

Five Pillars for Measuring Inclusion Index: A Conceptual Framework of Holistic, Integrative, and Sustainable Development

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Abstract

This article explores the conceptual framework of inclusion through a holistic, integrative, and sustainability-driven lens. Inclusion is not merely seen as an effort to expand educational access for individuals with special needs, but as a multidimensional social paradigm that highlights equity, justice, and appreciation of diversity within the scope of sustainable development. The study proposes five core pillars: inclusive services, inclusive learning, inclusive research, community participation, and positive culture and attitudes, all of which are interconnected to shape a fair and sustainable socio-educational ecosystem. The analysis underscores that inclusion cannot be limited to a sectoral agenda; rather, it should be advanced as a transformative cross-sectoral strategy that is responsive to social dynamics and the evolving times. In this way, the article makes an academic contribution by offering a comprehensive conceptual mapping and, at the same time, provides practical guidance for the formulation, evaluation, and implementation of adaptive and participatory inclusion policies and programs.

Keywords: Inclusion, holistic framework, inclusion index, sustainability, social justice

Introduction

The issue of inclusion is no longer narrowly understood as merely an effort to provide individuals with special needs with access to regular education. Inclusion has shifted to a social paradigm that emphasizes equality, justice, and recognition of diversity as prerequisites for sustainable development. Within the framework of the Sustainable Development Goals (SDGs), inclusion is recognized as a fundamental principle to ensure that no individual or group is left behind in the development process, at both the local and global levels (Miço, 2023). This change in meaning confirms that inclusion is a cross-sectoral issue that requires a multidimensional approach, emphasizing not only open access but also quality, sustainability, and connectivity between the various elements of the social and educational ecosystem (Kutto & Erastus, 2024).

This conceptual approach emphasizes the need for integration between structural, cultural, and individual dimensions so that inclusion can function as a long-term strategy supporting the sustainability of institutions and society. Sustainable inclusion can only be achieved if the various aspects that comprise it operate in a complementary manner, rather than separately, in building a fair social and educational system (Irawati & Winario, 2020). This requires adaptive institutional mechanisms so that every level of society can contribute to building an inclusive system that is responsive and resilient to social dynamics and changing times.

A holistic conceptual framework of inclusion enables the extent to which inclusion has been achieved to be measured more clearly. As Leijen et al. (2021) explain, without comprehensive conceptual instruments, inclusion can easily be misunderstood as a series of partial policies or temporary initiatives. The conceptual formulation of inclusion provides a normative discourse and a conceptual foundation that can be used to assess, design, and direct policies and practices at various institutional levels. Kenny et al. (2023) explain that the inclusion approach emphasizes not only fulfilling access requirements but also the quality of experience, the sustainability of strategies, and more profound cultural change. Therefore, developing a comprehensive and integrated inclusion framework is crucial to ensure that inclusion serves as the foundation for social transformation towards a more equitable and sustainable society. Through this framework, inclusion becomes an institutional agenda and a global strategy to strengthen sustainable development.

Therefore, this article aims to fill the conceptual void by providing a more structured framework for understanding inclusion as a whole. It is expected that this framework will strengthen the position of inclusion, both as a sectoral agenda and as a transformative strategy for achieving equitable and sustainable development. Additionally, it is expected to make an academic contribution by mapping the key dimensions of inclusion and providing an analytical basis for evaluating and developing sustainability-oriented policies.

Theoretical Review of Inclusion and Sustainability Five Pillar-Based Holistic Inclusion Framework

The holistic inclusion framework presented in this study is based on five complementary pillars that form the foundation of sustainable inclusion. Rather than being understood as separate entities, these pillars are seen as elements systematically linked to create a comprehensive, inclusive ecosystem. In other words, the functionality of each pillar, ranging from providing equal basic services and adaptive learning processes to contributing to research and knowledge development, engaging actively with the community, and forming a culture and attitudes that support diversity, can only be optimally interpreted when placed within an integrative framework where the strengths of each aspect complement and reinforce the others.

