Beyond Normal Limits: Analysis Standard Social Culture in Children with Special Needs

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Keywords:	ABSTRACT
Children With Special Needs; Inclusive Education; North Sumatra; Simulation Culture.	This research aims to investigate the perceptions and stereotypes within cultural social simulations concerning children with special needs in North Sumatra, as well as their impact on their identity and participation. This research employs to Qualitative investigate inclusive education in North Sumatra. Interviews are conducted with a diverse group, including parents of children with special needs, Three teachers from inclusive schools (SMA Cahaya, Methodis and SMKN 10 Medan, and one employe representatives from the North Sumatra Provincial Education Office. These conversations aim to gather personal insights and experiences regarding the challenges and successes of inclusive education. Alongside, an extensive analysis of documents, such as policies, guidelines, and regulations governing inclusive education, is undertaken. This approach enables a comprehensive understanding of the current state of inclusive education, identifying both the practical and systemic barriers to its effective implementation. Through this methodology, the research seeks to offer a nuanced perspective on how inclusive education is perceived and enacted in North Sumatra, highlighting areas for improvement and potential strategies for advancement. The findings indicate that negative perceptions and stereotypes still influence children with special needs in cultural social simulations, affecting their identity and limiting their participation. Despite efforts towards inclusive education in North Sumatra, regulations and implementation face challenges. Therefore, further efforts are needed to raise public awareness, support more effective inclusive education, change perceptions and stereotypes, and ensure a positive identity and full participation for children with special needs

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A. INTRODUCTION

In context diverse society, every individual own the same rights For live and develop. However, often happen stereotypes and social norms culture causes it a number of marginal and marginalized groups. One of frequent groups face this challenge is children with need special. Children with need special is experiencing individual limitations physical, mental, emotional, or influencing learning ability they For participate in a way full in life every day (Harfiani et al., 2020; Iswari & Murni, 2020; Kolbina et al., 2023; Prajalani et al., 2021; Rahmawati et al., 2021). Although they own unique potential and talents, often social norms existing culture No capable fulfil need they in a way adequate.

Based on statistical data released by the Coordinating Ministry for Human Development and Culture in June 2022, it is estimated that about 3.3% of child aged 5-19 years in Indonesia have disability. With population child age the reached 66.6 million souls in 2022, estimates amount child ages 5-19 years with disability is around 2,197,833 people. Data from The Ministry of Education and Culture in August 2021 showed that amount participant educate on the path Special Schools (SLB) and inclusive is as many as 269,398 children (Rasmitadila et al., 2022). With using this data , you can is known that percentage child disabled person receiving disability formal education only around 12.26% (Rasmitadila et al., 2022). This figure shows that Still at least amount child disabled person disability or child need especially (ABK) in Indonesia who get access education inclusive, moreover Again population child need special Keep going increase every year.

In Indonesia, it has There is regulation governing legislation right child need special. Constitution Number 39 of 1999 concerning Human Rights Man confirm that every child with disabled physical and/ or mental possession right For accept care, education (Yüksel et al., 2021), training, and assistance specifically funded by the state. This is purposeful For ensure that life they respected and appropriate with dignity humanity, as well possible they For participate in society and state. Next, Law Number 20 of 2003 concerning The National Education System mandates education for child need special. Article 5 paragraph (2) of the law the confirm that citizens who own abnormality physical, emotional, mental, intellectual, and/ or social entitled accept education specifically (Mukminin et al., 2019). Article 32 of the National Education System Law explain that education special is education provided to participant students who experience it difficulty in follow the learning process Because abnormality physical, emotional, mental, social, or own potency intelligence and talent special.

Then Minister of National Education Regulation no. 70 of 2009 strengthens it implementation education inclusive for child need especially in Indonesia. This regulation was issued by the Ministry of National Education (now the Ministry of Education, Culture, Research and Technology) with objective For give guidelines and framework more work clear in carry out education inclusive. Minister of National Education Regulation no. 70 of 2009 stipulates educational principles and strategies inclusive, as well give guide technical in integrate child need special to in environment education regular (Mukminin et al., 2019). This regulation mandates that all institution education, good state schools as well private, organizes education inclusive with notice needs, potential, and rights child need special.

