

Opportunities promoting social inclusion in elementary school learning context: study of Merdeka Curriculum the Indonesian policies on GEDSI (Gender, Disability, and Social Inclusion) framework

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Abstract

Social inclusion is an effort to improve the dignity of disadvantaged individuals so that they can engage in social life. This research explains how the Merdeka Curriculum can direct students as social beings who have character and can accept various roles in the surrounding community. In essence, social inclusion is beginning to take shape and play a crucial role in education. The purpose of this research is to examine the potential of the Merdeka Curriculum policy in promoting social inclusion in the elementary school learning context. Bibliometric analysis is employed to examine publication trends using the Google Scholar database from 2013 to 2023. A total of 760 articles gathered from Publish or Perish are then subjected to data visualization analysis using a VOS viewer to obtain network, overlay, and density visualization. The research findings indicate that studies related to the Merdeka Curriculum significantly increased in 2023 in line with its implementation, but studies addressing social inclusion were relatively scarce. Based on network visualization, 59 terms are grouped into 9 clusters. The term 'Multiculturalism' exhibited a relatively high link strength in connection with terms such as 'new curriculum,' 'modern,' and 'national curriculum' in the current context of the Merdeka Curriculum policy. Other terms found include 'diversity,' 'social inclusion,' and 'social cohesion.' The co-authorship analysis identified 1543 contributing authors. Given Indonesia's multicultural nature, characterized by diversity in various dimensions, Researchers focus the findings of this research as a guide for educators to consistently provide inclusive, comprehensive, and interesting teaching approaches to all students.

Keywords: *Bibliometric, Elementary School, Learning, Merdeka Curriculum, Social Inclusion*

INTRODUCTION

In the context of social life, humans have diversity in thoughts, feelings and actions (Gurung, R. A., & Prieto, L. R., 2023). In the midst of this diversity, strength and identity have the opportunity to develop a nation's civilization (Hadi, M., 2023). However, other issues arise concerning human rights and freedom, making it essential to be faced and addressed wisely. (Miço, H., 2023; Pamuji & Mawardi, 2023). The school environment is a space that embraces the values of inclusion and equality. In line with the opinion (Nyström, S. *et al.*, 2023) In line with the opinion (Nyström, S. *et al.*, 2023) that formal education is involved in the issue of achieving social inclusion. The education system can serve as a key for individuals to shape their self-esteem, but it can also act as a hindrance for individuals in developing their potential. (Cerna, L. *et al.*, 2021). Therefore, it is important to implement social inclusion from an early stage, such as at the elementary school level (Miço, H., & Mulleti, N., 2023). Social inclusion is an effort to increase the ability, opportunities and dignity of individuals who are disadvantaged based on their identity, to take part in social life (Cerna, L. *et al.*, 2021). In education, social inclusion reaches all students without discrimination based on individual circumstances, such as identity and gender, race, cultural background, social class, immigration status, religion, special abilities or needs, learning styles, and so on (Amor, *et al.*, in Cerna, L. *et al.*, 2021; Juvonen *et al.*, 2019; Miço, H., 2023). To achieve social inclusion in elementary schools, inclusive values need to be integrated into the learning context. This means, learning should not only bring diverse students into one classroom, especially how social acceptance is established among them (Juvonen *et al.*, 2019).

In the last few decades, the Indonesian education system has experienced significant changes. The independent curriculum, as a form of effort to prepare for better education, was launched in 2020 with the aim of providing a holistic and inclusive educational approach with a focus on character development, creativity and critical thinking skills (Zidan & Qamariah, 2023). The Merdeka Curriculum places a priority on nationalistic values, building unity, respecting cultural and ethnic diversity, and achieving social justice through the strengthening of the Pancasila Student Profile (P5) program (Zidan & Qamariah, 2023; Asmalinda, N., & Herliza, S., 2023; Sari & Murwaningsih, 2023). Referring to the focus of the independent curriculum on the policy of strengthening the Pancasila Student Profile program, it enables the creation of an inclusive social environment for elementary school students. This new curriculum policy provides opportunities to promote social inclusion in the learning context in elementary schools.

Previously, many studies had been carried out using bibliometric analysis to examine research trends in the context of social inclusion, as shown in **Table 1**. These studies focus on the development of research on promoting social inclusion in the field of education. However, until now, there has been no discussion explicitly linking the context of social inclusion to the Merdeka Curriculum policy in promoting social inclusion within the context of elementary school education. The bibliometric analysis method has proven to be efficient in understanding current trends and has been used in various disciplines, as shown in **Table 2**. Based on the bibliometric research we conducted previously, the goal was to analyze the development and research trends related to the Merdeka Curriculum policy in promoting social inclusion in elementary school learning from 2013 to 2023. It is significant to note that the use of bibliometric analysis in examining research trends regarding the Merdeka Curriculum's role in promoting social inclusion is still relatively limited. Therefore, through this research, it is hoped that readers can gain insights into the current conditions related to this context.