The pillars presented in this inclusion framework represent both the technical aspects of inclusion implementation and a normative framework that can be used to direct sustainability policies and strategies. These pillars provide an opportunity to develop a more systematic, measurable, and adaptive approach to addressing diversity challenges, enabling inclusion to be recognised as a practical approach that can be applied in various contexts. Thus, these pillars function not only as analytical categories but also as conceptual constructs that enable evaluation, planning, and intervention at various institutional and social levels.

Inclusive Services

Inclusive services are the main foundation in ensuring that the principle of equality is truly present in practice and not limited to the level of discourse. This pillar emphasizes that the availability of facilities, policies, and public and academic services must be designed to be open to all individuals without discrimination of any kind. Inclusion will never be achieved if systemic barriers continue to block access for certain groups, whether due to physical limitations, socio-economic conditions, or structural factors inherent in institutional governance (Salsabilla et al., 2022). In other words, inclusive services require a paradigm shift: from an exclusive system that demands that individuals adapt to one that is flexible, adaptive, and truly responsive to the diverse needs of society.

Inclusively designed facilities allow everyone, without exception, to participate in activities safely, comfortably, and with dignity. This is emphasised by Zhao et al. (2021), who state that inclusive physical facilities should be considered not only as a complementary or symbolic policy, but also as a basic right attached to every individual. This commitment not only reflects compliance with legal and regulatory standards but also demonstrates the institution's seriousness in respecting human dignity and ensuring the full participation of all citizens. Without equal facilities, the principle of inclusion will remain mere rhetoric and never become a reality (Whaley et al., 2024). Therefore, providing truly accessible facilities must be a top priority when developing equitable services.

Inclusive services mean equal access to administrative services and information. Everyone, regardless of their social, economic, or physical circumstances, should have equal access to service procedures. Providing such access requires institutions to offer information in various formats and through different communication channels. For

instance, important information should be available not only in written text, but also in audio, Braille, or sign language formats, to ensure it can be accessed by people with sensory disabilities. Furthermore, inclusive administrative services must prioritize transparency, simplicity, and accountability. Complicated, multi-layered service procedures with intricate terms can be a major barrier to vulnerable groups in exercising their rights. Syuaib et al. (2023) found that the Parepare City government website still needs to be improved in terms of usability and information quality, as evaluated using the Webqual 4.0 method. This would enable equal access to administrative services and information for all levels of society. These findings reinforce the importance of inclusive services that present information in an accessible, transparent, and usable by all users, including vulnerable groups. Therefore, clear, concise, and easy-to-understand procedures will open up broader opportunities for participation. This principle is important because equal access to information is not only a matter of data availability, but also a matter of the ability to use it effectively by all levels of society.

Inclusive services require targeted support to address the remaining gaps faced by certain groups. This support can be technical, psychosocial, or educational, enabling a more comprehensive response to the diverse needs of individuals. Special support can include providing assistive technology for people with disabilities, counselling services to support mental health, and mentoring programs to strengthen individuals' ability to effectively exercise their rights. Such support should not be seen as special treatment that violates the principle of equality, but rather as a necessary affirmative strategy to achieve substantive justice. As Bouck (2016) explains, providing appropriate assistive technology (AT) can increase students with disabilities' opportunities to access educational environments and participate in daily activities more independently. The principle of true equality does not mean treating everyone the same, but rather providing each individual with support tailored to their needs so that they can participate fully and meaningfully. With this approach, special support becomes an essential tool for preventing exclusion and ensuring meaningful inclusion, not merely as a formality.

Furthermore, special support also serves as a catalyst for building independence. For instance, assistive technology helps individuals access services, creating opportunities to improve their quality of life, expand their choices, and enhance their self-confidence (Suwahyo et al., 2022). Similarly, counselling and mentoring services not only provide immediate assistance but also train individuals with adaptive skills that are relevant in the long term. According to Kusnadi et al. (2024), this process leads to the development of individuals who are not dependent on others, in line with the principles of inclusive education that promote social justice and human rights. In this way, special support becomes an integral part of inclusive services that are oriented towards empowerment, not dependence.

The pillar of inclusive services thus serves as the initial foundation for the success of the other pillars. Without truly equal and non-discriminatory services, adaptive learning processes, participatory research, community involvement, and the formation of an inclusive culture, these foundations will erode. Therefore, it can be interpreted that inclusive services are not only oriented towards physical or administrative access,

but also concern moral and normative commitments to ensuring that every individual has the same opportunity to grow according to their potential.