Although regulation This legislation exists, exists gap between hope in Constitution with its implementation. There is challenge in provide education adequate inclusiveness for child need specifically in Indonesia (Asa et al., 2020; Hudha et al., 2019; Mubaraq, 2021). A number of child Still face constraint in access service appropriate education with need they. Apart from that, the lack of source power, the curriculum is not yet fully customized, as well lack of adequate training and understanding for educators too inhibiting factors implementation education inclusive. Condition social and cultural public often No side with the child need special. Stigma, stereotypes and discrimination Still There is in public related with existence child need special. This can limit opportunity children the for participate full in public. A number of factor social and cultural influences this situation is a social stigma, a lack of understanding, perception negative, limitations accessibility physical support and support, as well as strict social norms.

Children need special often face restrictive social stigma participation them (Ediyanto et al., 2020, 2021; Ummah & Pambudy, 2017). Society is lacking understand condition them and have view negative to them (Machrus & Desmita, 2019). Accessibility physical, transportation, and adequate support are also often still not enough or No adequate for children need specifically

(Rasmitadila et al., 2020). Society hasn't either fully integrate they to in environment social and educational. Lack of and lack of support awareness will approach inclusive become challenge in give equal opportunity for children need special. Strict social norms and expectations can also limit children need special in develop potency them (Hermanto & Pamungkas, 2023; Komarova et al., 2022; Marlina & Kusumastuti, 2019; Mukkiri et al., 2021; Page et al., 2021; Robiyansah, 2020). These kids don't can fulfil hope or standard social certain, which makes they feel marginalized and lacking acknowledged in public.

Therefore that's important for We For beyond normal limits and start sue standard social existing culture. We need understand that every individual, incl children with need specifically, have the same rights for life with dignity and building a successful future. Required shift paradigm from view they as individuals who are " abnormal " or " retarded " towards more views inclusive. It's involving confession that every child own no potential limited, and responsible answer We is give their support need For develop in accordance with ability they Alone.

Exceeding normal limits is not only about expand understanding we about need children with need specifically, but also about create inclusive environment. Social norms culture must updated to reflect principle equality, justice and diversity. In the realm research and education, we need adopt a holistic and integrated approach for support development children with need special. A person - centred, respectful approach diversity, and giving necessary support must promoted To use ensure every child can reach potency full they. In this article, try explore challenges faced children with need specifically, impact from social norms restrictive culture them, and the steps that can be taken taken For exceeds normal limits. With together, we can create public which are more inclusive, respectful diversity, and giving equal opportunity for all child For grow and thrive.

B.   METHODS

Research methods used in this research is approach qualitative with design studies case (Mills, 2019). Approach qualitative with design studies case chosen for obtain understanding deep about how standard social culture influence child need especially in the environment school inclusive. Study design case help researcher For do analysis deep to real situations, like interaction between child need specifically, colleague classmates, teachers, and society school in a way general. Participants research consisting from parents or child's guardian need specifically, teacher or educators, as well member the community involved in interactions at school inclusive become key in this research. With involve participant from environment implementing schools education inclusive, this research can give more insight deep about How standard social culture influence child need special in situation education daily. This study interviewed 3 teachers from each school, namely SMA Cahaya, SMA Methodist, and SMKN 10 Medan, to gain perspectives on the implementation of inclusive education in North Sumatra. Additionally, this study also interviewed employees from the North Sumatra provincial education department to obtain perspectives from regulations and the government's viewpoint.

Data collection process is through interview in-depth, observation participatory, and study document help researcher For get corner comprehensive view about views, attitudes and experiences participant related standard social culture in children need especially at school inclusive (Gunadi & Juandi, 2022). Additionally, with focusing on North Sumatra, this research also provides view contextual about How factor local can influence perception and attitude to child need special in environment social different culture. With method this research, researcher can describe in a way comprehensive How standard social culture in children need especially at school inclusive in North Sumatra. Implications from this research can help formulate

recommendations and steps concrete in overcome challenge social culture faced by children need special in education inclusive, especially in the region.

