the form of teaching about school discipline and rules carried out with an appropriate approach, so that ABK can understand it well and implement it in everyday life at school. This will create a mutually supportive environment, where ABK not only feel valued in getting the right to education, but also have the opportunity to play an active role and contribute to school life on an equal basis with their classmates.

Developing the Values of Mutual Love and Tolerance

The 5th principle of Pancasila emphasizes the importance of the values of mutual love and tolerance among others, which are important foundations in national and state life. In the context of an inclusive school environment, the application of these values plays a very significant role in ensuring that children with special needs (ABK) can be accepted and appreciated by their classmates. Positive interactions between regular students and ABK not only create a harmonious learning atmosphere, but also support the creation of an environment that is full of respect for differences. As a concrete example, the assistance provided by regular students to ABK who have difficulty understanding the lesson material or who help them move around the school environment is one real manifestation of the application of the values of mutual love and mutual assistance. This form of cooperation will strengthen empathy among students, which in turn can build stronger solidarity among them. This will certainly also reduce the possibility of bullying or discrimination against ABK, which often occurs due to a lack of understanding and tolerance for differences. Therefore, schools need to have a planned strategy to instill these values through character education that involves all students in various joint activities, such as community service, sports, and arts. Social activities carried out together not only serve to strengthen relationships between students, but also to foster an attitude of mutual respect and teach them to work together in solving various challenges. Through these programs, schools will be able to build an inclusive, supportive, and loving society, where every individual is valued without exception. Thus, character education that emphasizes the values of tolerance and mutual love will be a strong foundation for the creation of a friendly and inclusive school for all.

Attitude of Tolerance and Wise Problem Solving

The 5th principle of Pancasila teaches the value of tolerance as one of the important aspects of harmonious social life. In the context of inclusive education, the application of tolerance is very vital so that children with special needs (ABK) do not feel marginalized or ignored by their surroundings. The tolerance referred to here includes understanding and appreciation of the needs and challenges faced by ABK, so that they can feel well accepted in the school environment. When a student with ABK has difficulty following lessons or interacting socially with their friends, it is very important for teachers and friends to provide a response full of empathy, patience, and understanding. For example, a teacher who shows extra patience in helping ABK understand the lesson material, or friends who voluntarily provide assistance to ABK who have difficulty in daily activities, such as moving around the school or participating in group activities, are concrete examples of the application of tolerance. In this way, ABK feel appreciated and do not feel alone in facing their challenges. In addition, schools must apply a wise approach in solving problems that may arise, especially those related to social interactions between students. For example, in dealing with conflicts or inappropriate behavior from both ABK and regular students, schools need to avoid physical or mental punishment that can harm the psychological development of ABK. A more appropriate problem solving is to prioritize open communication, honest dialogue, and an empathetic approach. This

approach allows each party to feel heard, appreciated, and given the opportunity to express their views or feelings. Thus, the application of tolerance in inclusive education not only helps create a more supportive learning environment for ABK, but also teaches all students the importance of empathy and cooperation in building social harmony. Schools that prioritize tolerance will help shape the character of students who care more about others, which will be useful in their lives outside of school later.

Challenges and Solutions in Inclusive Education

Although the principles of inclusive education based on the 5th principle of Pancasila have had a positive impact in creating an environment that is more accepting of differences, various major challenges still need to be faced in its implementation. One of the most fundamental challenges is the limited facilities that support the needs of inclusive education. For example, many schools do not yet have classrooms that are friendly for children with special needs (ABK), or lack of assistive devices that can help them in the learning process. Facilities such as wheelchairs, accessible whiteboards, or technological aids that support ABK learning are still very limited in many schools. In addition to the problem of facilities, another equally important challenge is the lack of educators who are specifically trained to handle ABK. Many teachers do not yet have adequate knowledge or skills to manage inclusive classes, making it difficult to provide appropriate attention and support for ABK. Without proper training, teachers may not be able to address the various individual needs of students properly, which ultimately hinders the creation of a truly inclusive learning environment. The negative stigma against ABK is also a major obstacle in the implementation of inclusive education. Some people and even some educators still think that ABK are better placed in special schools than in regular schools. This view often arises due to a lack of adequate understanding of the principles and benefits of inclusive education, as well as the unpreparedness of society to accept existing diversity. This kind of stigma often makes ABK feel marginalized or less accepted in the school environment, which of course can have an impact on their academic and social development. Therefore, it is important to increase public understanding and awareness of the importance of inclusive education (Umam, 2018; Suhendar & Rambe, 2023).

To overcome these challenges, collaboration between the government, schools, and communities is urgently needed. One of the most urgent solutions is to provide more disability-friendly facilities in all schools. The government needs to allocate a larger budget to ensure that all schools have facilities that support children with special needs, including easily accessible classrooms, appropriate educational aids, and other infrastructure that meet inclusive standards. In addition, increasing training for teachers is also an important step. Teachers need to be given special education and skills in managing inclusive classes, including effective ways to pay more attention to children with special needs and how to adapt learning materials to suit their needs. These training programs must be ongoing, so that teachers continue to gain new knowledge in dealing with the diverse needs of students. Parental involvement is also crucial to the success of inclusive education. Parents have an important role in supporting the development of children with special needs both at home and at school. Through good communication between schools and parents, various

problems faced by children with special needs can be addressed more effectively. Parents can also help educate the surrounding community about the importance of inclusive education, so that the negative stigma against children with special needs can be reduced. With good collaboration between the government, schools, and parents, as well as increasing public awareness, inclusive education will be easier to implement. This will create a more open and supportive environment for children with special needs, and allow them to develop optimally amidst diversity.

4. CONCLUSION

In relation to the education of children with special needs in Elementary Schools, it is very important to implement the 5th principle of Pancasila which emphasizes social justice for all Indonesian citizens. This principle highlights the importance of providing fair opportunities, recognizing rights, and respecting diversity in society. In this context, implementing the 5th principle is related to ensuring that children with special needs have equal access to education with regular students without experiencing discrimination or detrimental treatment. In addition, the fifth value of Pancasila also contains the principle of recognizing equal rights and obligations, strengthening the values of compassion and tolerance, and resolving conflicts with wisdom and peace. Although the principles of inclusive education based on the 5th principle of Pancasila have shown positive results, there are still major challenges in its implementation.

Some of the challenges faced are the scarcity of facilities that can support inclusive education, the lack of teachers who have special training to address the needs of children with disabilities, and the negative stigma that still sticks to children with disabilities in society. In order for these challenges to be overcome properly, cooperation between the government and schools is needed to provide more friendly facilities for those with disabilities. In addition, improving training for teachers also needs to be a focus in this effort. Also, parental participation is essential in the education of children with special needs to ensure the success of inclusive education. Therefore, efforts to implement the 5th principle of Pancasila in providing the right to education for children with disabilities imply the need to provide fair opportunities, respect for rights, and appreciation for diversity in the community. The purpose of this action is to ensure that children with disabilities can access education equally like ordinary students, without any form of discrimination or detrimental treatment.

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