Conceptually, this pillar challenges the old paradigm of perceiving inclusion as an effort to accommodate certain groups. The inclusive view refuses this perspective, emphasising that it is the system that must change to become inclusive, rather than forcing individuals to adapt to an exclusive system. Inclusive services are also a tangible representation of institutional commitment to implementing the principle of social justice, which assesses not only how many facilities are available, but also how effectively these facilities are used and accessed by all community groups. From this perspective, inclusive services become a transformative strategy that encourages a shift from mere symbolic acceptance to true structural justice. Therefore, by integrating accessibility, administrative service equality, and relevant special support, the pillars of inclusive services serve as a solid foundation for building a sustainable and meaningful ecosystem of inclusion.

Inclusive Learning

Inclusive learning is an important dimension in ensuring that the educational process is truly capable of embracing all students according to their needs, potential, and characteristics. This pillar emphasizes that the quality of education is measured by the extent to which the learning system is able to adapt and provide space for each child to develop optimally, not by similar academic achievements. This is related to the fact that every student is born with different potentials and talents, so the educational process cannot be treated in the same way. Vygotsky, through the concept of the Zone of Proximal Development (ZPD), emphasizes that learning should take place within the zone of proximal development of students. It is the area where students can achieve certain abilities with appropriate assistance or support before eventually being able to master them independently. This theory is in line with the idea of Ediyanto et al. (Ediyanto et al., 2021), who emphasize the importance of inclusive learning strategies designed to address the diverse needs of students, so as to create a learning space that allows every child to develop together. Thus, it can be said that inclusive education assumes a commitment to diversity, where differences are not seen as obstacles, but rather as a wealth that enriches the shared learning experience.

In the context of inclusive education, Vygotsky's insights underscore the importance of creating learning experiences that are fair, adaptable, and responsive to students' diverse abilities. This requires teachers to not only focus on delivering material. They also have to focus on design scaffolding strategies that enable each student to achieve optimal development in accordance with their zone of proximal development. Thus, the learning must be oriented toward empowering each individual to participate actively and equally in the learning process together, rather than just providing equal access.

In line with this idea, the curriculum should be designed adaptively and differentiated to accommodate students' diverse learning styles, backgrounds, and abilities without creating gaps. A flexible curriculum allows teachers to adjust methods, materials, media, and the depth of learning to students' profiles (Anshori et al., 2023). Thus, the learning process is no longer oriented towards achieving a single standard, but focuses on optimising the unique potential of each individual. Furthermore, an

inclusive curriculum fosters an open, participatory classroom environment that values diversity (Vebrianto et al., 2024). In this case, teachers not only act as conveyors of material but also as facilitators who create relevant, contextual, and meaningful learning experiences (Majoko, 2019). This indicates that learning becomes a tool for fostering tolerance, solidarity, and mutual respect among students.

In addition to curriculum design, inclusive learning also emphasizes collaborative learning strategies. This approach not only encourages healthy social interaction among students but also fosters mutual respect and empathy for differences (Jardinez & Natividad, 2024). Molina Roldán et al. (2021) state that inclusive learning can minimize stigma and create a more inclusive classroom culture where every student feels they have a role and contribution in the learning process. Their presence in the classroom with their peers is not merely a symbol of integration but a tangible means of ensuring that every child has an equal learning experience. This participation is important for building a sense of community, reducing social isolation, and reinforcing the belief that education is a right for everyone, without exception. This is an important foundation for creating a truly inclusive classroom environment.

Another important aspect is a fair and flexible assessment system. Inclusive assessment values the process, effort, and individual development according to each student's capacity, besides being oriented towards final results (Shemshack & Spector, 2020). Flexibility in assessment allows teachers to use a variety of evaluation instruments that are relevant to students' needs, such as portfolios, observations, and project-based assessments. Thus, the evaluation system does not become a tool for exclusion, but rather serves to appreciate the diversity of students' achievements.

