



## Development of Indonesia's Diversity-Based Inclusive Education Measuring Tool.

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**Abstract:** Indonesia is a multicultural country with diverse ethnicities, languages and religions, which requires an educational approach that includes multiculturalism and inclusiveness. By promoting inclusiveness and multiculturalism, Indonesia can build a more cohesive society that values diversity. Developing an inclusive education measurement tool is essential to address the above challenges, yet a diversity-based education measurement tool has not been developed. Inclusive education also includes various dimensions: Optimal contact conditions intergroup contact theory, climate of multiculturalism, climate of color blindness, climate of critical consciousness, and climate of polyculturalism. Fifty-two items were administered to 150 teachers in Indonesia. The methods used in this research are quantitative and literature study. The sample in this study was obtained using non-probability sampling method with accidental sampling technique. The results of this study obtained 34 out of 52 items that became the final items with the Likert scaling model which was complemented by Structural Equation Model (SEM) analysis with SmartPLS 4. A total of 34 question items were declared valid because the item had a loading factor value  $> 0.5$  and 18 were declared invalid. After all items have a loading factor value  $\leq 0.5$ , the 34 items of the Indonesian diversity-based inclusive education scale can be fully utilized.

**Keywords:** Measurement Tool Development, Inclusive Education, Indonesian Diversity

### INTRODUCTION

Indonesia is a multicultural country with a wide range of ethnicities, languages and religions and this requires an educational approach that includes multiculturalism and inclusiveness. The philosophy of Bhinneka Tunggal Ika, which underlines unity in diversity, is the basic principle in implementing inclusive education in Indonesia. (Khairunnisa, 2024). Inclusive education is an educational approach that seeks to provide comprehensive equal learning opportunities for all students, regardless of disability, ethnic, socioeconomic or cultural background. Inclusion emphasizes diversity, equality and belonging to create a supportive learning environment where all students feel valued and respected. (Oranga et al., 2024) ; Singh, 2024 ; Borba et al., 2024) and accommodates

the diverse learning needs of students in a non-discriminatory environment. (Fahrezi, 2024) This approach promotes social and academic achievement, combats discrimination, and fosters a culture of tolerance and appreciation for diversity. (Novrizal & Manaf, 2024). Therefore, continuous evaluation and policy updates are essential to ensure the sustainability and effectiveness of inclusive education practices. (Nabiela & Ulfatin, 2023).

Diversity-based inclusive education is necessary for Indonesia to capitalize on its multicultural richness while preventing potential disintegration. By promoting inclusiveness and multiculturalism, Indonesia can build a more cohesive society that values diversity and provides quality education for all students. (Putri et al., 2024). The Indonesian government has tried to promote inclusive education by integrating specialized units in regular schools to accommodate students with disabilities. (Abdussamad et al., 2023). This policy framework is guided by Permendiknas No. 70/2009, which mandates that children with disabilities have the right to be educated alongside their peers in mainstream education settings. (Novrizal & Manaf, 2024).

However, the implementation of inclusive education in Indonesia faces various challenges, such as unequal access, cultural stereotypes, lack of awareness about cultural diversity (Fahrezi, 2024), resource allocation, lack of specialized training for teachers, and high workload. In addition, educators lack the necessary understanding and skills (Rosyidah & Rindaningsih, 2024; Liem, 2024), inadequate training programs, and limited resources (Rahmi et al., n.d.), significant gaps in infrastructure, especially in peri-urban areas, where physical facilities are often inadequate (Sunardi et al., n.d.), as well as budget limitations and inadequate standard facilities (Rusly & Bramuda, 2024). The concept of inclusive education has evolved significantly over time. Initially, the concept focused on integrating students with disabilities into mainstream schools. However, it now encompasses a broader vision that provides curriculum adaptations, specialized support and measures to ensure equitable access that requires an educational approach that includes multiculturalism and inclusiveness.

The philosophy of Unity in Diversity, which underscores unity in diversity, serves as a foundational principle for learning and development opportunities for all students (Borba et al., 2024). This approach is aligned with human rights principles and aims to deconstruct social constructs, such as ableism, by adopting a social model of disability that recognizes the diversity of abilities. (Maxwell, 2024; Mampane & Mampane, 2024). The development of inclusive education measurement tools is essential to address these challenges, but diversity-based education measurement tools have not been developed. Some studies show that inclusive education measurement tools have been developed, including by Iswari et al. (2023) and Jaegler (2022), which emphasize instruments to measure the implementation of inclusive education at the university level. Wu et al. also developed an inclusive education instrument but focused on digital literacy (Miaomiao et al., 2024). There is also the Inclusive Education Measures for Preschools (MATPIES-C) in China. (Lu et al., 2023).

