

Universal Design Learning: Rehabilitation and Inclusive Education in Multidisciplinary Perspective for Inclusive Development

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Abstract: Every person has the right to access educational services, considering that education is one of the most important elements of life in society. More specifically, education can be understood as one of the capitals used by individuals to change the order of their lives in the arena of life in various aspects. The paper aims to show the relevance of rehabilitation for persons with disabilities and inclusive education as a way to achieve inclusive development in the future through Universal Design Learning (UDL). UDL ensures the system of education should focus on the right to quality education for every child, especially those with disabilities. The exploration of the benefits of UDL is discussed through the perspectives of psychology and anthropology, sociology, and disability criticism to raise good practices and minimize the challenges that arise regarding UDL implementation. Using a systematic review in analyzing the implementation of UDL for inclusive education through grouping related articles in some countries. The results of the study concluded that UDL is an ideal concept whose implementation needs to be considered and strengthened over time to achieve inclusive development using local context.

Keywords: universal design learning; rehabilitation; inclusive education; disabilities; inclusive development.

INTRODUCTION

Education for all is one of the goals of the Sustainable Development Goals (SDGs). The achievement of quality education must be achieved by every country at the UN (including Indonesia) by 2030. The SDGs seek to realize the commitment of the previous policy, the Salamanca Declaration. The purpose of the Salamanca Declaration in 1994 was to provide the fulfillment of the optimism of educational support for all. In 2009, UNESCO emphasized the importance of implementing inclusive education for children and adults in its policy guidelines on inclusion in education. These guidelines aim to accommodate literacy needs and their impact on the post-school experience in the development process. In other words, these UNESCO policy guidelines are designed to weave the relevance between the developmental needs of post-educational children and the educational challenges faced by the whole country. This includes experiences from developing and developed countries. However, some parties face challenges in implementing inclusive policies. One of them is the process of accepting children with disabilities experienced by practitioners, educators, students, families, and policymakers (Arthur-Kelly, 2014).

The implementation of inclusive education for students with disabilities, according to findings from Indonesia and several other countries, is difficult to implement by various parties (Ediyanto et al., 2023; Efendi, 2018; Genova, 2015; Hastuti, Dewi, Pramana, & Sadaly, 2020; Pratiwi, 2015; Rosyidi, 2023; Sharma, Armstrong, Merumeru, Simi, & Yared, 2019; Sharma, Loreman, & Simi, 2017). The obstacle faced by education services in Indonesia is the financial limitation of providing facilities and resources that are accessible to students with disabilities (Hendrowati, 2017; Sharma et al., 2019, 2017). Financial

limitations are also experienced by families who need transportation costs to take students with disabilities to disability-inclusive schools or special schools due to the inequity of schools that can be accessed by students with disabilities (Pratiwi, 2015). The lack of training to improve teacher competence affects the teachers' confidence in teaching children with disabilities (Hastuti et al., 2020; Sharma et al., 2017, 2019; Hendrowati, 2017). Limitations of the use of technology in the learning process are also experienced by children with disabilities (Hastuti et al., 2020). In addition, the basic thing that must be faced by children with disabilities or their families is the stigma that arises from society and self-stigma (Fathonah & Hernawati, 2018; Genova, 2015; Sharma et al., 2017; Waki, 2017). This caused them not to want to go to school or eventually decide to drop out of school.

The absence of students with disabilities in the world of education is a reflection that there are problems not only in the education system but also in the social system. Social constructions describe how people with disabilities are a disgrace and are also feared to have a devastating impact on other students in the school environment (Fathonah & Hernawati, 2018; Waki, 2017). Based on the point of view of the social conception of disability, the physical environment and perception of society are the main actors causing a person to experience a disability (Ju'beh, 2017). Persons with disabilities are subjected to oppression in the fields of education, economic development, and policy due to the "normal conception" that exists in society (Diniz, Barbosa, & Santos, 2009; Hastuti et al., 2020; Sztobryn-Giercuskiewicz, 2017). These three areas influence the participation of people with disabilities in development. Based on this condition, international policies have emerged and continue to be developed to improve the social construction of accepting the presence of people with disabilities (Barnes, 2000; Goering, 2002). One of the important inclusive policies is education-related policy.