In addition, an important issue arises regarding the role of instructional support in inclusive classroom practice. Although collaborative learning strategies have been proven effective in encouraging social participation, the role of instructional support remains a conceptual debate regarding the extent to which this practice can be categorized as inclusive. On the one hand, this role can support the principle of inclusion by facilitating access to the curriculum for students with special needs, strengthening social interaction, and fostering independence in learning. However, if it actually reinforces dependence and limits children's integration into classroom dynamics, it could become a hidden form of segregation. Future development should focus on creating instructional support role models that are transformative rather than merely assistive. These models should emphasize reducing student dependence and strengthening their capacity for independent learning in equal classroom interactions. Further research is also needed to explore collaborative mechanisms between homeroom teachers, instructional support roles, and peers, with the aim of creating a truly inclusive learning ecosystem. In the future, the role of instructional support should be to facilitate inclusion, ensuring the realisation of the principles of access, participation, and sustainable independence in inclusive educational practices.

Improving inclusive education competencies must not be limited to teachers in schools; it must also extend to higher education institutions. As producers of educators, higher education institutions have a strategic role in ensuring that prospective teachers and other professionals understand inclusive principles, strategies, and practices. Academics must be able to integrate inclusive perspectives into the learning process

through curriculum design, teaching methods, and evaluation. By strengthening inclusive competencies among academics at the university level, students will not only understand the theoretical concept of inclusion but also be able to apply it in a practical context, including when they become educators. This is an important step in creating a sustainable, inclusive education ecosystem where diversity and equitable access are instilled from the early stages of education for prospective teachers and other professionals.

Therefore, inclusive learning acts not only as a pedagogical method but also as an instrument of social transformation, promoting values such as justice and respect for diversity, and empowering each individual to fulfill their potential. This pillar is central to creating an education system that promotes knowledge and fosters individuals with an inclusive character.

Inclusive Research

Inclusive research plays a key role in supporting equitable and sustainable development. This is reflected in the quantity and quality of research that highlights inclusion-related issues from education, health, to social policy. The more research conducted using strong, relevant methodologies, the greater the opportunity to make evidence-based recommendations that can influence favourable public policies. Research on inclusion serves not only as an academic product but also as a moral and social instrument to ensure that everyone's rights are fulfilled without discrimination. However, the tendency for inclusion research to focus more on children with special needs suggests a bias in the research's scope. This narrow focus has the potential to limit our understanding of inclusion as a broader concept. Therefore, inclusion research needs to expand its scope to cover social, economic, cultural, and political dimensions, so that it can contribute more comprehensively to inclusive development.

Inclusive research should be accessible to a variety of groups, not just the academic community. Until now, research results have often been confined to scientific journals written in technical language that is difficult for the general public to understand. This means that the knowledge produced has the potential to be underutilized in practical applications. Access is limited not only linguistically but also structurally. Most paid scientific journals can be accessed only by individuals or institutions with specific memberships, limiting access to those without sufficient economic or institutional resources. This has led to a widening gap in access to information, where on the one hand, knowledge continues to be produced by academics, but on the other hand, the wider community finds it difficult to obtain and utilize it. This is against the spirit of inclusive research, which should guarantee openness, equality, and the usefulness of research results for all parties.

Cross-institutional collaboration is an important prerequisite for inclusive research. These inclusive values can be achieved through institutions' commitment to combining grassroots initiatives and top-level policies, reinforced by cross-organizational cooperation that fosters mutual learning and synergy (Britez Ferrante et al., 2024). In line with this, Fisher et al. (2024) emphasize that efforts to promote equality, diversity, and inclusion in research and funding require targeted strategies and mitigation measures to overcome barriers that hinder the creation of a fair research environment. Collaboration between universities, research institutions, government,

civil society organizations, and the private sector opens up opportunities for a richer exchange of knowledge and experience. The involvement of various parties broadens the research perspective, increases the scope of studies, and yields findings that are more comprehensive and relevant to real-world challenges.