Table 1. Previous studies of bibliometric analysis in Promoting Social Inclusion in Education.

No	Topic Discussion	Educational Contribution	Research Year	References
1.	A bibliometric analysis of the scientific production on the inclusion of people with disabilities in science education is provided in this article.	Inclusion of people with disabilities in science education.	2009-2019	C o m a r ú , M. W. <i>et al.</i> (2023)

No	Topic Discussion	Educational Contribution	Research Year	References
2.	Using bibliometric analysis, this study creates a map of the body of knowledge on inclusive education since the Salamanca Statement.	Developments in educational inclusion	1994–2019	Hernández-Torrano <i>et al.</i> (2022)
3.	This study describes initial teacher education for inclusive education using bibliometric analysis.	Teacher education.	1996-2000	Cretu & Morandau (2020)
4.	The provision of educational services to children with special needs is the focus of a study on bibliometric analysis using VOSviewer that was indexed by Google Scholar.	Education for children with special needs.	2017-2021	Al Husaeni, D. N. <i>et al.</i> (2021)
5.	Study on Bibliometric analysis of character education innovation in islamic education.	Character education	2010-2021	E l i h a m i (2022)

Table 2. Previous studies of bibliometric analysis

No	Title	Topic Discussion	References
1.	Bibliometric Analysis: Augmented Reality Research Trends in Indonesia in Biology Learning	This article examines trends in augmented reality research in biology education using bibliometric methods.	Wilsa, A. W. <i>et al.</i> (2023)
2.	Research Trends of Creative Industries in Indonesia: A Bibliometric Analysis	Creative industry trends in Indonesia by conducting scientific information research using the Scopus database.	Aziz, F. N., <i>et al.</i> (2023)
3.	A Bibliometric Analysis of Circular Economy in Indonesia using VOSviewer Application	Using the VOSviewer application to analyze economic circulation as an alternative solution to linear economic problems, especially in Indonesia.	Amaliyah, H. <i>et al.</i> (2023)
4.	A bibliometric analysis of chemical engineering research using vosviewer and its correlation with covid-19 pandemic condition.	VOS viewer mapping analysis related to chemical engineering with the Covid-19 pandemic conditions	Nandiyanto, A. B. D. <i>et al.</i> (2021)
5.	Health information system research situation in Indonesia: A bibliometric analysis.	This article explains health conditions in Indonesia using bibliometric analysis	Mudzakir <i>et al.</i> (2022)

METHODS

A study approach known as bibliometric methodology combines quantitative techniques with bibliometric data analysis, such as citation and publication unit analysis. Bibliometric analysis is used by experts for various reasons. Examining research collaborations and constituents, as well as the intellectual structure of a specific field in the literature (Donthu *et al.*, 2021). In this study, researchers took all bibliographic data from articles published between 2013 and 2023 and indexed by Google Scholar. Data collection used the Publish or Perish reference management application (accessed on 27 September 2023). Data obtained then be saved in (*.csv) format from Publish or Perish for data processing in Google Spreadsheet. The researcher then made restrictions by limiting the research subjects to the area of social inclusion in elementary school learning context and merdeka curriculum policy with the keywords “social”, “inclusion”, “education”, “learning context”, “elementary school”, and “merdeka curriculum”. Based on the data collection carried out, there were 57 articles. The next thing to do is download the 57 articles and save them in the RIS file format for data visualization analysis using VOSviewer. **Figure 1** provides more details on the phases of the bibliometric analysis research that was conducted.

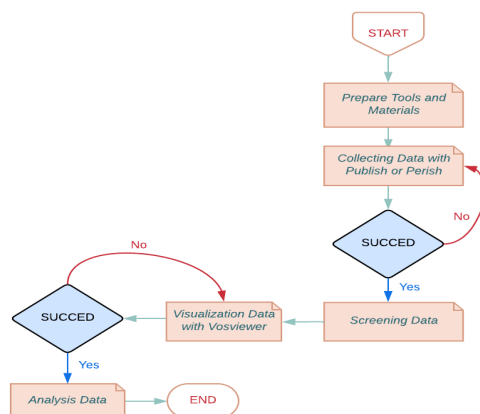


Figure 1. Flowchart of bibliometric analysis steps.

1.1. Prepare Tools and Materials

The initial step is to prepare the necessary tools and materials such as Google Scholar, which is used for analyzing and filtering search results, Publish or Perish (PoP) for finding and collecting articles based on keywords, and finally, VOSviewer for visualizing and mapping the search results' data.

1.2. Harvesting Data

At this point, researchers examine publications trends based on the keywords used for data collecting during the previous ten years. Using the Publish or Perish tool, published research materials (articles) are now being gathered on the areas of “social”, “inclusion”, “education”, “learning context”, “elementary school”, and “merdeka curriculum”. Using the keywords “Social Inclusion’ and ‘Merdeka Curriculum” research documents were gathered.