The theory used in this research is theory simulacra of Jean Baudilard. In this context, theory simulacra used as tool analytical main For dig complexity and ambiguity in interaction involving social children need specifically (Baudillard, 2021). In perspective theory simulacra, social governing culture internal views and norms public can considered as " simulation " or representation that is not always reflect reality original (Mashori & English, 1997). In context child need specifically, this theory can help understand How view public about standard social culture can create the image is not accurate or " simulation " about abilities and roles these kids are deep environment education inclusive. Researcher use theory simulacra For analyze How view inherent social in public can influence perception and attitude to child need special, as well How this is possible influence interaction daily them in school and in public in a way more wide.

C. RESULT AND DISCUSSION
1. Condition Acceptance of Children with Needs Specialty and Presence School Inclusion in North Sumatra

Related cases education inclusion in North Sumatra reflects similar challenges with situations in many area other. After declaration made at Merdeka Square in 2015, North Sumatra voted three school intermediate above, namely Cahaya Medan High School, Medan 10 Vocational School, and Medan Methodist High School, as pilot project for implement education inclusion at the SMA/MA level. Although this step shows commitment for apply education inclusion, aspect regulations still become point attention. Attention special leads to differences approach regulations adopted in North Sumatra. Although a number of province has publish Regulation Governor related education inclusive, North Sumatra still relying on the Decree of the Governor of North Sumatra Number 188.44/514/KPTS/2015 which established Group Inclusive Education Work North Sumatra Province. This gives rise to difference significant compared to with other provinces have more regulations concrete and binding.

Despite the Decree Can considered as response to Minister of National Education Regulation no. 70 of 2009, its importance own more regulations detailed and powerful in context education inclusion still No Can ignored. In North Sumatra, after declaration massively about education inclusion in 2015, apparently Not yet There is step concrete For develop governing regulations education inclusion in a way comprehensive. On the way time, three selected school as organizer education inclusive at the SMA/MA level remains continue reception student need special based on existing rules. It creates A situation interesting that illustrates difference between existing regulations reference, that is Minister of National Education Regulation no. 70 of 2009, and Decree of the Governor of North Sumatra Number 188.44/514/KPTS/2015. This highlights importance harmonization and consistency in regulations education inclusion.

This condition confirms necessity effort more carry on For develop more regulations strong and concrete related education inclusion in North Sumatra. Regulations the must follow spirit and principles Minister of National Education Regulation no. 70 of 2009 as well support steps real in implement education effective and sustainable inclusion in the province. In this case, continuity and consistency between regulation and implementation is key For create environment education truly inclusive inclusive and giving right education to all. Member of North Sumatra DPRD from Commission E, Dr. Meriahta Sitepu, underline that although regulations Already there is, the implementation Still hampered. This situation is visible in Lots regulation area only There is in

writing but No executed in a way effective. Meriahta Sitepu also highlights unseriousness in apply regulation by the government area in the practice.

This problem arises the more complicated because regulations North Sumatra Gubernatorial Regulation No. 29 of 2016 no looks get adequate socialization. In fact, character education in North Sumatra, as Mr Ratno said his incomprehension to regulation. In an interview, Mr. Ratno explain that He Once invited for give view of the design regulation that, however He No Once accept information official or No official about results end regulation. This shows that this regulation yet socialized in a way effective to the parties involved in education inclusion. Although North Sumatra Gubernatorial Regulation No. 29 of 2016 already uploaded in Network North Sumatra Province Legal Documentation and Information (JDIH North Sumatra Province), facts show that This regulation is new uploaded in January 2017, while in August 2019 it was not There is action advanced or significant socialization.