Another important dimension is the publication and dissemination of research results. Until now, research results have often been confined to scientific journals written in technical language that is difficult for the general public to understand. This means that the knowledge generated has the potential to be poorly utilized in practical applications. This limited access is not only linguistic, but also structural. Most paid scientific journals can be accessed only by individuals or institutions with specific memberships, thereby limiting access for those without sufficient economic or institutional resources. This goes against the spirit of inclusive research, which aims to guarantee openness, equality, and the benefits of research results for all. For this reason, research results should be published in scientific journals, policy reports, and the popular media in clear, understandable language. Effective dissemination ensures that the knowledge generated does not remain confined to academic circles but provides practical benefits to various stakeholders. In addition, inclusive research is expected to contribute to actual policies and practices. Research findings should serve as a basis for formulating regulations, planning programs, and providing inclusive public services. Thus, dual-purpose research can enrich knowledge while promoting actual social change.

Funding is also a crucial factor in ensuring the sustainability of inclusive research. Equality in access to research funding is a prerequisite for ensuring that every academic, regardless of field of study, institution, or career level, has a fair opportunity to develop research relevant to society's needs. In reality, the funding distribution mechanism can be regulated through specific schemes that take into account various scientific disciplines, research capacity, and the urgency of the proposed research topics. However, the basic principles that must be upheld are openness and fairness in resource allocation. With an inclusive funding system, the potential for research concentration in only certain groups or institutions can be minimized.

Equal access to research funding prevents knowledge inequality and catalyses more diverse innovation. Well-funded, inclusive research opens up space to explore issues that have received little attention due to limited resources or the dominance of certain research themes. This is important to prevent research from becoming topic homogenised and to enable it to present interdisciplinary perspectives that enrich science while addressing the complexity of social issues. In addition, funding is closely related to the legitimacy and sustainability of research impact. Research that relies solely on limited resources is at risk of being halted midway or failing to achieve optimal publication and dissemination. Meanwhile, equitable distribution of funding enables research to proceed in accordance with strong academic standards, producing valid data and ensuring that findings can be utilized more widely. Therefore, inclusive research funding schemes should be viewed as strategic instruments for creating an equitable, sustainable, and transformative research ecosystem.

Furthermore, evaluating the impact of public policy is important, both in terms of its overall effect on public welfare and in how such interventions may affect pre-existing social inequalities. Due to the challenges involved in conducting these assessments, some researchers have called for more structured community trials. This indicates that further research is needed to gain a deeper understanding of the contextual effects of public policy, in order to present strong evidence to decision makers (Aguiar et al., 2018). Therefore, public policy evaluation is an important part of inclusive research, generating knowledge and ensuring social justice in the policies implemented.

Overall, inclusive research should be viewed as a tool for social transformation and sustainable development. By ensuring quality, strengthening collaboration, disseminating results widely, and integrating them into policy, this research can significantly contribute to creating a fair, equal, and inclusive society.

Inclusive Community Service

Community service and inclusive community involvement are important pillars in building a fair and equitable society. Universities and cities not only serve as centers of education and administration, but also as drivers of social transformation. Through their participation, these institutions can bridge the gap between marginalized groups and access to resources, opportunities, and broader spaces for participation. Thus, inclusive community involvement is realized in a concrete program that prioritizes the principles of equality, empowerment, and the active participation of all levels of society, not just ideal concepts.

There are three main dimensions that serve as performance indicators within the inclusive community engagement implementation framework. The first dimension of inclusive community engagement emphasizes the importance of developing community service programs that truly empower marginalized communities. These programs do not simply place these groups as beneficiaries, but encourage them to become active actors in every stage of planning, implementation, and evaluation. This active participation enables communities to identify their own needs, propose solutions, and help manage available resources. Direct involvement also fosters a sense of ownership, responsibility, and confidence, thereby strengthening the community's internal capacity to address challenges independently. Active participation-based community service programs can include skills training, access to education and health services, and community rights advocacy.

The second dimension emphasizes the importance of strengthening cross-sector collaboration. It includes various stakeholders from schools and educational institutions, local governments, to local communities. The synergy among these actors is key to ensuring that community service programs are designed and implemented effectively, efficiently, and responsively to the community's actual needs (Casmudi et al., 2024). Through cross-sector collaboration, community problems and needs can be identified more comprehensively, as each party brings different perspectives, expertise, and resources. Schools and educational institutions play a role in providing academic capacity, learning methods, and experts. Local governments serve as facilitators of policy, regulation, and infrastructure support, while local communities provide critical contextual insights into social, cultural, and economic challenges in the field.

