THE INFLUENCE OF AN INCLUSIVE LEARNING ENVIRONMENT ON SOCIALIZATION AND LEARNING OF PRIMARY SCHOOL STUDENTS

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Abstract

Inclusive education has always been understood as an approach to learning about the differences and diversity of learners, providing equal opportunities for everyone to engage in the same learning process. The study in this research uses the literature search method. The findings of the investigation suggest that inclusive learning environments have a significant positive impact on students' social skills development. Among inclusive environments, students tend to show improvement in their ability to follow each other, cooperate and respect diversity. This not only helps in the formation of learners' individual character and values but also enhances their ability to adapt among diverse social situations. In addition, students' learning is positively influenced by an environment that supports the diversity of individual learning styles, enabling them to reach their full academic potential. This study recommends further integration of inclusive education principles in the primary school curriculum, including continuous teacher training and development of supportive resources, as a strategic step in strengthening socialization and learning processes. The implications are expected to help establish an educational ecosystem that is not only inclusive but also enriches students' learning experiences, encouraging them to become holistic, empathetic individuals who are ready to face global challenges.

Keywords: Learning Environment, Inclusive, Socialization, Primary School Students.

Introduction

Education is one of the vital aspects in the development of a person's character and capacity, especially at the elementary school level which is the foundation phase for the formation of students' scientific foundation. The primary

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school period is very important because it is during this period that students begin the process of socialization and formal learning.

Primary school students can be classified into several groups based on their unique characteristics and ways of learning. One group that we often encounter is the visual learner group. These learners tend to understand and remember things more easily when they see pictures, diagrams, and other visual presentations (Alvarado et al., 2021). (Alvarado et al., 2021).. They are also often more interested in books that contain many illustrations than dense text. When teachers present material using props or multimedia, visual learners can usually follow the lesson better (Sitopu et al., 2024); (Guna et al., 2024).

Besides the visual type, there is also the auditory type of learners whose learning strength lies in hearing. They can remember information well after hearing it and prefer to explain things orally rather than writing. Discussing the subject matter or listening to the teacher's explanation is one of the most effective learning methods for them (Kotsopoulos et al., 20). (Kotsopoulos et al., 2023).. Auditory learners are often good at lessons that require discussion or presentation. Utilizing audio recordings for learning is also one strategy that is very helpful for this type of learner. These two types of learners show that each child has a different way of learning, and it is important for educators to recognize and adapt teaching methods to suit the learning needs of each student. (Pratama et al., 2020).

Thus, the role of the learning environment in education cannot be ignored, as it greatly influences motivation and the way learners acquire knowledge. A good learning environment should facilitate learners' various learning styles and promote positive interactions between them.

Inclusive schools are not only focused on the integration of students with special needs in regular classes, but also on understanding that each individual has a unique way of learning and deserves the opportunity to develop according to their potential. (Saputra et al., 2021). Social interaction, as an important aspect of children's social development, is crucial in the context of inclusive schools. Through interacting with diverse peers, learners learn to understand and appreciate differences that exist (Djaga et al., 20). (Djaga et al., 2022)..

Social interaction plays a vital role in the development of students' learning abilities, particularly in the aspects of social and emotional formation that support effective learning. Through social interaction in the school environment, students learn how to communicate, collaborate, and resolve differences of opinion or conflicts in a mature manner. (Syamsuriyanti & Amalia, 2022).. These skills are very important because they not only improve the quality of collaborative learning, but also prepare students to engage in group discussions and joint activities that often appear in the modern education curriculum. The process of social interaction also teaches students to understand and appreciate the viewpoints of others, which can

broaden their understanding of the subject matter from diverse points of view (Syamsuri et al., 2021).

Furthermore, social interactions do not only occur between students, but also involve interactions with teachers and school staff, all of whom can provide emotional and academic support. Through positive relationships with adults and peers at school, students can feel more secure and valued, which is a stable and positive emotional state that is essential for effective learning. (Rasmitadila, Humaira, Rachmadtullah& Putri, 2022).. Children who have strong social support tend to be more motivated and have the confidence to take initiative in learning. Therefore, building a school environment conducive to healthy social interactions is essential in supporting the academic and personal development of all students. (Reed et al., 2021).

In elementary school, social interaction is not just about making friends, but is closely related to the development of social skills, such as cooperation, communication, and empathy, which are important foundations for social life.