Recognizing the significance of regulations as a catalyst for effective inclusion in education, it's crucial for North Sumatra to leverage these legal frameworks. The essential step involves comprehensive socialization across all stakeholders, from government bodies to educational practitioners, ensuring a unified understanding and commitment towards inclusive education. This process should aim not only to inform but also to actively engage and equip each party with the necessary tools and knowledge for effective implementation. Success hinges on a seamless continuum of planning, execution, and rigorous evaluation, underpinned by collaboration and shared responsibility. Such a coordinated approach ensures that the objectives of educational inclusion are not just theoretical aspirations but are realized practically, enhancing the educational landscape in North Sumatra. This strategic focus on regulation, engagement, and consistent follow-through is key to transforming inclusive education from policy to practice, thereby fostering an environment where every child has the opportunity to thrive.

2. Perception and Stereotypes in Simulation Social Culture

Perception and stereotypes in simulation social culture is aspect important influences method individual understand and interact with reality complex social (Zuhairi et al . (Zuhairi et al., 2020). Simulation social culture refers to effort replicate situation life real in something controlled environment, often used in education or study. Perception, as results from the process of sensing and interpretation information, can be very influential How individual see, understand, and respond situation in simulation. Stereotypes, on the other hand, are view generally formed by society about groups social certain, and can impact on how individual interact with member group the in simulation (Yüksel et al., 2021). *"In the simulation social culture, perception individuals are greatly influenced by interpretation they to the situation that exists in the environment simulation. For example, if situation in simulation felt threatening, then children will respond with anxiety or defense self. Same as in life real, when they feel There is risk or threat, response emotional the will appear in simulation too"* (interview with parents child need special).

In simulation social culture, perception individual can influenced by interpretation they to information provided by the environment simulation. For example, if individual feel something situation as threaten them Possible will respond with worry or defensive. On the other hand, perception positive to environment simulation can produce participation active and more responsive open. Apart from that, there can also be stereotypes play role important in simulation, where individuals Possible tend treat character or group in simulation in accordance with view general who has formed previously. This can leads to distortion perception and behavior discriminatory in environment simulation.

Interaction between perceptions and stereotypes in simulation social culture can too influence dynamics group in environment the. Individual tend look for confirmation to their view have, deep ones context simulation can produce separation group based on existing stereotypes The world is experiencing profound and wide-ranging change, due to a transition to, and impact of, the fourth industrial revolution (Industry 4.0) with its associated demands, new and emerging technologies, increasing focus on green growth, including challenges associated with climate change, urbanization, and the coronavirus disease (COVID-19) pandemic. These changes have created major disruptions to the economic and social environment in many countries worldwide, which have important implications for education and schooling, and for the advancement of learning societies. This is no doubt an age of disruption. This introductory chapter provides an overview of six key themes covered in this volume. Using an evidence-based approach, this chapter describes the six parts of the volume that explore implications of these disruptions on education at all levels, and on advancement of learning societies. The book also outlines key issues, concerns, and prospects confronting education and training, and the challenges faced by countries, regardless of their level of economic or social development. An area of special emphasis is the disruptive impact of COVID-19 on powering learning societies.

Interaction between perceptions and stereotypes in simulation social culture can too own impact on dynamics groups in the environment the. According to I, individual often tend look for confirmation to their view have, and in context simulation, this can be done result formation separate groups based on stereotypes already There is. the teacher highlighting that this phenomenon can hinder business For reach more understanding deep about diversity and complexity individual inside groups, can also reduce ability For feel empathy to different experiences among people participant simulation (interview with the teacher at SMKN10 Medan, as school Inclusion).

In terms of education, simulation social culture can become powerful tool For help overcome perceptions and stereotypes that are not accurate. With presenting diverse and inviting experiences individual For see the world from perspective different, simulation can stimulate reflection critical and change attitude. Importance careful facilitation in this simulation is not refuted, because can help individual respond with more open and overcome possible uncertainty appear. Perception and stereotypes in simulation social culture is very relevant with context reception child need especially in North Sumatra. Children with need special often face challenge in get their acceptance and support need from public. Wrong perception or developing stereotypes in public can influence How these children are accepted and integrated in environment social.

children with need special often face challenge in get their acceptance and support need from public. wrong perception or developing stereotypes in public can own significant impact to How children need special accepted and integrated in environment social. We from the Education Department are also aware importance role simulation social culture in form more perception inclusive and collapsing existing stereotypes, with objective end increase acceptance and participation children need specifically in North Sumatra (interview with North Sumatra Provincial Education Service Staff).