The researcher's interest in this topic stems from observations in the field, where many schools claim to have implemented inclusive education, but in practice still face obstacles in accommodating the diversity of students as a whole. Pre-research

conducted by researchers in several schools in Lampung, stated that schools have accepted students from various cultural backgrounds and abilities, but schools and teachers still have difficulty in measuring the extent to which their learning practices are truly inclusive and respectful of diversity.

Thus, the development of measurement tools is necessary, especially given Indonesia's diversity, as this is both an academic demand and an important means to improve the quality of inclusive and equitable education for all children in Indonesia. Important aspects of inclusive education include curriculum adaptation, provision of specialized support, and strategies that promote accessibility and individualized learning. (Ranbir, 2024). Inclusive education not only integrates students with disabilities into mainstream classes, but also involves addressing the socio-psychological aspects of education, such as fostering a sense of belonging and appreciating diversity. (Kunwar & Adhikari, 2023) This approach is critical to promoting educational equality and social justice, and to breaking the cycle of exclusion and traditional barriers. (H. R. Mapola-Thobejane & Mauwhe, 2023) . Inclusive education also includes various dimensions that are important for creating an equitable and accessible learning environment for all students, namely.

## RESEARCH METHODS

### Participants

The population in this study were teachers in Indonesia. The sampling technique was carried out using a *non-probability sampling* method, which provides different opportunities for members of the population to be sampled. Meanwhile, the researcher's sampling process was carried out by *accidental sampling*, which is based on chance, where anyone who happens to meet the researcher based on the participant's willingness. The questionnaire was administered online, as well as in sheet form. The total number of participants that the researcher got was 150 people. This study uses a Likert scale with an answer format consisting of five answer options for each question: Strongly Agree, Agree, Moderately Agree, Disagree, and Disagree. In this study, *Structural Equation Model* (SEM) analysis was also carried out using the SMARTPLS 4.0 application to analyze the causal relationship between one or more latent variables and one or more other latent variables.

### Design

In this study, researchers used a quantitative approach with a non-experimental and descriptive research design. The research was conducted in two parts: the first part aimed to develop an Indonesian diversity-based inclusive education scale, while the second part aimed to test the validity and reliability of the newly developed scale.

### Procedure

After obtaining approval from the principal, the researcher went to the school to ask permission to collect data by filling out a questionnaire at the specified school. Data collection for the measuring instrument trial began after obtaining permission from the principal concerned. The researcher briefly explained the

purpose of the study and the characteristics of the teachers needed. The researcher also attached an informed consent to ensure the respondent's willingness to participate in this study. The researcher said that all data and information obtained were confidential and would only be used for research purposes.

Readability Test Procedure, Scaling Tool Test, and *Expert Judgment*.

The readability test procedure involved expert judgment from 6 domain experts who rated the abstract on a 5-point scale based on the quality of writing, the presence of linguistic errors, and the clarity of the contribution. In the readability testing stage, the researcher involved an educational psychology lecturer, two practitioners, and two teachers from a school in Lampung. The five participants were expected to represent the characteristics of the population used in this study. In total, there are 52 items that measure aspects of inclusive education based on Indonesian diversity, namely 52 unfavorable items and favorable items which are arranged sequentially and used during the pilot test.

**Table 1.** Measuring Blueprints

| No. | Aspects                                                     | Indicator                                       | Aitem        |
|-----|-------------------------------------------------------------|-------------------------------------------------|--------------|
| 1   | <i>Optimal contact conditions intergroup contact theory</i> | <i>Authority support</i>                        | 1, 25, 40, 2 |
|     |                                                             | <i>Same status</i>                              | 26, 43, 3    |
|     |                                                             | <i>Cooperation</i>                              | 4, 27, 5     |
|     |                                                             | <i>General objectives</i>                       | 42, 6, 28    |
|     |                                                             | <i>Association</i>                              | 7, 43, 8     |
| 2   | <i>Climate of multiculturalism</i>                          | Opportunities to Learn about Cultural Diversity | 29, 9        |
|     |                                                             | Introduction to Multicultural Activities        | 44, 10       |
|     |                                                             | Development of Understanding and Tolerance      | 45, 30       |
|     |                                                             | Recognition and Respect for Different Cultures  | 11, 46       |
|     |                                                             | Prevention of Discrimination and Stereotyping   | 31, 12       |