In addition to building synergy through cross-sector collaboration, efforts to engage the community inclusively must also be strengthened through advocacy activities. This third dimension highlights the importance of advocacy in promoting social equality and inclusion. Such efforts not only voice the rights of marginalized communities but also encourage policy change, raise public awareness, and eliminate stigma (Hakim et al., 2023). Furthermore, consistent advocacy can facilitate constructive dialogue between the community, policymakers, and educational institutions, ensuring that aspirations are translated into responsive policies. Additionally, the success of advocacy depends heavily on the active participation of various stakeholders. Schools, universities, civil society organizations, government agencies, and the private sector have an important role in ensuring that the voices of vulnerable groups are included in every decision-making process. Through cross-sector collaboration, advocacy does not end at the level of discourse, but is also manifested in concrete policies, sustainable programs, and significant changes in the social order.

Inclusive engagement is not just an additional social responsibility; it is a strategy to achieve sustainable social transformation. By integrating service, collaboration, and advocacy, educational institutions and local governments can become agents of change that create an inclusive society.

Inclusive Culture and Attitudes

Inclusive culture and attitude are important pillars in building an academic environment and society that truly values diversity. These pillars emphasize non-material aspects that form the foundation of successful inclusion, from the positive attitude of the academic community and society towards differences, to the internalization of inclusive values in daily life.

The internalization of inclusive values in daily life is also an indicator of the success of this pillar. This is reflected in mutually respectful social interactions, active involvement in joint activities, and decision-making that considers the interests of all parties, including groups that have been marginalized. In this way, an inclusive attitude does not end at theory or discourse, but becomes part of the culture of work, learning, and social life (Galkiene, 2021). A consistent process of internalization strengthens the community's identity as an inclusive society, while raising a collective concern that promotes equality, justice, and respect for diversity.

The practice of peer teaching represents an inclusive culture in which each individual is an active participant in the learning process. Firstanti Wardany et al. (2018) explain that, in this context, schools and educational institutions function as social spaces that foster collective awareness that learning occurs not only vertically, between teachers and students, but also horizontally, among students. This approach fosters equal relationships, encouraging interactions based on mutual teaching and creating a more participatory, adaptive and non-discriminatory educational ecosystem.

In addition to strengthening the academic process, peer teaching plays an important role in internalizing social values. Through this interaction, students are trained to develop empathy, solidarity, and concern for others' needs (Windayani et al., 2024). This aligns with the idea that schools are places to transmit knowledge and nurture ethical awareness and social responsibility in their students. By accustoming

children to share knowledge and support their peers without discrimination, we can lay the foundation for a fairer, more diverse society.

Furthermore, this practice is also relevant to developing an inclusive culture at the community level. Children who are accustomed to patterns of mutual teaching from an early age will carry these values into their social lives, growing into individuals who are open to differences, non-discriminatory, and able to create equitable social spaces. Therefore, the purpose of inclusive education extends beyond the institutional level to strengthen community social networks.

Integrating Pillars to Achieve Sustainable Inclusion

The integration of the pillars of inclusion is an important foundation for building a sustainable and equitable system. The pillars of service, learning, research, community engagement and culture, and attitude are interconnected and must reinforce one another. Inclusive services provide equal access for all individuals, while inclusive learning raises awareness of the importance of respecting diversity from an early age. Without this synergy, inclusion will only remain a normative discourse with no real impact on today's world.

In addition, research is crucial in providing the scientific evidence needed to underpin inclusive policies. Research designed with social context and diversity in mind can yield more accurate and relevant recommendations. Inclusive research involves vulnerable groups as active participants rather than merely as research subjects. Consequently, research results contribute not only to the development of theory but also to addressing society's actual needs.

Community involvement is a key aspect that connects academic knowledge with social practice. Active participation from communities, civil society organizations, and the private sector ensures that inclusion is internalized in everyday life, not simply a formal policy. Furthermore, this involvement strengthens a sense of shared ownership of the inclusion agenda, making the implemented program more sustainable.

