

INCLUSIVITY THROUGH CHILDREN'S LITERATURE IN INDONESIA, UK, GERMANY, AND FRANCE

by Yeni Artanti, Isti Haryati, Ari Nurhayati, Pujaningsih

ABSTRACT

Humans are storytellers. That's why stories or narratives (in literary works) have tremendous power to change one's perception. In addition to providing fun and entertainment, the messages in a story can be used to educate. Horace in *Ars Poetica* refers to it as *dulce et utile* (Abrams, 1953: 14-16). Pragmatically, literary works can be used as a means or medium of formal education (schooling path), nonformal (non-school), or informal (community and family). Unfortunately, in Indonesia, the use of literary works in support of achieving the goal of an inclusive society, which is to provide equality and equitable rights to the growth and development of children with special needs, is still minimal.

The study was designed to be multi-year, which is three years. In the first year (2021), it was conducted to provide an overview of how inclusivity is represented and reconstructed through contemporary children's literary works (the 2000s – present) in Indonesia, England, Germany, and France, which are studied in depth according to the context of the results analyzed.

Comparative literary studies are conducted to obtain a holistic understanding of the similarities and differences in inclusive education values in Indonesian, English, German and French works to be reflected and produced as the basis for the preparation of inclusive literary works to be carried out in the second year. The equation is 1) the focus of pictorial stories in all four countries is the story of individuals with physical barriers, 2) authors from Germany, France, and England have direct experience with individuals with special needs, 3) positive depictions of individuals with special needs and 4) implicit and explicit acceptance of the environment. The difference is 1) story writers from Indonesia do not have direct experience with individuals with special needs, 2) the main character in picture stories in Indonesia is not an individual with special needs, 3) physical accessibility has not been drawn in the story setting in Indonesia while in the other three countries it is depicted, 4) the plot of the story in the Indonesian book is not clearly drawn and this is very clearly different from books in the other three countries. So, based on the findings of this study, a reference or framework is prepared in developing inclusion-based children's storybooks for Indonesia.

The framework includes themes, characterization, author experience, settings, settings, plots, and issues raised. The findings of the first year's research are mapping the accessibility of inclusive works in four countries (Indonesia, Germany, France, and the United Kingdom), the representation of disability in inclusion literature in all four countries, mapping the issues raised in inclusive literary works for children, and reference or framework for the development of inclusive literary works in Indonesia.

The second-year (2022) will be compiled as a guidebook as a reference to do inclusive work. This guide will be used to increase the quantity and quality of inclusive literary works by revealing the experiences of children with special needs in Indonesia to engage and tell stories through a variety of works. This second year will focus on mentoring children with special needs to take shelter with *the photovoice* method. This second year will produce prototypes or prototypes in the form of construction of literary works - inclusively charged literary works that are ready to be tested on a limited basis.

The third-year (2023) is in the form of refinement of inclusively charged literary works that are ready to be widely piloted in schools in Indonesia in collaboration with publishers and education agencies. The focus of this third research is the widespread implementation of inclusive literary products in Indonesia. The expected research is in the form of scientific articles that are accepted for publication in international indexed journals every year. The implications of this research are expected to be reference material for policyholders as well as education practitioners and other research for the development of inclusive education and inclusion literature in Indonesia.

Kata Kunci: *inclusive literature, comparative literature, special needs, children's literary works*