1.3. Screening Data

At the data collection stage, it is necessary to filter data from documents, carried out by paying attention to the year of publication. Articles published outside the relevant year range and not published in the journal will be excluded. After going through the data screening process, 760 articles were obtained that could be processed in this research, with 57 articles meeting the criteria. Some articles cannot be used due to incomplete metadata information.

1.4. Visualization Data

At this stage, to create data visualization, The (*.ris) formatted data is uploaded to the VOSviewer application. Then, the terms in the network mapping visualization are filtered. The source database is used to map article data. In this research, network visualization, overlay visualization, and density visualization are the three types of visualization that are used.

1.5. Analysis Data

In the final stage, careful analysis of the visually represented data yields the findings that will be discussed in the “Results and Discussion” section. To make the process of data analysis simpler, Google Sheets is employed.

RESULT AND DISCUSSION

1.6. Definition of Social Inclusion

According to the United Nations Department of Economic and Social Affairs, World Bank, dan Uni Eropa (Miço, H., & Mulleti, N., 2023), social inclusion is defined as an effort to enhance participation and accessibility for disadvantaged individuals. The goal of social inclusion is to ensure respect for human rights, the involvement of every individual in society, and the enjoyment of living standards and well-being. It involves several factors such as age, gender, race, ethnicity, background, economic status, disabilities, and various other

factors. Power and Wilson (Mahdi *et al.*, 2020) reveal that social inclusion is the result of the incapacity of a society, both individuals and groups, to assume a role in the community. In a classical sense, Nelson and Prilleltensky (Henderson & Barnes, 2016) define inclusion in education as the progress of integrating children with disabilities in learning. However, as it has evolved, UNESCO (Henderson & Barnes, 2016) states that the definition of social inclusion has become more comprehensive. In contemporary education, social inclusion encompasses aspects of diversity, entities, and social status. In essence, the concept of social inclusion describes the way society unites and shares values.

1.6.1. Dimension of Social Inclusion

Based on the main goal of social inclusion in achieving rights and dignity, as well as eliminating all aspects of discrimination against students with diverse backgrounds in the elementary school environment, there are several dimensions that are part of the formation of social inclusion. The dimensions of social inclusion in elementary school education are as follows.

(1) Accessibility (Henderson & Barnes, 2016; Miço, H., 2023)

Every student has the right to access a high quality education without discrimination regarding behavior, abilities, socio-economic background, ethnicity, race, and so on.

(2) Participation and Engagement (Henderson & Barnes, 2016; Layachi *et al.*, 2023; Miço, H., 2023)

It includes psychological and social factors, where students can form warm relationships with peers and become actively involved in learning. Relationships with peers include reciprocal friendships, frequent interactions between students, and acceptance of differences between students.

(3) Success through empowerment (Henderson & Barnes, 2016)

Success occurs when students experience an increase in their abilities, change positive behavior, and are able to solve academic problems driven by empowerment in the form of strong support. According to Henderson & Barnes (2016), this support is obtained from positive relationships between students and adults which foster confidence in students that they are capable.

1.6.2. Concept of Social Inclusion

The concept of social inclusion in learning in elementary schools refers to what aspects can be used in learning to create an inclusive environment and ensure the participation of every student and social segregation, such as for children with intellectual disabilities. Social interactions and classroom teaching influence student learning. Social inclusion includes places where social inclusion occurs as well as activities that facilitate it. A study reveals teachers' opinions regarding learning strategies that can support social inclusion. Learning through games, group work, art, social responsibility, and activities outside the classroom are some of the elements that support social inclusion in the learning context in elementary schools (Dyson, L. 2014). Collaborative education is considered useful for improving communication skills, teamwork, and psychological adjustment through collaborative learning. It also decreases bias, strengthens friendships across groups, and improves relationships between students from different backgrounds (Loes, C. N. *et al.*, 2018).

1.7. Potential of The Merdeka Curriculum Policy in Promoting Social Inclusion at the Elementary School Level

Curriculum is a teaching tool that includes teaching-learning interactions, lesson content, resources, and assessment. The goal of a developing education system is to instill dedication, loyalty, morality, and the ability to adapt to technological advances to build the nation's future. "Merdeka Curriculum" is the latest effort in the curriculum, emphasizing inclusion in education by giving students the freedom to learn rather than standardizing it (Suryantari, H., 2022; Simarmata & Mayuni, 2023). So that the merdeka curriculum is more flexible and adapts to the needs of students (Walukow *et al.*, 2023). Differentiated instruction gives students the freedom to study comfortably in accordance with their abilities and circumstances. (Digna & Widyasari, 2023). According to Yusa *et al.* (2023), one of the Merdeka curriculum policies is designed to enhance equality, which is one of the core values of social inclusion in education. Its implementation, the Strengthening of the Pancasila Student Profile Project (P5), is one of the primary focuses (Walukow *et al.*, 2023). The Merdeka curriculum policy for Islamic elementary schools is also mentioned in the Republic of Indonesia Ministerial Decree No. 347 of 2022,