The implementation of inclusive education in primary schools was initiated to promote the principle of equal educational rights for all students. Although at the beginning of the implementation there were various obstacles due to the lack of infrastructure support and teacher competence, gradually good practices began to be implemented. Teachers are required to be able to manage classes with a diversity of learners so that the learning process can be carried out effectively (Radhadangu et al., 2012). (Radhadangu et al., 2020).

The application of differentiated learning methods and curriculum adaptation allows students with special needs to follow the learning process optimally according to their respective interests and talents. However, the effect of an inclusive environment on student socialization and learning achievement needs to be studied more deeply, given the inconclusive results of previous research. (Fitriani et al., 2024); (Antika et al., 2024).

For this reason, it is necessary to conduct a systematic study of the best practices of inclusive education in various countries in order to optimize their implementation in Indonesian primary schools so that the goal of realizing quality and inclusive education can be achieved. Thus, the potential of each learner can be honed optimally at school.

Research Methods

The study conducted in this research uses literature research, which is a research approach carried out by examining literature studies that are relevant to the topic or research problem. The aim is to collect information, analyze, and synthesize existing knowledge from various sources, including books, journal articles, theses, and other materials related to the research topic. According to one source, literature

studies are conducted very systematically to answer research questions that have been formulated, identify, assess, and interpret previous works. (Hidayat, 2009); (Afiyanti, 2008); (Syahrizal & Jailani, 2023).

Results and Discussion
Definition of Inclusive Learning Environment

Inclusiveness in education refers to the principle and practice of designing education systems that ensure all individuals, regardless of special learning needs, cultural background, gender, socio-economic status or unique talents, have equal access to and participate fully in the same learning experiences. (Radhadangu et al., 2020).. This emphasizes creating a learning environment that accommodates student diversity and removes barriers to learning, with the aim of facilitating the academic success and self-development of each student. (Morselli & Robotti, 2023)..

Inclusive learning environments have several important characteristics that support the success of all students. The first is flexibility in teaching methods, learning materials and assessment. In such an environment, teachers use a variety of teaching approaches that can be adapted to meet the needs of diverse students, including those with special needs, such as learning difficulties or intellectual disabilities. (Hairiyanto et al., 2024).. Teaching materials are designed and presented in different formats, such as written, visual and audio, to reach students with different learning styles. Assessments are also customized so that all students can demonstrate their understanding in the most effective way according to their individual capacities (Morselli & Robotti, 2024). (Morselli & Robotti, 2023).

In addition, an inclusive learning environment prioritizes accessibility and active participation of all students. This is realized through the provision of adequate physical access, such as steps and lifts, as well as assistive technology that supports students' learning needs, such as screen reader software and assistive listening devices. (Langner & Pesch, 2024). The environment also ensures that learning activities, including class discussions and group projects, are designed to enable the full participation of each individual. This approach not only assists in academic learning but also in the development of social and emotional skills, supporting students' self-growth and self-confidence. (Widia et al., 2022)..

Finally, cooperation between teachers, parents and the community is essential in supporting an inclusive learning environment. Effective communication and parent/family involvement in educational decision-making and the development of individualized learning plans helps to ensure that each child's needs are met. Through this close collaboration, barriers to learning can be identified and addressed early, allowing for timely and targeted interventions (Riskyka et al., 2015). (Riskyka et al., 2023).. Thus, an inclusive learning environment includes not only physical and curriculum aspects but also community engagement and a school culture that

supports diversity and inclusion, providing a solid foundation for all students to reach their full potential.

Socialization in Education

The socialization process is a form of self-formation from childhood to adulthood that connects individuals with their environment and society. Through interactions with various educators such as family, school, peers and the media, an individual learns the norms and values needed to blend in effectively. The role of socialization is fundamental to the internalization of principles and behaviours that enable full participation in life together. (Supartiningsih & Wibowo, 2023).

At the primary education level, the socialization process plays an important role in expanding children's social sphere beyond the family space. Through interactions with teachers, friends, and school staff, students learn about the structures and expectations of the wider society. (Bārdule, 2021). This builds skills such as sharing, cooperation, and conflict resolution that will be useful throughout life. In addition, socialization at this level instills core values such as respect, discipline and responsibility and strengthens self-concept and confidence through academic and extracurricular achievements. (Puspita & Tirtoni, 2023)..

Furthermore, this process allows for the expression of emotions, recognition of differences, and the formation of empathy in children. Through interaction, students also learn social rules and roles that help them understand their environment. With rich social experiences, elementary students are prepared for academic success and to become useful members of society, able to interact and cooperate effectively. (Sitanggang et al., 2022)..