Inclusive education policies that are continuously promoted have an influence on the development of the education system, one of which is Universal Design Learning (UDL). UDL is a curriculum development framework to accommodate the diverse needs of students in class, both students with disabilities and non-disabled students (Al-Azawei, Serenelli, & Lundqvist, 2016; King-Sears et al., 2015). The UDL framework introduced by Ronald Mace in the 1970s aims to eliminate inappropriate restrictions on the attendance of students with diverse backgrounds. However, based on a search using the Scopus-indexed article search application, discussion topics related to the implementation of UDL for students with disabilities are not as popular as the topic of inclusive education for disability.

The popularity of inclusive education raises the question of how children with special needs (including children with disabilities) can participate in education. As is known, inclusive education is considered too idealistic due to the various challenges it faces and (leads to) the discrimination against children with special needs. The question is, can children with disabilities be prepared for meaningful participation in future development if inclusive education is still considered idealistic, expensive, and unconvincing by education services? What learning system can accommodate the demands of inclusive development (social and economic context) for vulnerable groups when all students return to society and become the next leaders?

The systematic study in this paper offers a new idea of UDL as an ideal framework, which (until now) is not yet popular enough but could be an option to see how inclusive education is a seed that makes a major contribution to the acceleration or slowdown of inclusive development in the future. In other words, it is not only focused on how regular education produces students with disabilities into "normal students", but how inclusive education is also a learning platform that is able to rehabilitate the academic community and society to respect diversity and support meaningful participation from vulnerable groups. A

discussion of best practices and UDL challenges from various countries will reveal the idealism of the idea that inclusive education is part of the everyday learning process. In other words, how reasonable accessibility is as part of rehabilitation can reduce the obstacles experienced by various parties. The article analysis regarding good practices and challenges in implementing UDL will be discussed from three (3) perspectives: psychology and anthropology, sociology, and disability criticism, as well as discussing its contribution to inclusive development, which is currently being promoted by the SDGs.

METHOD

This article is a systematic study of Universal Design Learning (UDL) using a qualitative approach. This systematic study is presented by adapting the concept of PRISMA and meta-analysis techniques (Moher, Liberati, Tetzlaff, & Altman, 2009; Moher et al., 2015). Several stages carried out in data collection were: 1) identification; 2) screening; 3) eligibility; and 4) included (Moher et al., 2009). In the first stage, it relates to identifying the title, author, UDL contribution content, and relevant source information with the phrase "implementation of universal design learning" and the name of the publication using "journal" in Harzing's Publish or Perish search software. In the second stage, at the screening stage, researchers review the context and objectives regarding data inclusion and exclusion. Screening considerations include respondents, interventions, comparisons, and research results in articles that have been identified. In the third stage, the eligibility criteria stage, ensure that the exclusion and inclusion criteria are reviewed more specifically (Moher et al., 2015; The University of Melbourne, 2022). The criteria of this study are filtered empirical research using both qualitative and quantitative approaches from different countries. Meanwhile, concerning article characteristics, screening was carried out on May 3-6, 2022 with a setting of 200 articles published in 2012-2022, in English, and indexed by Scopus to obtain reliable interpretations of multidisciplinary perspectives from several different countries. Of the 200 articles set on the data search software, researchers only got the identification results of 67 articles related to inclusive education. In the last stage, the included stage, the researcher found nine articles relevant to be discussed about UDLs' implementation.