which emphasizes diversity and children with special needs, encouraging cultural investigation and exploration, as well as local wisdom (Rofiah, K. *et al.*, 2023). Multicultural education in religion-based elementary schools is also emphasized in the independent curriculum, such as tolerance for celebrations (Muhammad, A.A., 2023). Multicultural values are also applied in Civics learning with the process of learning to resolve conflict as an effort to realize social inclusion (Aziz & Maulana, 2023). In practice, creating physical and non-physical learning environments is a priority for inclusive learning. Teachers need to identify, understand, determine, evaluate and intervene with students (Supena, A., *et al.*, 2020). Teacher self-efficacy abilities are very important in managing the classroom. An independent curriculum, such as the Teacher Mobilization program, emphasizes that teaching must be adapted to student needs, motivation, discipline, cooperation and resilience (Rusydi, A. *et al.*, 2023). Direct interaction can improve the quality of learning. This provides inclusive learning for some students who do not have the ability to learn independently quickly (Ihsan, I. 2023).

1.7.1. Analysis of the Merdeka Curriculum Policy in Social Inclusion at the Elementary School Level

The Merdeka Curriculum aims to create holistic learning that emphasizes student activities and community needs (Yusa *et al.*, 2023). The focus includes digital skills, critical thinking, and student character formation. The implementation pays attention to social inclusion by providing appropriate learning for all students, without exception. The following is the Beeveral Merdeka Curriculum Policy regarding social inclusion in elementary schools.

(1) Programmed learning

Learning provides students with special needs the opportunity to develop their own potential, along with supportive social environment (Prawira *et al.*, 2023). In this case, teachers must know their needs and be able to help them achieve their best potential. In line with the opinion of (Supa'at & Ihsan, 2023) that teachers must be able to present programmed learning with interesting learning materials to develop students' creative powers.

(2) Companion Teacher

The Merdeka Curriculum Policy supports the role of accompanying teachers, who help students with special needs in the classroom. However, the implementation of accompanying teachers is still limited in Indonesia, due to obstacles such as the lack of need for accompanying teachers in some schools and limited funds (Aryani *et al.*, 2023).

(3) Strengthening the Pancasila Student Profile

The Pancasila Student Profile emphasize that students must continue to learn based on Pancasila values, such as justice, unity, religion and mutual cooperation (Pamungkas & Sudigdo, 2022; Kusuma *et al.*, 2023; Sechandini *et al.*, 2023; Malukol *et al.*, 2023). This is closely related to social inclusion, which requires students to behave fairly, empathize and accept differences. By teaching students to appreciate the differences between social status, learning ability, and physical appearance, teachers can strengthen this profile (Sampoerno & Saadah, 2023). According to (Margiyati *et al.*, 2023) the implementation stages of the Strengthening Pancasila Student Profile program include teachers as presenters/facilitators, understanding school readiness, determining relevant topics, time management, and module design. Driving teachers have an important role as learning leaders who encourage student growth and educational transformation. Its success depends on superior human resources, including school principals, teachers and students (Komara, E., 2023). In learning in elementary schools, the Sarana Team together with the Education Unit Leaders must choose at least two themes from phases A, B, or C. Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Your Body and Mind, Engineering and Technology to Build the Unitary State of the Republic of Indonesia, and Entrepreneurship are themes that can be selected (Karim *et al.*, 2023).

(4) Utilization of Local Resources

According to (Junarti, J. *et al.*, 2023), the use of local resources refers to the use of the environment, community and culture. Student behavior can be influenced by social interactions in their environment (Clara & Syaifuddin, 2023). The curriculum can enrich students' knowledge regarding diverse social and environmental realities to support social inclusion in schools. Students can gain learning experiences that are relevant to their own culture if they understand local resources.

(5) Teachers' freedom to be Creative and Innovate

As a curriculum developer, teachers are given the freedom to provide learning approaches to the independent curriculum. This policy allows teachers to create an inclusive and harmonious environment between various social groups. Several approaches that teachers can take regarding social inclusion are as follows.