Learning in an Inclusive Environment

Building an inclusive education environment means that all learners, no matter their abilities or special needs, can learn together in the same classroom. This approach not only provides equal opportunities for all learners to access teaching materials, but also teaches important values such as empathy, acceptance and diversity (Dotan & Zviran-Ginat, 2021). (Dotan & Zviran-Ginat, 2021). In an inclusive environment, learners with special needs are not isolated but given the support they need to fully participate in all classroom learning activities. This enriches the learning experience not only for learners with specific needs, but also for all learners in the classroom, as they get the opportunity to learn in a more diverse environment and understand a broader perspective on the world around them (Kuzle, 2022). (Kuzle, 2022).

Creating an inclusive learning environment also requires educators to be more innovative and think critically in their teaching methods. They must implement different strategies, such as using assistive technology, modified curriculum, and

activities that promote collaboration between learners. (Sulisworo et al., 2023)..
Teachers should proactively seek ways to engage every learner and ensure that each
individual benefits from teaching and learning activities. The effectiveness of an
inclusive environment also largely depends on the cooperation between teachers,
parents and other professionals, who all work together to build a supportive
community for each learner. By maintaining this kind of environment, schools not
only improve learning outcomes for learners with special needs, but also strengthen
a more sensitive and inclusive educational community as a whole. (Araya, 2021).

Integrative learning environments have a significant impact on students'
learning styles by providing more dynamic and flexible opportunities for instruction.
In integrative situations, students are given the opportunity to experience learning
experiences rich in social interaction and collaboration, which can enrich the way they
absorb and process information. (Widyaningrum et al., 2022). Each student has a
unique learning style - some are visual, auditory, kinesthetic, or a combination of
several styles - and an inclusive environment allows for the use of a variety of teaching
methodologies to suit the needs of these diverse students. For example, in-class
technology can be used to support visual students, while group discussions and
project-based activities can be more engaging for students who tend to learn
through social interaction and kinesthetics. (Rasmitadila, Humaira, Rachmadtullah&
Putri, 2022)..

Furthermore, the integrative approach assists students in developing critical
thinking skills and creativity by presenting multiple perspectives and introducing
them to diverse ways of problem solving. Students who are used to interacting with
peers of different abilities and backgrounds tend to be more open to challenges and
more adaptive in thinking about solutions. (Rozikin et al., 2024). They learn to
appreciate diversity and understand that each individual has unique strengths that
can make a positive contribution in a team. This fosters an environment where all
students feel valued and encourages them to become more active and engaged
learners, ultimately increasing the effectiveness of the teaching and learning process.
(Iswari et al., 2020).

In conclusion, integrative learning environments positively impact students'
learning styles by encouraging the use of diverse teaching methods that adapt to
individual needs. It not only supports the development of intellectual but also social
and emotional intelligence, allowing students to develop into critical and creative
thinkers who value diversity. An integrative environment prepares students for
success in a diverse and global society by training them to work in teams, appreciate
differences, and face challenges adaptively and creatively.

The Relationship of Inclusive Learning Environments with Socialization and Learning

Inclusive learning environments play an important role in supporting students' socialization and learning. In such an environment, every student, regardless of special needs, ethnic background, socio-economic level, or academic ability, is valued and recognized as part of the learning community. (Pobryzghaieva & Nalyvaiko, 2024).. This creates an ecosystem where students can interact with each other on an equal footing, allowing for a rich and diverse exchange of ideas, ideas and experiences. This socialization process is essential because through social interaction, students learn about empathy, respect for differences, and collaboration skills that are important not only in academic contexts but also in everyday life. (Uhlířová & Laitochová, 2020)..

Moreover, inclusive learning environments support the development of students' social and learning skills by providing diverse opportunities for learning through group tasks and projects. Through group activities, students learn to communicate, negotiate and solve problems together, which hones their ability to work in a team. (Sholihah et al., 2023).. These skills are not only relevant for success in school but also critical for their future at work and in the wider society. Collaborative learning in an inclusive environment supports students in developing a sense of appreciation for diverse perspectives and expertise, stimulates innovation, and strengthens interpersonal bonds. (Wulandari et al., 2023)..