Stereotypes circulating in society about children need special often negative, like presumption that they No capable Study or contribute in conventional environment. In simulation social culture, if participant own view negative kind of like this, they are Possible tend belittle

potency children need special in simulation. Therefore that's important For change these stereotypes through approach educational and providing experience stimulating simulation empathy and understanding to need as well as potency children the. In interviews with Musdalifa SLB Teachers, them speak about importance overcome stereotype negative to children need special. the teacher convey view they with say,

> *"Stereotypes circulating in society about children need special often very negative. There are assumptions that they No capable Study or contribute in conventional environment. However, in simulation social culture, if participant own view negative kind of like this, they are Possible will tend belittle potency children need special in simulation. Therefore that, according to me, very important For change these stereotypes through approach inclusive education. We need provide experience stimulating simulation more empathy and understanding deep to need as well as the potential possessed by children need special. With this way, we can help change perception and giving chance to they For grow and thrive as good as maybe"* (interview with SLB Musdalifah Medan Teacher).

Apart from that, the perception is not accurate about children need Special can also be done influence interaction social. If deep simulation social culture, participants feel clumsy or No comfortable interact with children need specifically, this can be reflect real obstacles in interactions in the real world. Therefore that's a simulation can used For designing situations in which participants can train interact with children need special in a way positive and inclusive. Reception child need specifically in North Sumatra, as in many parts of the world, often influenced by existing perceptions and stereotypes in public. Stereotypes negative to children need special can rooted from lack of deep understanding about condition they as well as limitations accurate information. In simulation social culture, if participant own understanding the beginning didn't Correct about these kids , this thing can trigger no response inclusive in simulation the. Therefore that's important For serve accurate facts and enlightening experiences in simulation For damage perception negative the.

Aspect culture and traditions in North Sumatra can also be done play role in form perception to children need special. A number of public Possible own more views traditional about families and individuals, which is possible hinder reception children need special. Simulation social culture own opportunity For open discussion about How view this culture can impact on inclusion children need special. With give experience immersive and realistic simulation, participants can ponder How values culture can impact on perception and action they to children the. Apart from that, interaction real social often based on interaction everyday life and experiences real. Simulation social culture can give chance for participant For feel possible challenges faced by children need special in interact with environment around. This can stimulate more empathy and understanding in to experience they. In the context of North Sumatra, where the values of mutual cooperation are frequent upheld high, simulation can help connect principles the with inclusion children need specifically, helpful overcome obstacles existing social.

3. Interaction Social Affairs in Inclusive Education Environments

Interaction social environment education inclusive own characteristic special priority diversity, mutual understanding , and collaboration (Stracke, 2019). This environment is designed For accommodate all students, incl they with need specifically, so interaction social become means main For promote inclusive and experiential learning positive social. In education inclusive, interaction social often crossed various level ability, talent (Singh et al., 2023), and background

behind student. This is encouraging learning cross possible groups student with need special For Study from Friend class them and vice versa. This collaboration is not only increase understanding material lesson, but also enriching perspective student about diversity and foster mutual feelings honor. *"According to experience I as a parent children in SLB, teachers in environment education inclusive own very important role. They No only simply teaching, but also playing a role as facilitator and guide in interaction meaningful social. I see that teachers at SLB create situation encouraging learning work groups and discussions open in class. They often pushing student for collaborate in tasks group, so children can Study each other listen and appreciate opinion One The same other. Apart from That, these teachers also play a role in facilitate outside activities purposeful class For deepen understanding about difference. They often stage discussions and projects involving student with various background background and needs. This helps children For develop empathy to other people's experiences and understanding that every individual own potency worthy unique valued. I feel that this approach does not only help children need special For learn, but also to grow as full individual awareness social."* (Interview with Parent child Necessary Special).