(a) Integrating Multicultural Education in Religious Learning

Previous research (Pamuji & Mawardi, 2023) highlights the importance of managing multiculturalism wisely to prevent divisions, especially in the elementary school environment (Dike *et al.*, 2020). The policy of teacher freedom in creativity is expected to be able to integrate the values of multiculturalism in learning, including in Islamic religious education, such as equality, justice, democracy and tolerance (Susanto *et al.*, 2022). Bank (Sahal *et al.*, 2018) identified five important aspects of multicultural education, including content integration, knowledge construction, prejudice reduction, justice pedagogy, and empowerment of school culture as a social structure (Suwito, Eko P. *et al.*, 2020). The Ministry of National Education (Hadi, M, 2023) emphasizes the importance of multicultural education in instilling character values, especially through religious education. Religious moderation is emphasized to create integration between religion and local cultural diversity (Wardi, M. *et al.*, 2023). Islamic Religious Education (IRE) plays an important role in forming an attitude of religious moderation (Waston & Suwartini, 2022), while modern Islamic boarding schools teach multiculturalism through Civics and Indonesian language subjects by highlighting religious tolerance (Indrayanti, K.W., 2021). Islamic boarding school culture includes norms, values, attitudes, beliefs, hopes and traditions that are passed down from generation to generation (Maxim *et al.*, 2020). Faith, knowledge, good deeds and sincerity are the main values taught (Tobroni & Purwojuwono, 2016). On the other hand, Islamic boarding schools also provide moral education and instill humanist values (Ma'arif *et al.*, 2022). Based on this, Islamic boarding schools participate in social inclusion by influencing the surrounding community, forming and maintaining traditions which are part of local social and cultural life (Khaira, A. *et al.*, 2023). It is important to direct students to good personalities and personalities that show beauty in religion. In line with the statement (Mawadda, M. *et al.*, 2023) and research by Laksana & Wood (2019) proves that religious education and religious frameworks are the main points for students to introduce tolerance. Islamic-based schools integrate the curriculum with the roles of teachers, parents and educational institutions with the aim of integrating religious knowledge and science (Majid, A.N. *et al.*, 2023).

(b) Learning based on Local Wisdom

Learning based on local wisdom that instills love for culture can increase awareness of cultural preservation (Budiman *et al.*, 2019). Learning must include local cultural values (Setianingrum, D.A. *et al.*, 2023). Indonesian culture is rich with symbols that convey moral, ethical and cultural values that should be passed on to the next generation (Rahadini, A. A., *et al.*, 2022). Project-Based Learning (PjBL) in independent learning allows students to participate independently in learning through problem-solving exercises based on local wisdom in various fields (Shofyana, M.H., *et al.*, 2021). The local wisdom learning in the Merdeka curriculum is highly flexible, allowing it to be integrated with other subjects (Vivekanantharasa, R. *et al.*, 2022). Based on previous research by (Widana *et al.*, 2023), it shows that teachers' creativity in developing local wisdom assessments is still limited. The curriculum policy that provides freedom for teachers' creativity is expected to offer a learning experience related to social inclusion integrated with the assessment of local wisdom learning. Character education based on local wisdom also nurtures the younger generation to adapt, be wise, and be responsible in society (Parhan *et al.*, 2023). In addition, social inclusion, which is an important aspect of a society's character, is encouraged by historical learning (Kurniawan, H., *et al.*, 2023).

(c) Social Reality Support

In research (Zubaidah, I. *et al.*, 2021) teachers are tasked with providing social reality support to students in learning with the innovative G*GOLD (Greatness, Gratitude, Obedience, Love and Discipline) learning model. Merdeka curriculum policies in learning innovation, support for social reality from educators will help create social inclusion in the classroom. Instructional communication is important for creating good relationships between educators and students, as well as paying attention to students during the learning process (Indra, P. B. *et al.*, 2017).

(6) Technology in the Differentiated Learning Process

The Merdeka curriculum emphasizes differentiated learning tailored to student diversity. Educators assist students in discovering their interests and needs (Halimah, N. *et al.*, 2023). To achieve social inclusion in various types of learning, the use of digital media is crucial. Students can utilize character reinforcement in virtual activities, allowing them to embrace character values anytime and anywhere (Aswat *et al.*, 2022). Literacy and technology also plan for a better future while improving themselves along with social inclusion strategies (Syaifudin, A. *et al.*, 2019).

1.7.2. Result Metrics

Table 2 provides metrics for publication search results regarding the Merdeka curriculum policy in encouraging social inclusion in elementary schools from 2013 to 2023. Of the 760 publications found and processed by metadata, the total citations reached 10043 citations. The average citation per year is 100430 and the average citation per article is 13.21. The H-Index of this publication on Google Scholar is 27, with a G-Index of 96. The effect and contribution of researchers' scientific articles are evaluated using the H-Index (Cormode *et al.*, 2013). In this study, the H-index value reached 27, indicating at least 27 papers were cited at least 27 times.