FINDING AND DISCUSSION

Finding

The results of the identification of research findings in articles relevant to the topic of discussion of UDL curriculum practices from different countries presented various results. This pays attention to the implementation of UDL in each article using a certain model, different sample sizes, short-period implementation, and the research approach. However, the results of the implementation and implications of UDL on research objects or subjects that are related to the presence of children with disabilities can be described. The results of the systematic review, taking into data inclusion and exclusion, are depicted in the following tables:

Table 1. List of analyzed scientific articles

No.	Authors, Years	Title	Location	Method	Source	Respondents
1	Margaret E. King-Sears, 2015	An Exploratory Study of Universal Design for Teaching Chemistry to Students with and without Disabilities	USA	Quali.	Learning Disability Quarterly (sagepub)	Students in 4 high school chemistry classes
2	Jennifer Katz, 2015	Implementing the Three-Block Model of Universal Design for Learning: effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K-12	Canada	Quali.	International Journal of Inclusive Education (tandfonline)	58 teachers (10 schools in 2 rural areas, 3 urban areas schools in Manitoba)
3	Eric J. Moore, et al; 2017	Voices From the Field: Implementing and Scaling-Up Universal Design for Learning in Teacher Preparation Programs	Canada	Quali.	Journal of Special Education Technology (sagepub)	6 faculty members (teachers)
4	Matthew James Capp; 2018	Teacher confidence to implement the principles, guidelines, and checkpoints of universal design for learning	Australia	Quali.	International Journal of Inclusive Education (tandfonline)	97 teachers
5	Turki A. Alqurainia, & Shaila M. Rao; 2018	Assessing teachers' knowledge, readiness, and needs to implement Universal Design for Learning in classrooms in Saudi Arabia	Saudi Arabia	Quali.	International Journal of Inclusive Education (tandfonline)	131 teachers
6	Alies Poetri Lintang Sari & Ive Emaliana; 2020	Inclusive education services for the blind: Values, roles, and challenges of university EFL teachers	Indonesia	Quali.	International Journal of Evaluation and Research in Education (ERIC)	1 teacher taught a blind student, 1 Blind student.
7	Ahhyun Lee & Cynthia C. Griffin; 2021	Exploring online learning modules for teaching universal design for learning (UDL): preservice teachers' lesson plan development and implementation	USA	Quali.	Journal of Education for Teaching (tandfonline)	8 teachers who were in a dual certification degree programme
8	Jennifer Katz, Laura Sokal & Amery Wu; 2021	Academic achievement of diverse K-12 students in inclusive three-block model classrooms	Canada	Quan.	International Journal of Inclusive Education (tandfonline)	51 teachers and 684 students
9	Simon Adu-Boateng & Karen Goodnough; 2021	Examining A Science Teacher's Instructional Practices in the Adoption of Inclusive Pedagogy: A Qualitative Case Study	Canada	Quali	Journal of Science Teacher Education (tandfonline)	1 sains teacher

Table 2. The implication of the implementation of Universal Design Learning

Authors	Student Performance	Student Behavioral Changes	Interaction	Teacher Self-Efficacy	Teachers' Time	Learning Resources	Teachers' Colleagues	Parents	Policy
King-Sears	+/-		+	+		-			
Katz	+	+	+	+	+/-	-	-	-	+/-
Moore		+	+	+		+/-	+/-		+/-
Capp			+	+/-		-	+		+
Alqurainia			+	+/-	-	+/-	-	-	-
Lintangsari			+	+	-	-		-	+/-
Lee			+	+					
Katz	+	+	+	+					+
Adu-Boateng		+	+	+/-	-	-			-

Data from 9 articles found that UDL had positive influences (signed with +) and at the same time had challenges (signed with -). UDL has a direct influence on students and teachers. There are (1) student achievement or performance, (2) changes in student behavior, (3) interaction between students or students with teachers, (4) teachers' self-efficacy, (5) the need for time needed by teachers in teaching preparation, and (6) learning resources. On the other hand, the implementation of UDL also has an indirect influence on (1) teachers' colleagues, (2) parents, and (3) school and government policies.

1. Best Practices

UDL has a positive impact on promoting inclusivity for students with disabilities and students from other backgrounds (Katz, 2015; Katz, Sokal, & Wu, 2021; King-Sears et al., 2015; Lintang Sari & Emaliana, 2020). The achievement of children with disabilities has increased quite significantly, although it is still below that of other students without disabilities (Katz, 2015; Katz et al., 2021; King-Sears et al., 2015). The students have made behavioral changes both socially and emotionally (Katz, 2015). This has an impact on better interactions with their peers and more positive engagement between students and teachers (Adu-Boateng & Goodnough, 2022; Alquraini & Rao, 2020; Capp, 2018; Katz, 2015; Katz et al., 2021; King-Sears et al., 2015; Lee & Griffin, 2021; Lintang Sari & Emaliana, 2020; Moore, Smith, Hollingshead, & Wojcik, 2018).