Inner teacher environment education inclusive role as facilitator and guide in interaction meaningful social. They create situation encouraging learning work groups, discussions open, and reflective together. Teachers also facilitate activities that lead to understanding more deep about difference, so student can develop empathy and awareness social. In context interaction social in education inclusive, yes strong emphasis on acceptance and appreciation to difference. Student invited for see every individual as valuable and possessive unique contribution. It creates supportive environment development Skills social, like effective communication, negotiation, and resolution problem together. This interaction helps student No only succeed in school, but also be ready For participate in increasingly society diverse.

Although education inclusive own noble goal in build environment inclusive and reducing learning perception negative to child need specifically (ABK), however there is a number of possible shortcomings and challenges influence formation perception negative to ABK children at school. One of possible shortcomings become trigger perception negative is lack of adequate training and understanding among teachers and staff school about education inclusive. Sometimes, teachers might No fully Ready or trained in face need special children, who can cause frustration or uncertainty in teaching and interaction they with crew members. Apart from that, the environment lacking schools support, like facilities that are not friendly children and lack thereof support power trained supporters, too trigger perception negative. This can causes discomfort in interaction daily between crew members and friends class or the teacher, who in turn can influence perception they to ABK children (interview with Teachers at SMKN 10 Medan).

Based on view above, education inclusive designed For reach objective glorious in develop environment inclusive and reducing learning perception negative to child need special (ABK), several significant shortcomings and challenges appears that can give impact to formation perception negative to ABK children in the environment school. One of possible shortcomings potential trigger formation perception negative is lack of adequate training and understanding among power educators and staff school about draft education inclusive. Sometimes, educators Possible No own readiness or adequate training in face need special children, that is in the end can produce uncertainty and frustration in teaching as well as interaction they with ABK children. Apart from that, the lack of environment supportive schools, such as facilities that are not in accordance with need children and absence support power trained supporters, also contribute to

the potential formation perception negative. This can produces discomfort in interaction daily between ABK children, friends class, or educator. In this context, interactions are not smooth and lacking support can give contribution significant to development poor perception positive to ABK children, as stated in interview with Teachers at SMKN 10 Medan. Interaction social environment education inclusive reflect values inclusion, justice, and cooperation. This interaction is not only impact on achievement academic students, but also form character them and prepare they for interact in a way positive in diverse society. Environment education inclusive create strong foundation for learning throughout life about values important social.

4. Impact Simulation Social Culture to Identity and Participation of Children with Needs Special

Simulation social culture own very significant impact to identity and participation child need specifically (Ediyanto et al., 2020, 2021). Through experience purposeful and inclusive simulation, these children can experience change positive in method they see self themselves and interact with environment around. In context identity, simulation social culture capable forming and strengthening identity positive for children need special. In a supportive environment, these children can feel acceptance and appreciation to Who they actually (Redon Pantoja et al., 2021). Experience in stimulating simulation exploration roles and interactions with Friend peers and adults can too help children recognize abilities and interests they are unique. As a result, they can build a sense of trust a strong and self -possessed self more views positive about self they Alone.

Impact simulation is also possible seen in participation child need special in environment social. Through inclusive simulation, they can obtain Skills social needs For interact and collaborate with Good in real world situation. This simulation can also be done become the place where the children are feel safe For try and learn from errors(Arum et al., 2021; Hoadjli & LaTrache, 2020; Klochko et al., 2022; Komarova et al., 2022; Kozibroda et al., 2020; Santoso & Rudiyati, 2019), which contribute to the development social they. As a result, children need special become more Ready For participate in activity everyday, incl in environment school, family, and community. Apart from that, simulation social culture can play role important in tear down limitation possible social There is for children need specifically (Torkamaneh et al., 2021). With presenting experience inclusive and positive, simulation can help reduce stereotypes and prejudices that can obstruct participation these kids are deep activity social. In period long, this can be help open door for children need special For more active involved in various aspect life, incl education, culture, and community. By overall, impact positive simulation social culture to identity and participation child need special very important. This simulation can help they overcome constraints and exploits the potential it has. With approach simulation with approach inclusive and educative, we can play role in create more environment inclusive, stimulating development positive, and giving equal opportunity for all child.