Table 2. Result Metrics

Publication years	2013-2023
Citation years	10 (2013-2023)
Papers	760
Citations	10043
Cites/year	1004.30
Cites/paper	13.21
H-index	27
G-Index	96
h1, norm	20
h1, annual	2.00
hA-index	18

Annual Publication Report (Yearly Graphics)

Figure 2 displays the annual published report on social inclusion in Indonesia. Research on social inclusion in the curriculum has increased sharply from year to year, with only one article in 2016, 2017, and 2018, increasing sharply to 3 articles in 2019, 5 articles in 2020, 3 articles in 2021, 11 articles in 2022, and reach 32 articles in 2023. This shows growing attention to the dimensions of social inclusion in line with the implementation of the Merdeka Curriculum, especially in the context of strengthening character education.

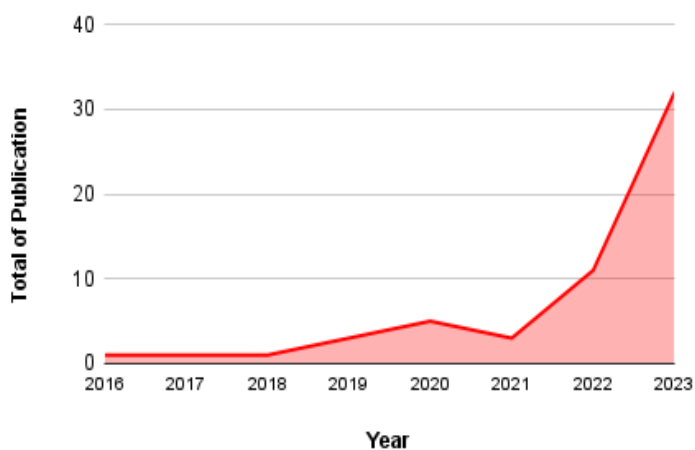


Figure 2. Annual Publication Report on Promoting Social Inclusion in Indonesian Education

1.7.3. Article Trends Based On The Number of Citations

Table 3. Describes the grouping of articles regarding dimensions related to efforts to promote social inclusion in the Merdeka curriculum. The article with the most citations is research conducted by (Sahal, M. *et al.*, 2018) with a total of 63 citations, with a discussion of tolerance in multicultural education. Then, in second place, namely research conducted by Laksana & Wood (2019) with a total of 39 quotes discussing navigating religious differences as Indonesian citizens. Based on the grouping of articles with the most citations, it can be seen that much research has been carried out on the concept of social inclusion in education, but this research only refers to one dimension in particular. Research linking the Merdeka curriculum policy with the dimensions of social inclusion is still little discussed, so it is not included in the articles with the most citations.

Table 3. Promoting Social Inclusion in Indonesian Education topics data.

No	Cites	Authors	Title	Year	Source
1.	63	Sahal, M. <i>et al.</i>	Tolerance in multicultural education: A theoretical concept	2018	<i>International Journal of Multicultural and Multireligious Understanding</i>
2.	39	Laksana & Wood	Navigating religious diversity: Exploring young people's lived religious citizenship in Indonesia	2019	<i>Journal of Youth Studie</i>
3.	21	Suwito Eko, P. <i>et al.</i>	Local Wisdom: Pillar Development of Multicultural Nations and National Education Value	2020	<i>Cypriot Journal of Educational Sciences,</i>
4.	19	Pamungkas & Sudigdo	Profile of Pancasila students: Implementation of diversity iMBKM student's stories in UST Yogyakarta	2022	<i>Daengku: Journal of Humanities and Social Sciences Innovation</i>
5.	10	Aswat, H. <i>et al.</i>	Cultural Management Of Character Strengthening In The Post-Pandemic Elementary School Environment	2022	<i>IJOLEH: International Journal of Education and Humanities</i>
6.	9	Maksum <i>et al.</i>	Democracy education through the development of pesantren culture	2020	<i>Journal Humanities & Social Sciences Reviews</i>
7.	8	Saphira, H. V.	Integrating Local Wisdom-Based Learning To Preparing The Pancasila Students' Profile, Yes or No?.	2022	<i>International Journal of Current Educational Research</i>
8.	6	Saputro, I. <i>et al.</i>	The Implementation Of Civic Education As A Means Of Internalizing Nationalism To Primary School Students	2021	<i>International Journal of Elementary Education</i>
9.	5	Mulyadi, D., & Mardiana, R.	Sekolah Penggerak: Does Curriculum Design Made Fit with the Program?	2022	<i>Adpebi International Journal of Multidisciplinary Sciences</i>
10.	5	Dike, D. <i>et al.</i>	Strengthening tacit and explicit multicultural knowledge in elementary schools	2020	<i>International Journal for Educational and Vocational Studies</i>

Co-occurrence Analysis (Network, Overlay, Density)

