

Under The Theme: Who Can Be Included?
Volunteerism Towards Successful Inclusive Education
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Abstract

This Paper examines how volunteerism phylosophically and socially can bring benefit factor towards succesful inclusive education. The field research was taken in Yogyakarta, at UIN Sunan Kalijaga and Islamic University of Indonesia. The author used sampling techniques and tringulation methods to examine the data and analysed it from socio-cultural studies.

The Result show that volunteerism in Yogyakarta as a part of volunteerism types in Indonesia is quite different from that in other country. Volunteerism in Yogyakarta especially towards successful inclusive education are done university student voluntarily without any contract or certain payment. The volunteerism at Islamic University of Indonesia tend to perform self willingness while the volunteerism at UIN Sunan Kalijaga is done both by individual self willingness and organizational recruitment. But they have same ideas not to professionally provide some funds either from Country or the institution. Those students do volunteerism inside and outside at the class by helping their difable friends to solve their daily obstacles to conduct the class. Some recruited students at PLD Sunan Kalijaga stay in the office and perform some services for students with disabilities. Secondly, volunteerism in Indonesia especially to support successful inclusive education still come from self willingness and only from several part of society which is why volunteerism in Indonesia is still categorized as charity action and has not become a social movement to solve social problems and even to bring social justice.

Keywords: *Volunteerism, inclusive Education, Indonesia*

A. Introduction

Thoughts on education under capitalism first appeared in *Commonweal* in 1888. In the article William Morris provides a striking critique of schooling (and other forms of state- or industry-sponsored education) within capitalist systems.¹ A rarity that it is a means for earning a superior livelihood; but as soon as it has ceased to be a rarity, competition takes care that education shall not raise wages; that general education shall be worth nothing, and that special education shall be worth just no more than a tolerable return on the money and time spent in acquiring it; and, mind it, such special education must be very carefully directed towards the one aim of commercial success in the specialty, or it will miss, and be thrown into the mass of general education which earns nothing.

All this betokens that the end towards which our sham Society directs the means, 'education' is the one end which all its 'social' dealings are directed to, the sustaining and easy working of its usurpation of true Society. People are 'educated' to become workmen or the employers of workmen, or the hangers-on of the employers, they are not educated to become *men*. With this aim in view the conditions under which true education can go on are impossible. For the first and most necessary of them are leisure and deliberation; and leisure is a thing which the modern slave-holder will by no means grant to his slave as long as he grants him rations; when the leisure begins the rations end. Constant toil is the only terms on which they are to be had. Capitalism will not allow us the leisure, either for education or the use of it. Slave labour and true education are irreconcilable foes, for the latter means the continuous and duly balanced development of our faculties, whether in the school, the workshop, or the field, and how can that co-exist with the continuous, hopeless, mechanical drudgery of the man who whatever he produces will have all taken from him that exceeds a bare subsistence.

Thus, volunteerism at any aspects must come as one of the ways to overcome some problems created by capitalism forms in any communities. Volunteerism can reduce that gap between the poor and the rich, cultural and social diversity and even in disabilities.

¹ William Morris : *Thoughts on Education under Capitalism*, William Morris (1888) 'Thoughts on Education under Capitalism'. *Commonweal* (Volume 4, No. 129) 30 June 1888. Reproduced in *the informal education archives*. [www.infed.org/archives/e-texts/william_morris_thoughts_on_education_under_capitalism.htm].

Volunteering is generally considered an altruistic activity where an individual or group provides services for no financial gain. Volunteering is deeply embedded in people culture. Volunteers serve in many capacities, contributing their time, energies, and talents to help fulfill the missions of a wide variety of organizations. Individuals of all ages, ranging from youth to seniors, volunteer for organizations that are diverse in their size, mission, structure, and length of opportunities offered. The types of volunteering activities available also vary widely and include community service, civic engagement, education, emergency assistance, economic development, and environmental protection. (Mindi Larson, et.all, 2011).

In June, 1994, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) drafted *The Salamanca Statement* which included the following agreements:

- a. Those with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs.
- b. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994, p.viii-ix) (Gallian Parekh, 2013, 1)

Developing from this In Indonesia, number of difables reaches 1.8 million people and those who does not go to school are about 1.723.237 children. In Special District of Jogjakarta, from 6.191 number of difable children, only 2.211 children do not go to school. And in the Jogjakarta city, only 50 of children do not go to school. Within those background, the author examines how volunteerism phylosophically and socially can bring benefit factor towards succesful inclusive education.

B. Literature Review

In this research, there are previous paper studies focusing to discus related about teaching inclusive classrooms:

A Paper by Miller, K., Schleien, S., Rider, C., Hall, C., Roche, M., & Worsley, J. (2002). *Inclusive volunteering: Benefits to participants and community*. *Therapeutic Recreation Journal*, 36(3), 247-259. After previous research revealed a lack of volunteer opportunities for individuals with disabilities, a pilot project was developed to examine the benefits of volunteerism for this population, as well as their non disabled peers and the agency in which they served.

The project involved college undergraduates and adolescents from a local school for students with disabilities. After two semesters of work for a local agency, benefits were discussed and evaluated. Benefits to the participants with disabilities included pride, skill development and generalization, empowerment, and increases in social interaction and verbal communication. Benefits to the participants without disabilities included positive attitude change, increased social interaction, and professional development. Benefits were also recognized for the agency involved and the community at large. Implications are provided for further research and project replication.