Inclusive education also has a positive impact on students' academic learning. By adapting teaching materials and methods to meet the needs of diverse students, teachers can increase learning engagement and motivation. (Siska, 2020). Students with special needs benefit from access to the general curriculum and additional learning resources, while students who do not need adaptations benefit from more individualized teaching and tailored academic challenges. This process creates a learning environment that accommodates a variety of learning styles, encourages academic achievement, and stimulates curiosity and a love of learning in students. (Kurniawati, 2023).

Finally, social and academic integration in inclusive learning environments facilitates the development of essential life skills and creates global citizens who are sensitive and aware of diversity. Students learn to be more inclusive in their thinking, develop a broader perspective on society and the world, and are prepared to live and work in an increasingly connected and multicultural world. Through inclusive education, schools not only teach subject matter but also teach human values, preparing students to succeed not only in their careers but also as individuals who are ethically responsible and sensitive to social and cultural diversity.

Implications of an inclusive learning environment for socialization

An inclusive learning environment has several important implications for students' socialization process. One of them is that it enhances students' ability to

develop empathy and respect for differences. By learning with diverse learners, learners are exposed to a variety of different viewpoints and backgrounds, enabling them to understand and appreciate the experiences of others even though they may differ considerably from their own. (Hasanah & Supena, 2021). Such interactions create opportunities for deeper cross-cultural empathy and understanding, honing students' social skills in the process. As a result, they become more open and flexible in interacting with diverse groups in the future. (Lubis & Priyadi, 2022)..

In addition, inclusive learning environments encourage the development of important social skills such as communication, collaboration and conflict resolution. In such settings, students are often placed in situations where they have to work together with peers who they may not naturally choose or who have special needs. This forces them out of their comfort zone, encouraging personal growth and interpersonal skills. (Khusna et al., 2023).. They learn to convey ideas clearly, listen to and integrate other views, and find joint solutions that satisfy all parties. These abilities are not only important in academics but also in students' future personal and professional lives. (Ateh, 2020).

Finally, students raised in inclusive learning environments are likely to develop attitudes of tolerance and inclusiveness. Continuous exposure to difference and inclusive learning instills an understanding that diversity is natural and acceptable, not something to be feared or avoided. (Rasmitadila, Humaira, RachmadtullahSamsudin, et al., 2022).. This helps reduce prejudice and stereotypes that limit social interactions. Students learn to value others based on personal character, not group-based preconceptions. In the era of globalization and information, an open attitude and appreciation of diversity are important components in participating effectively and positively in an inclusive society.

Implications of an inclusive learning environment for the learning process

Inclusive learning environments have a profound impact on the learning process. One of the most beneficial influences is creating an atmosphere that supports each student to learn according to their own needs and potential. (Afacan et al., 2021).. In an inclusive environment, educators and learners learn to value diversity and understand that individuals have different ways of learning. This encourages the application of various teaching methodologies, which can be adapted to meet different learning needs, such as visual, auditory and kinesthetic approaches. The use of adaptive educational technology can also be more integrated, allowing learning to be more effective and interactive. (Farag & Gemae, 2021).

In addition, an inclusive learning environment encourages empathy and collaboration among students. By applying the principle of inclusivity, students are taught to appreciate differences and learn from each other, not just from the teacher.

Social skills, such as communication, cooperation, and problem-solving together, are honed. (Hunter & Serret, 2020). This collaborative learning not only improves academic competence but also students' readiness to face life in a diverse society. It equips them with better social interaction skills and a deeper understanding of the importance of inclusivity and diversity in all aspects of life. (Santoso & Astuti, 2023).

However, a major challenge in implementing an inclusive learning environment is that it requires sufficient resources and specially trained educators. Educators must have the knowledge and skills to design and implement fun and effective learning strategies for all students, including those with special needs. (Moore, 2021). At times, this challenge can seem daunting for schools with limited resources. Nonetheless, the long-term benefits that can be derived from an inclusive learning environment demonstrate the importance of investing in teacher training and supportive education infrastructure. Through joint efforts between education policy makers, communities and schools, the implementation of inclusive education can become easier and more effective, bringing positive impacts to students' learning and development. (Alfira & Fathoni, 2023).

Summary

An inclusive, divergent and collaborative learning environment has a strong influence in shaping students' socialization as it allows them to acquire essential social skills and understand diversity in depth. Through interaction and cooperation in an atmosphere of mutual respect for differences, students are given the opportunity to develop effective communication, tolerance and empathy, all of which are essential components for success in a pluralistic society. Thus, inclusive education not only improves academic capacity, but also shapes the next generation that is more prepared and adaptive to the diversity of the world.

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