|   |                                          |                                                            |        |
|---|------------------------------------------|------------------------------------------------------------|--------|
| 3 | <i>Climate color blindness</i>           | <i>Equality of Treatment</i>                               | 47, 13 |
|   |                                          | <i>Minimizing Differences</i>                              | 32, 14 |
|   |                                          | <i>Formal Equality in Policy</i>                           | 48, 15 |
|   |                                          | <i>Ignoring Unique Challenges</i>                          | 33, 16 |
| 4 | <i>Climate of critical consciousness</i> | <i>Critical Reflection (Critical Reflection)</i>           | 49, 17 |
|   |                                          | <i>Social Discussion</i>                                   | 34, 18 |
|   |                                          | <i>Social Action</i>                                       | 35, 19 |
|   |                                          | <i>Collective Consciousness (Collective Consciousness)</i> | 36, 20 |
| 4 | <i>A climate of polyculturalism</i>      | <i>Recognition and Appreciation of Diversity</i>           | 37, 38 |
|   |                                          | <i>Cultural Interaction</i>                                | 50, 21 |
|   |                                          | <i>Policies and Practices that Support Diversity</i>       | 39, 51 |
|   |                                          | <i>Multicultural Education</i>                             | 52, 22 |
|   |                                          | <i>Positive Cross-Cultural Experience</i>                  | 24, 23 |

## RESULTS and DISCUSSION

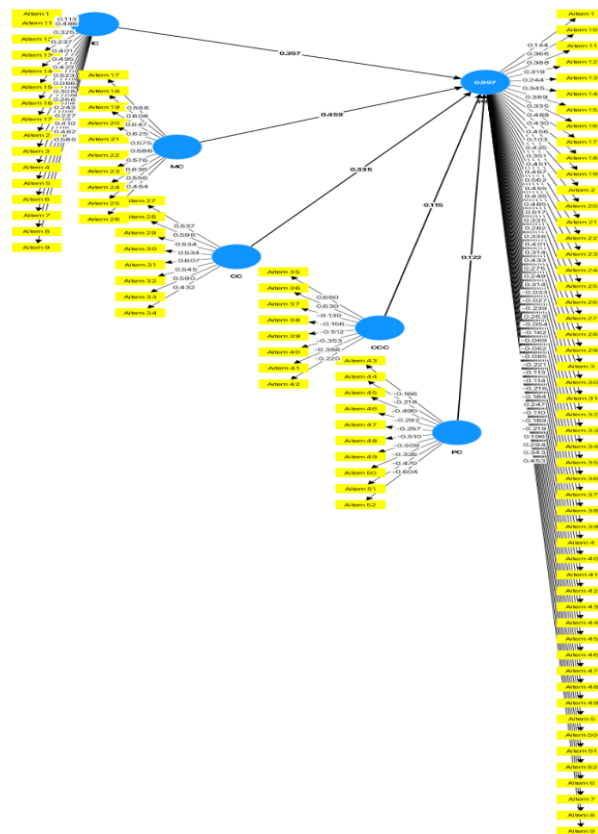
### 1. Research results

Based on the results of the analysis, the construction of inclusive education based on Indonesian diversity can be known to be valid and reliable. Convergence validity can be known by looking at the loading factor value and average variance extracted (AVE). The valid items in the construct of inclusive education based on Indonesian diversity can be seen in Table 2 and Figure 1. Based on the results of the analysis, all items (indicators) of the diversity-based inclusive education construct in Indonesia can be said to be valid because they have a *loading factor value* > 0.5 and an *average variance extracted (AVE)* value > 0.5.