Co-occurrence is the identification of keywords in articles to understand the development of themes in scientific publications (Purnomo, M. *et al.*, 2021). This research was conducted to research Merdeka curriculum policies in social inclusion in elementary schools. This analysis uses the VOSviewer application, with three types

of visualization: Network (Figure 3), Overlay (Figure 4), and Density (Figure 5) which shows the relationship between nodes. Figure 3 shows a network visualization in Independent Curriculum Policy research in promoting social inclusion. Figure 3 shows the relationship between tribes. The terms found in research on the Merdeka Curriculum Policy in promoting social inclusion were limited to a minimum of 3 occurrences, so 59 terms were found. The 59 terms are separated into 9 clusters. The term ‘Multiculturalism’ has quite high link strength in relation to the term “‘new curriculum’. ‘modern’, and ‘national curriculum’” for the context of the current Merdeka curriculum policy. Other terms were also found such as “‘diversity’, ‘social inclusion’, and ‘social cohesion’”. Figure 4 the overlay visualization shows the trend of promoting social inclusion in education in Indonesia over previous years, and these terms to appear more frequently in 2019-2021. Some of the most recently emerged terms are independent curriculum, Pancasila student profile, Pancasila student, entrepreneurship education, independent learning curriculum, independent learning era, independent learning curriculum, independent learning policy, new curriculum, newest curriculum, prototype curriculum, elementary schools, and inclusive education. The number and density of publications depicted in Figure 5. The color of each node can be used to determine how often the node appear. If a term is used more often, the color will become lighter, closer to yellow.

- (1) Cluster 1 with red color has 13 items: curriculum merdeka, curriculum policy, curriculum reform, education policy, educational curriculum, educational system, Indonesian school, merdeka belajar policy, national identity, new curriculum, newest curriculum, Pancasila student profile, and social.
- (2) Cluster 2 with green color has 9 items: difference, diversity, moral education, multiculturalism, Pancasila student, prototype curriculum, section, and story.
- (3) Cluster 3 with blue color has 8 items: cultural diversity, curriculum change, curriculum developer, elementary school level, Indonesian education, learning activity, philosophy, and principal.
- (4) Cluster 4 with yellow color has 7 items: aspect, inclusion, inclusive education, loyal content, syllabus, text, and textbook.
- (5) Cluster 5 with purple color has 5 items: education system, identity, leadership, merdeka belajar era, and modern curriculum.
- (6) Cluster 6 with cyan color has 5 items: elementary schools, independent learning curriculum, kurikulum merdeka belajar, social science, and social study.
- (7) Cluster 7 with orange color has 4 items: civic education, curriculum structure, nationalism, and social cohesion.
- (8) Cluster 8 with dusty pink color has 4 items: entrepreneurship education, indonesia government, learning curriculum, and national curriculum.
- (9) Cluster 9 with pink color has 4 items: Indonesian context, national education system, social integration, and state.

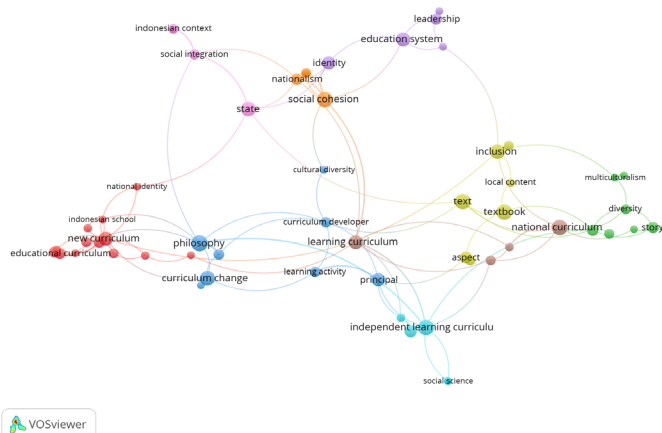


Figure 3. Network visualization in publication on Promoting Social Inclusion in Indonesian Education

Author	Total of Document	Total Link Strength	Cluster
Akhyar, M	3	1	4
Efendi, A	3	1	4
Sadhana, K	3	1	16
Saphira, HV	3	1	11
Sua, TY	3	0	63
Andriani, D	2	4	1
Badrun, M	2	4	2
Jana, P	2	4	5
Munaiseche, M	2	4	3
Ningsih, AW	2	4	1
Pontoh, G	2	4	3
Pujawan, IGN	2	4	5
Rooroh, B	2	4	3
Sain, Y	2	4	2
Shara, AM	2	4	1
Suryawan, IPP	2	4	5
Yusriani, W	2	4	2
Aransyah, MF	2	2	6
Bedner, A	2	2	14
Esa, MS	2	2	10
Fourqoniah, F	2	2	6
Musadad, AA	2	2	4
Octavia, S	2	2	9
Othman, IW	2	2	10
Purwanti, E	2	2	9
Purwati, O	2	2	12
Rachmawati, DL	2	2	12
Rusmingsih, D	2	2	13
Sholihah, T	2	2	13
Vel, J	2	2	14
Erita, Y	2	1	18
Fitriza, Z	2	1	15
Irdamurni, I	2	1	7
Juandi, D	2	1	8
Neviyarni, S	2	1	7
Prahani, BK	2	1	11
Priatna, N	2	1	8
Sari, YA	2	1	19
Wahyudin, D	2	1	15
Weni, IM	2	1	16
Yulia, R	2	1	18
Alomari, AM	2	0	20
Ambarwati, EK	2	0	21