The positive impact of implementing UDL is also experienced by teachers. They have more positive self-efficacy and increased knowledge and/or practices of inclusive education (Adu-Boateng & Goodnough, 2022; Alquraini & Rao, 2020; Capp, 2018; Katz, 2015; Katz et al., 2021; King-Sears et al., 2015; Lee & Griffin, 2021; Lintang Sari & Emaliana, 2020; Moore et al., 2018). Knowledge of UDL changes teachers become confidence so that they are confident, active, and motivated to develop inclusive teaching breakthroughs that are beneficial for their students in the classroom (Capp, 2018; Katz, 2015; Lee & Griffin, 2021; Moore et al., 2018). They made inroads in expanding UDL implementation on their own. Teachers are satisfied with their work because UDL provides convenience and can reduce workload due to stress related to the implementation of inclusive education (Katz, 2015).

The presence of colleagues is one of the factors in the success of implementing UDL. In Canada, the National Professional Learning Community (PLC) or in Saudi Arabia, Corporate Social Responsibility (CSR) from a company can help provide resources for teaching using the UDL framework (Alquraini & Rao, 2020; Moore et al., 2018). In addition,

outstanding teachers can monitor and evaluate learning and teaching programs for more specific needs (Capp, 2018).

Policies are important in supporting the implementation of UDL when the government is involved in promoting UDL as a community-planning educational service (school or higher education) to accept students with various backgrounds (Capp, 2018; Katz, 2015; Katz et al., 2021; Lintangari & Emaliana, 2020). In other words, this effort provides an opportunity for flexibility in the curriculum framework that will be implemented by educational services. Policies at the level of educational service institutions, disabled student services, or teaching professional organizations are resources that really help teachers collaborate to implement UDL (Moore et al., 2018).

2. Challenges

Implementation of UDL has a positive impact on interactions between students and improves the achievement of children with disabilities. However, UDL learning in the USA causes students without disabilities to have a decrease in achievement, although it is not significant (King-Sears et al., 2015). UDL also presents challenges to teachers' self-efficacy. Teachers' motivation decreases because of the large amount of time needed to implement UDL. In planning learning, teachers must prepare (large) classes, facing a lack of knowledge of UDL among colleagues and parents as supporters, collaboration, and the lack of resources such as training for teachers, materials, teaching aids, and technology in schools when the teacher determines teaching strategies (Adu-Boateng & Goodnough, 2022; Alquraini & Rao, 2020; Katz, 2015; King-Sears et al., 2015; Lintangari & Emaliana, 2020). At higher levels of education, stereotypes emerge among teachers. Teachers are often encouraged to think of themselves as experts who must be followed by students, not as teachers who are present to meet the diversity of learning needs (Moore et al., 2018).

Other challenges related to UDL implementation arise from colleagues in the school environment, parents, and policy. Teachers identified that there is resistance from colleagues and the PLC. Some of the reasons are that the classroom should be silent, there should be additional personnel in the classroom, there should be guidance, and the teachers need a lot of support and training (Adu-Boateng & Goodnough, 2022; Capp, 2018; Katz, 2015). Likewise, parents want a traditional teaching system because of their lack of knowledge about UDL (Alquraini & Rao, 2020; Katz, 2015).

Government policies and educational institutions or schools that are inconsistent with the implementation of diversity support in schools are factors that challenge the implementation of UDL. This makes teachers involved in implementing UDL stressed and frustrated (Alquraini & Rao, 2020; Katz, 2015; Lintangari & Emaliana, 2020; Moore et al., 2018). Some of them are inflexible curricula, scheduling, and student reports that do not comply with the UDL framework (Adu-Boateng & Goodnough, 2022; Katz, 2015). Testing standardization policies is a challenging demand for students with disabilities and teachers to achieve academic achievement in the classroom (Adu-Boateng & Goodnough, 2022). Meanwhile, the demands of fulfilling complex teacher duties as part of the school are seen as burdensome to the teacher's role (Moore et al., 2018).