5. Push Change Social Culture Towards More Inclusive Education Fair

Driving social and cultural change towards a more inclusive and equitable education system is a critical step in ensuring that every individual, including children with specific needs, has equal access to educational opportunities and the chance to develop fully. This shift requires a fundamental transformation in how society perceives diversity, differences, and the rights of every individual. It involves rethinking traditional educational practices and attitudes that may hinder inclusivity, promoting an understanding that values and embraces the unique contributions of all students. Encouraging a culture of acceptance and respect within educational

institutions is essential, as it lays the foundation for a supportive learning environment. Moreover, this change necessitates active efforts from policymakers, educators, parents, and communities to dismantle barriers and create pathways for success for all learners. Ultimately, by fostering an inclusive culture, we pave the way for a more just and equitable society where diversity is not just accepted but celebrated.

First step in push change social culture is with increase awareness. Campaign broad education need done For remove possible stereotypes and prejudices There is about children need special. Through this approach, society can understand that every individual own unique and valuable potential, as well the same rights for inclusive education. Next, it's important For strengthen inclusion norms in public. This can achieved through collaboration between schools, organizations society, and institutions government. Stage uplifting discussions, workshops and events issues inclusion can help change views and attitudes public in a way gradually. Apart from that, education fair inclusion also requires support from policy strong public. Government and institutions education must ensure that supportive regulations inclusion implemented with Good. This includes provide appropriate training for teachers and staff school, adapt curriculum For fulfil need all students, as well provide facilities and resources power required.

Figure 1. Fair Inclusive Education

The displayed diagram is a flowchart that reflects the conceptual structure of inclusive education and its relationship to socio-cultural change. At the top of the chart, the label "Socio-Cultural Change" indicates that the ultimate goal of this process is to achieve broader changes in social and cultural structures. The second step in this chart is "Inclusive Education," which serves as the primary tool for achieving socio-cultural change. Inclusive education is depicted as the foundation supporting the concepts of "Fair" and "Raising Awareness," both of which are at the same level in the hierarchy. "Fair" refers to the principle of fairness in education, where every individual has an equal opportunity to access quality education. Meanwhile, "Raising Awareness" refers to the educational process aimed at expanding the understanding and knowledge of society regarding the importance of inclusivity. At the bottom level of the diagram, there is the concept of "Strengthen Inclusion Norms" connected to "Raising Awareness." This suggests that increasing awareness will promote the strengthening and establishment of inclusion norms in education,

which will ultimately support the realization of fair education and the expected socio-cultural change.

When society the more involved in experience straight away, like through a simulation program social culture, perception about inclusion Can changed. This simulation can help people feel in a way personal How inclusion give benefit for all individuals, both those with needs special nor No. With Thus, simulation can stimulate support and commitment For change social more culture inclusive. Also important to value role group advocacy and organization public in fight for education fair inclusion. They can play role important in build support, fight for change policies, as well give source power and guidance for children need special and family. Encouraging change social culture going to education more inclusive fair is something business comprehensive involving education, awareness, support government, and participation public in a way active. With strong cooperation in various level, we can create more society inclusive and fair, where every individual own equal opportunities and rights.

6. Analysis Simulacra in an Effort to Sue Standard Social Culture in Children with Needs Special

Analysis simulacra in context effort sue standard social culture to child need special involve application draft simulacra in analyze goals and mechanisms formation perception, stereotypes , and image to group child need specifically (Hu & Mei, 2021). Simulacra, proposed by (Baudillard, 2021)), refers to increasingly representation blurring the boundaries between reality and image, where image the more become dominant form in the contemporary world. In this analysis, concept simulacra help understand How standard social culture to child need special can formed and influenced perception public. Perception negative and stereotypical to child need special often formed through the simulacra process produced by mass media and culture popular. In an era where media and symbols own strong role in form image and perception, construction negative about child need special can reinforced by narratives that are not accurate and condescending. Simulacra illustrate How images produced by media and symbols No always reflect reality life and potential child need special with accurate.