Author	Total of Document	Total Link Strength	Cluster
Ambarwati, R	2	0	22
Anwar, S	2	0	23
Arifin, T	2	0	24
Astuti, M	2	0	25
Bachri, BS	2	0	26
Bachri, S	2	0	27
Basuki, Y	2	0	28
Damayanti, ES	2	0	29
Farani, Y	2	0	31
Fatimah, S	2	0	32
Faustyana, F	2	0	33
Gistituati, N	2	0	34
Handoyo, E	2	0	35
Hasanah, I	2	0	36
Herwin, H	2	0	37
Ilyas, M	2	0	38
Irianto, S	2	0	39
Keswari, PH	2	0	40
Kholifah, NA	2	0	41
Komara, E	2	0	42
Kurniawan, DA	2	0	43
Kurniawan, E	2	0	44
Mahadwartha, PA	2	0	46
Mahmudah, FN	2	0	47
Mahyuni, I	2	0	48
Mistar, J	2	0	49
Mujiyanto, J	2	0	50
Mulyadi, D	2	0	51
Naharia, O	2	0	52
Naidu, SNMN	2	0	53
Novitasari, NF	2	0	54
Nurmala, I	2	0	55
Parida, L	2	0	56
Prasetyo, MAM	2	0	57
Punuh, LGL	2	0	58
Riyanto, Y	2	0	59
Santoso, G	2	0	60
Sholeh, M	2	0	61
Sirait, S	2	0	62
Sugianto, A	2	0	64
Sunardi, S	2	0	65
Sunismi, S	2	0	66
Supriatna, E	2	0	67

Author	Total of Document	Total Link Strength	Cluster
Susanto, E	2	0	68
Suwandi, S	2	0	69
Wahyudi, W	2	0	70
Wasliman, I	2	0	71
Winarni, R	2	0	72

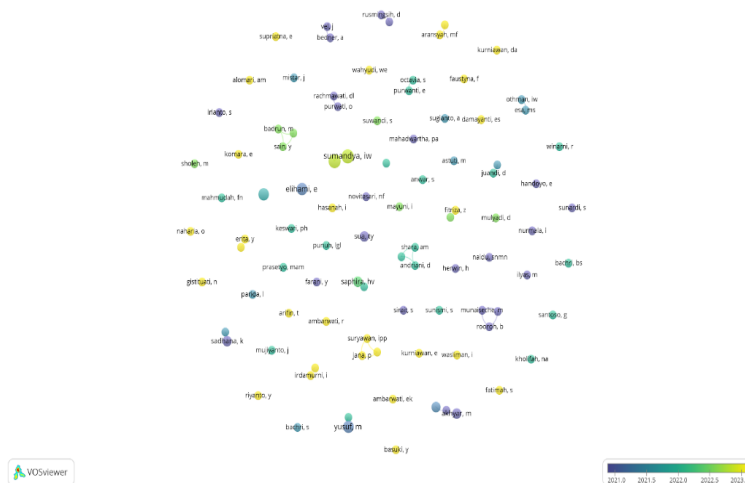


Figure 6. Network visualization of the author in publication on Promoting Social Inclusion in Indonesian Education

CONCLUSION AND RECOMMENDATION

This research aims to analyze trends in social inclusion accessibility opportunities in the education sector in Indonesia from 2013 to 2023. Bibliometric analysis and theory are used as techniques in this research. In this research tools and materials preparation, meetings, screening, visualizing, evaluating data and publishing outcomes are the first five steps. From our data search, the terms Elementary School, Learning, Merdeka Curriculum, and Social Inclusion appeared in 760 articles. Our research shows that social inclusion is a familiar presence in Indonesian education. Social inclusion in the independent curriculum can be linked to the Program for Strengthening the Pancasila Student Profile, Differentiated Learning, Multicultural Learning, Citizenship Education and Religious Education. The concept of Merdeka curriculum that frees students to learn that encourages collaboration between students. Once students get used to involving themselves and accepting others, the principle of social inclusion promotes open access for individual involvement regardless of background can be established. This bibliometric analysis brings our research to the trend of research conducted in studying opportunities promoting social inclusion in the Merdeka curriculum.

Based on research from the data that we have analyzed, there are several suggestions given to educators and all parties involved in educational activities are implement collaborative-based learning, strengthening the profile of Pancasila, multicultural education, and technology integration so that communication skills to work in groups and social relationships can be well honed. Then, It is vital for teachers to apply the principles of social inclusion in the Merdeka curriculum, with a focus on understanding student needs and how best to reach all students with provide social support.

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