In the end, culture and attitude become the foundation that brings the other four pillars to life. Sustainable inclusion can only be achieved through a paradigm shift from an exclusive mindset to a collective awareness that values diversity as a strength. By fostering a culture of mutual respect, empathy, and collaboration, society can move together towards a more fair, equal, and sustainable social system.

The Holistic Inclusion Conceptual Model for Sustainability

The holistic inclusion conceptual model views inclusion as an integrated framework that unites the various dimensions of social, educational, and cultural life, rather than as a separate program. Within this framework, the five main pillars of service, learning, research, community engagement, and culture and attitude are seen as interrelated elements that form a sustainable ecosystem. Each pillar has a specific role, but the true strength of this model lies in how the five pillars are connected, complementing and reinforcing one another to create a more complete and comprehensive system of inclusion.

The holistic approach offered is oriented not only towards providing physical access and facilities, but also towards deeper transformations in structural and cultural aspects. Sustainable inclusion necessitates changes in societal perspectives, values, and norms, enabling the establishment of fair, equal, and mutually respectful patterns of interaction. By integrating these values, we can transcend administrative policy boundaries to achieve social change in alignment with the Sustainable Development Agenda, which focuses on collective welfare.

This model emphasizes that the success of inclusion is highly dependent on cross-sector collaboration and the active participation of all stakeholders. The government, educational institutions, academics, civil society organizations, the private sector, and local communities must work together to create an inclusive ecosystem that is responsive to social dynamics. This kind of collaboration produces not only formal policies, but also practical measures that benefit vulnerable groups and the wider community directly.

Thus, the holistic inclusion conceptual model can be understood as a foundation that is relevant not only at the theoretical level but also in social practice and public policy. By integrating the five pillars of inclusion, this framework provides clear guidance for creating a fairer, more equitable, and sustainable society while affirming inclusion's role as a transformative strategy embedded in all aspects of life.

Theoretical Gaps

The study of inclusion in academic literature still tends to be fragmented, with limited emphasis on aspects such as physical accessibility, education policy, and sectoral empowerment programs. This partial approach implies a reductionist understanding of inclusion as limited to disability issues in formal education. However, inclusion must be conceptualized as a multidimensional, cross-sectoral, long-term social strategy.

Furthermore, the absence of a conceptual framework capable of fully integrating important dimensions such as services, learning, research, community involvement, as well as culture and attitudes, highlights the theoretical gap. This results in a weak conceptual foundation for formulating inclusive, sustainable strategies that can adapt to social dynamics.

In addition, existing inclusion evaluation instruments are still normative and procedural, and tend to emphasize compliance with formal policy standards rather than assessing the substance of inclusion success in the social, cultural, and political domains. Consequently, no comprehensive measure is currently available to assess the effectiveness and sustainability of inclusion practices at the policy level or in their implementation. Therefore, a more integrative conceptual model and evaluation instrument must be developed to enable inclusion to be understood and operationalized in a more contextual and transformative manner.

Implications of the Study

This study significantly enriches the literature on inclusion by offering a holistic, integrative, and sustainability-oriented perspective. Its academic value lies in the formulation of a conceptual framework for inclusion based on five interconnected pillars. This framework is not only a valuable reference for further research but also has the potential to inform the development of more comprehensive evaluation instruments. From a practical standpoint, this framework can guide governments and educational institutions in formulating inclusive policies that extend beyond merely providing services, emphasizing cultural change and community participation. Thus, this study's implications are transformative, encouraging the creation of adaptive, participatory, and responsive policies in response to the dynamics of social diversity.

Conclusion

In summary, this study confirms that inclusion should be understood as a holistic framework integrating services, learning, research, community engagement, culture, and attitudes into a sustainable, unified system. By formulating a conceptual model based on five pillars, the study enriches academic discourse and offers analytical tools to evaluate inclusion's sustainability in various social contexts. On a practical level, the model provides policymakers and educational institutions with strategic direction for designing more comprehensive interventions that emphasize cross-sector collaboration, cultural change, and active community participation. This synthesis demonstrates that inclusion is a transformative strategy that can strengthen social equality and support sustainable development, not merely a normative agenda.

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