Discussion

Based on the results of the systematic review, there are two contexts for the benefits of UDL as a curriculum framework that will be discussed: 1) UDL supports community (-based) rehabilitation practices with a social model of disability conception; and 2) UDL is a strategy for making inclusive education a success. These two benefits cannot be seen as having separate impacts because they influence each other.

In connection with rehabilitation practices (community) with a social model approach, UDL does not only provide "rehabilitation" interventions to students with disabilities so that they can develop their academic achievement like children without disabilities. UDL has succeeded in carrying out "rehabilitation" in the environment around students with disabilities. UDL has the impact of changing attitudes and better interactions from the environment (peers, teachers, staff, and parents) towards students with disabilities (Adu-Boateng & Goodnough, 2022; Alquraini & Rao, 2020; Capp, 2018; Katz, 2015; Katz et al., 2021; King-Sears et al., 2015; Lee & Griffin, 2021; Lintang Sari & Emaliana, 2020; Moore et al., 2018). In addition, the physical environment observed through teachers' teaching materials and strategies can increase the participation of students with disabilities in education. The results are seen in how students with disabilities are accepted in the educational environment and have better achievements (Katz, 2015; Katz et al., 2021; King-Sears et al., 2015).

Participation is the main strategy for creating an inclusive educational environment. For students with disabilities in the educational environment, the statement of an inclusive embodiment follows the definition built and developed by the ICF and UN-CRPD (Maxwell, Granlund, & Augustine, 2018). In other words, the success of UDL implementation is recorded as the ability of the educational environment to accept the presence of and involve people with disabilities or those who are marginalized in the social environment to obtain equal educational rights (Adu-Boateng & Goodnough, 2022; Alquraini & Rao, 2020; Capp, 2018; Katz, 2015; Katz et al., 2021; King-Sears et al., 2015; Lee & Griffin, 2021; Lintang Sari & Emaliana, 2020; Moore et al., 2018). In 2004, a joint position paper by WHO, UNESCO, and ILO emphasized that rehabilitation for persons with disabilities needs to consider the social model. The strategy developed was to encourage the surrounding environment (society) to be more aware, accepting, and respectful of the presence of people with disabilities. In other words, the physical environment and non-physical environment (attitude and communication) in social interactions must be accessible for people with disabilities (Ju'beh, 2017; Sztobryn-Giercuszkiewicz, 2017).

Based on research results, from a psychological and anthropological perspective, UDL has contributed to the development of human civilization. This is discussed at the level of how student development will be viewed from three aspects, namely cognitive, affective, and psychomotor. These three aspects influence each other (Griful-Freixenet, Struyven, & Vantieghem, 2021). The presence of students with disabilities in the classroom will provide teachers, students with disabilities, and students without disabilities with new knowledge and experiences. At this stage, Piaget called it a "schema" (Piaget, 1970, 2003). And when the "schema" is developed and then confirmed repeatedly by the environment and continuous new knowledge, it will form "schemata". Referring to the impact of UDL on changes in student behavior, teacher self-efficacy tends to increase, and the increasing achievement of students with disabilities in the classroom shows that the educational culture is developing and tends to be positive. They (especially students) will continue to develop their knowledge and positive behavior by observing, confirming, and imitating what happens in class in their social environment outside the classroom or school. In developing this behavior, Bandura called it modeling (Bandura, 1976). So, the process and results of implementing UDL

encourage students, teachers, and other stakeholders to promote a culture of diversity through positive interactions that are not excessive (as needed) or do not have a tendency to give special treats (Denisova, Lekhanova, Ponikarova, & Gudina, 2019; Galkienė & Monkevičienė, 2021).