Table 2. *Factor Loading and Construct Value Average Variance Extracted (AVE)*

| No. | Aspects                                              | Indicator                                       | Aitem   | Loading Factor | AVE   |
|-----|------------------------------------------------------|-------------------------------------------------|---------|----------------|-------|
| 1   | Optimal contact conditions intergroup contact theory | <i>Authority support</i>                        | Item 1  | 0.486          | 0.537 |
|     |                                                      |                                                 | Item 2  | 0.523          |       |
|     |                                                      |                                                 | Item 3  | 0.586          |       |
|     |                                                      |                                                 | Item 4  | 0.636          |       |
|     |                                                      | Same status                                     | Item 5  | 0.666          |       |
|     |                                                      |                                                 | Item 6  | 0.59           |       |
|     |                                                      |                                                 | Item 7  | 0.586          |       |
|     |                                                      | Cooperation                                     | Item 8  | 0.523          |       |
|     |                                                      |                                                 | Item 9  | 0.537          |       |
|     |                                                      |                                                 | Item 10 | 0.356          |       |
|     |                                                      | General objectives                              | Item 11 | 0.321          |       |
|     |                                                      |                                                 | Item 12 | 0.244          |       |
|     |                                                      |                                                 | Item 13 | 0.401          |       |
|     |                                                      | Association                                     | Item 14 | 0.293          |       |
|     |                                                      |                                                 | Item 15 | 0.318          |       |
|     |                                                      |                                                 | Item 16 | 0.236          |       |
| 2   | Climate of multiculturalism                          | Opportunities to Learn about Cultural Diversity | Item 17 | 0.218          | 0.59  |
|     |                                                      |                                                 | Item 18 | 0.156          |       |
|     |                                                      | Introduction to Multicultural Activities        | Item 19 | 0.058          |       |
|     |                                                      |                                                 | Item 20 | 0.062          |       |
|     |                                                      | Development of Understanding and Tolerance      | Item 21 | 0.122          |       |
|     |                                                      |                                                 | Item 22 | 0.125          |       |
|     |                                                      | Recognition and Respect for Different Cultures  | Item 23 | 0.166          |       |
|     |                                                      |                                                 | Item 24 | 0.115          |       |
|     |                                                      | Prevention of Discrimination and Stereotyping   | Item 25 | 0.201          |       |
|     |                                                      |                                                 | Item 26 | 0.231          |       |
| 3   | Climate color blindness                              | Equality of Treatment                           | Item 27 | 0.336          | 0.525 |
|     |                                                      |                                                 | Item 28 | 0.435          |       |
|     |                                                      |                                                 | Item 29 | 0.512          |       |

|   |                                   |                                                     |         |       |       |
|---|-----------------------------------|-----------------------------------------------------|---------|-------|-------|
|   |                                   | Minimizing Differences                              | Item 30 | 0.487 |       |
|   |                                   | Formal Equality in Policy                           | Item 31 | 0.534 |       |
|   |                                   |                                                     | Item 32 | 0.607 |       |
|   |                                   | Ignoring Unique Challenges                          | Item 33 | 0.537 |       |
|   |                                   |                                                     | Item 34 | 0.582 |       |
| 4 | Climate of critical consciousness | Critical Reflection (Critical Reflection)           | Item 35 | 0.586 | 0.512 |
|   |                                   |                                                     | Item 36 | 0.589 |       |
|   |                                   | Social Discussion                                   | Item 37 | 0.666 |       |
|   |                                   |                                                     | Item 38 | 0.626 |       |
|   |                                   | Social Action                                       | Item 39 | 0.598 |       |
|   |                                   |                                                     | Item 40 | 0.606 |       |
|   |                                   | Collective Consciousness (Collective Consciousness) | Item 41 | 0.534 |       |
|   |                                   |                                                     | Item 42 | 0.574 |       |
| 5 | A climate of polyculturalism      | Recognition and Appreciation of Diversity           | Item 43 | 0.576 | 0.66  |
|   |                                   |                                                     | Item 44 | 0.584 |       |
|   |                                   | Cultural Interaction                                | Item 45 | 0.523 |       |
|   |                                   |                                                     | Item 46 | 0.512 |       |
|   |                                   | Policies and Practices that Support Diversity       | Item 47 | 0.566 |       |
|   |                                   |                                                     | Item 48 | 0.565 |       |
|   |                                   | Multicultural Education                             | Item 49 | 0.604 |       |
|   |                                   |                                                     | Item 50 | 0.586 |       |
|   |                                   | Positive Cross-Cultural Experience                  | Item 51 | 0.532 |       |
|   |                                   |                                                     | Item 52 | 0.586 |       |



**Figure 1.** PLS Algorithm Construct Output

Based on the information in Table 2 and Figure 1, it can be seen and known that the five components of the Indonesian diversity-based inclusive education construct have items that can reflect each element in the Indonesian diversity-based inclusive education construct. Thirty-four items were declared valid because they had a *loading factor* value  $> 0.5$ , and 18 items were declared invalid. Failed items are items that have a *loading factor* value  $\leq 0.5$ . Table 4 shows the discriminate validity of the construct components of diversity-based inclusive education in Indonesia. Based on the results of the analysis, discrimination validity between components has been met, as indicated by the root AVE value of one component being higher than the correlation of other components.