In this context, mechanism formation perception negative and stereotypical can analyzed as results from influencing simulacra perception collective. Simulacra create image child need special as object often more symbolic based on representation compared to reality (Hudha et al., 2019; Komalasari et al., 2019; Pursitasari et al., 2020; Rofiah et al., 2021; Ulum & Wildana, 2019; Ummah & Pambudy, 2017). With Thus, perception detrimental negative child need special can seen as product from shift between reality and the image produced by simulacra. In this analysis, objectives main is For elaborate How draft simulacra can give more views in related with the formation process perceptions and stereotypes negative to child need special. With understand role simulacra in form image and perception society, this research seeks For identify possible strategies reduce impact negative simulacra and promote view inclusive to child need special. With Thus, analysis simulacra give important tool For formulate more approach comprehensive in support child need special and overcoming perception negative that can be appear in environment school and society.

Figure 2. Analysis Simulacra related Context Social Culture of Children with Needs Special

In this context, sue standard social culture means formulate question critical about How standards and norms of society create perception and attitude to children need special. The first step is recognize how media, culture popular, and interaction social create possible simulacra simplify, corner, or stigmatizing children need special. In the case of North Sumatra Province, where regulations education inclusive not yet fully implemented, construction simulacra Possible influence how children need special accepted or ignored in context education. Then, with understanding about existing simulacra, steps next is adopt possible strategies help reduce impact the negative. This can including campaign educational highlights potential and contribution children need special, as well introduction material education about inclusivity and diversity in curriculum school. Within the framework simulacra, change perception will involve introduction more representation accurate and positive about children need special.

In North Sumatra Province, steps addition important is push participation active and collaborative from all parties involved in education child need specifically, including parents, teachers, institutions education, and government area. With collaborate, they can identify and overcome parts from triggering simulacra perception negative. Application regulations education more inclusive strong too help reduce simulacra that do not support education inclusive. Sue standard social culture in context child need special in framework simulacra in North Sumatra Province involves use draft simulacra as tool For identify and reduce construction social and perception negative. With adopt encompassing strategies education, more representation accurate, and collaborative cross parties , goals main is change view public about children need special and promote education more inclusive equally.

D. CONCLUSION

Important For reflect and study repeat standard social applied culture to children need special in public. Stereotypes and perception often negative accompany these kids can become obstacle significant in development and inclusion they in environment social. Importance education inclusiveness and support social No can doubtful Again. Children need special own the same rights For get education quality and opportunity For develop in accordance potency they. Standard social measuring culture success or existence somebody only based on general norms can harm children need special and plundering opportunity they For reach ability best. In this context, society need change perception and coping stereotypes attached to children need special.

Engaging education campaign awareness and education can play role important in breaking down stigma and encouraging more acceptance wide. Strong support from government, institutions education, and society in a way whole need realized For create an inclusive and encouraging environment participation active children need special in various aspect life.

Another conclusion is necessity face boundaries established by social norms narrow culture. Standard success must expanded For covers various potency individual, without looking ability physique or mental. Children need special own unique talents and potential, and society must ensure that they own supportive environment For grow and thrive. By overall, important For sue and exceed standard social too cultural limit children need special. Inclusive education, awareness community, and comprehensive support is key in ensure that these kids can overcome limitations that and achieve success and prosperity in accordance potency they. For overcome limitation social culture to children need specifically, required effort integrated involving education strong inclusive, campaign awareness broad public, training and education for society, change in curriculum education , support psychosocial, role active government in create regulations strong inclusion, empowerment children need special through participation in activity as well as opportunity work, collaboration with organization related , and implementation system effective monitoring and evaluation.

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