Meanwhile, from a sociological perspective, UDL promotes acceptance and inclusion of certain individuals or groups who (tend to be) marginalized in social interactions. Continuing Piaget's knowledge about individual "schemata", Bourdieu mapped "schemata" as a habitus that not only occurs in individuals but can also be attached to groups that tend to persist and are difficult to change (Bourdieu, 1977). According to Bourdieu, talking about habitus in social practice cannot be separated from the capital owned. This capital can be material or non-material, such as cultural capital (knowledge), social (networks/relationships, organizations/institutions), economic (money, materials), and symbolic (status, achievements, positions, policies). These four capitals influence each other. The influence of capital on the implementation of inclusive education shows that discrimination against the presence of students with disabilities in the regular school environment occurs not only for reasons of lack of knowledge, materials, and resources but also (interpretation of) cultural heritage (Adu-Boateng & Goodnough, 2022; Alquraini & Rao, 2020; Katz, 2015; King-Sears et al., 2015; Lintang Sari & Emaliana, 2020). Bourdieu emphasized that the main values in society that are reflected in previous education display a distinctive effect on (current) culture and manners (Bourdieu & Passeron, 1990). This question re-examines how often inclusive education policies are introduced with interpretations of new cultural values and not something that exists in the values that apply in society. As a result, regular schools see inclusive education as something exclusive with a variety of resources that are difficult to reach. These findings lead to the generalization that inclusive education is difficult to implement in general schools. So, like in Indonesia, education options that are affordable but not easy for students with disabilities to build their future are public special schools, which are small in number but have long distances (Hastuti et al., 2020), or private special schools, which are near but need more cost (pay for school, academic support services, transportation). Continuing the argument about the benefits of UDL as an inclusive education strategy, the development of inclusive teaching should be managed by collaboration between teachers, schools, and the government in consistent policies (Capp, 2018; Katz, 2015; Lee & Griffin, 2021; Moore et al., 2018). Apart from that, it can simply be implemented with the responsibility of one class or each school on an ongoing basis. The implementation of changes in cultural values and behavior can be more easily controlled between teachers and students in the class or school concerned to form an inclusive habitus for that group. Thus, interactions built through UDL can promote inclusive social interactions that produce broad and complex social relationship impacts through the agents involved in implementing UDL. As mentioned in the research results, the interaction between students and teachers who support each other in the classroom, school, and community (parents, professional organizations, or sponsoring companies) indicates that the habits they learn also build culture and social capital between them (Galkienė & Monkevičienė, 2021).

The relevance of education to rehabilitation begins with the conception of disability, which is followed up with individual treatment and behavior as well as its impact on social interactions in society. No different from education, rehabilitation (a term from the medical world) is also an effort to re-enable individuals but also build social interaction through the formation of attitudes, behaviors, and actions. The expansion of the meaning of rehabilitation and the conception of disability by WHO, UNESCO, and the ILO is a consideration for involving people with disabilities in the health, education, employment, empowerment, and

social sectors. The conceptions of disability that are often argued by academics are the medical model and the social model. Through the medical model, rehabilitation interventions only focus on people with disabilities as the problematic parties and ignore the environment that builds the meaning of disability. Here there is dysfunctional inclusion that does not follow government policy (Adu-Boateng & Goodnough, 2022). Meanwhile, the social model notes that the community around people with disabilities has problems with building normal and abnormal constructions (Anggraini, Anas, & Wike, 2022). So, it is not people with disabilities who need rehabilitation, but the social environment needs rehabilitation so that it can accept the presence of people with disabilities properly (Ju'beh, 2017). In other words, the concept of rehabilitation developed in this paper is that rehabilitation needs to be carried out in the development of interaction and the social environment, starting from the world of education through the implementation of UDL. The aim of this rehabilitation is that the inclusive education system truly takes into account that it is not only students with disabilities who need intervention to improve their abilities, but the educational environment also needs intervention to be able to accept differences and involve students with disabilities. Although various challenges must be faced by students, teachers, educational institutions, and the government, UDL shows that changes as a result of rehabilitation must occur to achieve equality for everyone in receiving education. In the context of critical disability theory, education becomes an arena for people with disabilities to voice their presence and rights, both directly and indirectly (Hosking, 2008).