**Table 3.** Discriminate Validity of Components within a Construct

| Construction                                                     | $\sqrt{\text{AVE}}$ | IC    | MC    | CC    | CCC   | PC    |
|------------------------------------------------------------------|---------------------|-------|-------|-------|-------|-------|
| <i>Optimal contact conditions intergroup contact theory (IC)</i> | 0.733               | 0.733 | 0.458 | 0.389 | 0.401 | 0.485 |
| <i>Climate of multiculturalism (MC)</i>                          | 0.768               | 0.458 | 0.768 | 0.51  | 0.484 | 0.452 |
| <i>Climate color blindness (CC)</i>                              | 0.724               | 0.389 | 0.51  | 0.724 | 0.523 | 0.407 |
| <i>Climate of critical consciousness (CCC)</i>                   | 0.715               | 0.401 | 0.484 | 0.523 | 0.715 | 0.489 |
| <i>Climate of polyculturalism (PC)</i>                           | 0.812               | 0.485 | 0.452 | 0.407 | 0.489 | 0.812 |

The reliability of the diversity-based inclusive education construct in Indonesia can be seen from the *Cronbach's alpha* and *Composite reliability* values which are known to be

reliable. The Cronbach's alpha and Composite reliability values can be seen in Table 5. Based on Table 5 below, the Cronbach's alpha value is 0.713, 0.765, 0.732, 0.744, 0.795 and Composite reliability is 0.822, 0.841, 0.838, 0.830, and 0.869, so it can be seen that the construct of diversity-based inclusive education in Indonesia has met the reliability requirements because the value of Cronbach's alpha and Composite reliability > 0.7.

Table 4. Cronbach's Alpha Construct Value and Composite Reliability

| Construction                                                     | Cronbach's Alpha | Composite Reliability (CR) |
|------------------------------------------------------------------|------------------|----------------------------|
| <i>Optimal contact conditions intergroup contact theory (IC)</i> | 0.713            | 0.822                      |
| <i>Climate of multiculturalism (MC)</i>                          | 0.765            | 0.841                      |
| <i>Climate color blindness (CC)</i>                              | 0.732            | 0.838                      |
| <i>Climate of critical consciousness (CCC)</i>                   | 0.744            | 0.830                      |
| <i>Climate of polyculturalism (PC)</i>                           | 0.795            | 0.869                      |

The contribution of each component in reflecting the construct of inclusive education based on Indonesian diversity can be seen in Table 6, namely by looking at the T-Statistic value of each element. It is known that the five components of the Indonesian diversity-based inclusive education construct have items that can reflect each element in the Indonesian diversity-based inclusive education construct. The critical consciousness climate (CCC) component is the most dominant component reflecting the construct of inclusive education based on Indonesian diversity, which has a T-Statistic value of 4.128. In contrast, the component that has the smallest contribution is the *colorblind climate* (CC) component, with a T-Statistic value of 2.634.

Table 5. Construct Value T-Statistic

|                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Table 6                     | Table 6                     | Table 6                     | Table 6                     |
| Construct Value T-Statistic | Construct Value T-Statistic | Construct Value T-Statistic | Construct Value T-Statistic |
| Table 6                     | Table 6                     | Table 6                     | Table 6                     |
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| Table 6                     | Table 6                     | Table 6                     | Table 6                     |
| Construct Value T-Statistic | Construct Value T-Statistic | Construct Value T-Statistic | Construct Value T-Statistic |

Based on the above explanation, the components and items (indicators) in the Indonesian diversity-based inclusive education construct are valid and reliable, so they can be used as research measurement tools that reflect the construct. The results of this study provide a strong empirical and theoretical basis for the development of inclusive education policies and practices in Indonesia. In addition, schools can involve parents and local communities in the education process can foster a more supportive environment for inclusiveness (Anggreani et al., 2024, Komarudin & Kaeni, 2023).

## CONCLUSIONS

Based on the results of the analysis that has been carried out on the Indonesian diversity-based inclusive education construct, it can be seen that the aspects and items on the Indonesian diversity-based inclusive education construct are valid and reliable, 34 items asked are valid because the aitem has a *loading factor* value  $> 0.5$  and 18 are declared invalid because they have a *loading factor* value  $\leq 0.5$ . So that 34 items from the Indonesian diversity-based inclusive education scale can be used optimally as a measuring tool to measure Indonesian diversity-based inclusive education.

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