Based on these studies, policy is one of the most important things for the sustainable implementation of UDL. UDL tends to be successfully implemented in experimental classes, even though time, resources, and policies are the main challenges in the implementation process. In Australia, teachers admitted they were not confident in implementing UDL in their classrooms when using the UDL checklist, even though the government designed UDL as part of the national curriculum (Capp, 2018). Of course, UDL is a more challenging learning topic for educational practitioners in countries that do not implement UDL as a national policy (Moore et al., 2018). However, what needs to be noted is that educational institutions often develop their inclusive education policies, whether at the individual level where teachers have students with special needs, the existence of special needs service units in educational institutions, or the development of UDL between departments within educational institutions (Lintangsari & Emaliana, 2020; Moore et al., 2018). In other words, often the UDL implementation is shown (by the author) and understood (by the reader) as an introduction in an experimental article. In addition, UDL is applied as an evaluation of policies developed by educational institutions "only" or on the "individual initiative" of teachers. Government policy is needed to maintain the consistency of good UDL practices in schools, both for individuals and for divisions within them. (Katz, 2015). Another important thing that needs to be considered is how inclusive education as an important capital can be introduced and applied according to the local context.

Achieving inclusive development must be understood as a big agenda of activities where the educational environment is also responsible for the sustainability and consistency of its development. This cannot be separated from the objectives of the Salamanca Declaration (1994) and the Policy Guidelines for Inclusion in Education (UNESCO, 2009), which state that education must be able to increase the literacy of every citizen and can have an impact on the post-school educational experience. In other words, every person is prepared through educational institutions to be able to accept differences in their environment and learn how to accommodate different individuals and physical environments. Referring to the World Bank's definition of development, which is economic progress, the openness of education to students with special needs (especially students with

disabilities) influences how their presence will be accepted in society in the future. Longitudinal research conducted over more than 30 years shows there is a strong relationship between educational attainment in childhood and income in adulthood (McLaughlin, Speirs, & Shenassa, 2014). In other words, the equitable distribution of quality education will determine the progress of economic development. They have social capital equivalent to other people obtained during their education period to increase their economic capital in the following period. As an inclusive keyword, acceptance and full involvement of people with disabilities is a guideline for success, and the implementation of UDL has shown this (Alquraini & Rao, 2020; Lintangari & Emaliana, 2020; Katz, 2015; Katz et al., 2021; King-Sears et al., 2015; Moore et al., 2018). Parents and society, as part of the success of inclusive education, need to have the same concept for the presence of students with disabilities in education. Parents need to agree with educators about the UDL learning process (Alquraini & Rao, 2020; Katz, 2015; Katz et al., 2021; Lintangari & Emaliana, 2020).

CONCLUSION

UDL is an ideal framework for achieving the existence of inclusive development as the complex impact of agents in inclusive education grows and develops. In it, human resource development is the responsibility of education. The technical and administrative challenges experienced by educators, students, and parents in implementing UDL need to be interpreted as a process of community rehabilitation to accept "abnormalities" or differences in social identity. Therefore, challenges should not be a complaint but instead be a spur to obtain findings that create a win-win solution. Each party must realize that people with special needs (with their various differences) not only need to be accepted in education but also need to participate. This is based on the fact that education, as a miniature society, aims to build (an inclusive) habitus of meaningful participation as early as possible between people with disabilities and other stakeholders. So that, when students complete formal education, they, as a society, are expected to be able to accept differences more easily, which previously had become a structured habit in the classroom or school environment. Likewise, educational policymakers, educational institutions, educators, parents, and other stakeholders in society encourage the real acceleration of inclusive development through the implementation of UDL in the meaning of inclusive education.

The decision to attend a public school or special school to achieve equal quality education is a matter of responsible free will for students with disabilities and/or their parents, which must be supported by various stakeholders. Thus, success in receiving equitable education will have an impact on the global development of the SDGs, which have inclusive principles to achieve a more prosperous world in 2030.

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