Many of research projects and research discuss about how volunteering can involve people with disability to play important role in succeeding inclusive community. But in this case, the Author focuses on how regular people can play important role as volunteer, the typology of the volunteering and how the volunteer can fulfill their role to promote and succeed inclusive education.

C. Theory Framework

C.1. Types of Volunteerism

There are a number of typologies that distinguish between non-profit organizations based upon their area of activity. For example, the International Categorization of Nonprofit Organizations (ICNPO) divides them into 11 categories:

1. culture, sports and recreation;
2. ducation;
3. health;

4. social services;
5. environment;
6. community development;
7. civil/advocacy organizations;
8. foundations and non-profit sector infrastructure;
9. international organizations;
10. professional organizations and labor unions;
11. other (Salamon, Sokolowski & List 2003).

Non-state non-profit organizations can also be categorized according to whether they have paid employees. The term ‘grassroots’ refers to the type of voluntary organization with no employees, and which operate as associations on the basis of the voluntary activities of their members. The second type of voluntary, non-profit organization involves paid employees (professionals). In such organizations, there can be many or very few (e.g. on a foundation’s governing board) volunteers. (Tereza Pospisilova, 2011)

D. Research Method

D.1. Research Sort

The sort of this research performs qualitative research (Patton, 2001). Author examines *UIN Sunan Kalijaga, and Islamic University of Indonesia Yogyakarta* how far the inclusive volunteering development and application. Then from this information can be known the obstacles in the application.

In-depth interviewing is an open ended question which is used in order to get as many details as possible.(Patton, 2001, 295) Because qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit. (Patton, 2001) The author had opportunity to have interview with Bu Nur, a senior staff of PLD, Mr. Muhrisun, Ph.D, the new chief of PLD and some diffable students, Sidiq, the chief of velunteer in PLD UIN Sunan Kalijaga. The author also had excellent opportunity to interview Ellien Roberts, a professional Volunteer from University of British Columbia, Canada

who will stay and through agent education without barriers become a volunteer to help PLD develops until April 2016.

Observing activities, interactions, what people say, what they do, and the nature of the physical setting is important in a comprehensive field of work.(Patton, 2001)The Authors focus on observing PLD, environment responses, and other physics and non- physics matters. Record, (Photos), Qualitative researchers analyze their data *inductively*. They do not set out to find data to prove or disprove hypotheses that they have prior to their study. Their theories come from the "bottom up" rather than the "top down"...(Patton, 2001) In analyzing data, the author using qualitative inductive approach. The theory framework used also variant using the ideal form of inclusive class.

E. Results and Analysis

1. Short Overview about Volunteerism Forms in UII and UIN Sunan Kalijaga Yogyakarta

As one of the oldest private university in Indonesia, Islamic University Indonesia (UII) has shown a good intention to receive students with disabilities. But up to now, there is still no formal policy supporting students with disabilities. So, The volunteering in UII only showed in form of self willingness from the students.

Volunteerism in Yogyakarta as a part of volunteerism types in Indonesia is quite different from that in other country. Volunteerism in Yogyakarta especially towards successful inclusive education are done university students voluntarily without any contract or certain impairment. Those students do the volunteerism inside or outside the class. Some came for recruitment and others help without hesitation at any situation.

Reported from Sidiq, a senior volunteer at PLD, in 2015, 15 students selected from 30 students applied at UIN. Sidiq said that at this time, PLD services around 50 diffable students with around 10 volunteers. So far, PLD provide support students with disabilities (blind, deaf and physical) and provided support graduated student with disabilities spread throughout all faculties and department at UIN Sunan

Kalijaga.

Every year, UIN Sunan Kalijaga through PLD received 15 students. They should do some test required by PLD. The test includes verbal and non verbal test, simple intelligence test, language ability test, independence test, and other test supporting their learning process at UIN. But it is not far from the role of volunteer to help them with the administrations. Even everyday they stay at PLD to help the difable students to overcome their daily problems.

2. Volunteerism Effect in Succeeding Inclusive Education

Volunteerism in Indonesia especially to support succesful incusive education came from self-willing only from several part of society in Campus and has not become a massal movement to solve social problem and developing social justice in Indonesia.

Some definitions of volunteering include the condition that the activity must be of public benefit, and therefore, one should not consider leisure activities (sports, culture, hobbies, recreation, etc.), or unpaid work for one's own organization or group (providing help for its members) as volunteering (Dekker & Halman 2003).

This brings forth a significantly narrower definition that can be applied to certain purposes, but does not cover the largest field of voluntary activities in most countries (i.e. sports and culture). The narrow definition of volunteering as an activity for the public benefit would not even cover grassroots volunteering, defined by Smith as a mutually beneficial activity (Smith 1997a, 1997b). Working as volunteer in Inclusive community brings successful inclusive education. Because for students with hearing impairment, it is essential to have professional volunteer. So they can enjoy the class and feel the atmosphere of inclusiveness in their campus. But unfortunately, in Indonesia, there only several institution really apply this policy to support inclusive education.

Remuneration of volunteers has been a topic for discussion (Rochester 2006). There is a range of methods associated with this, from the reimbursement of travel expenses and charges connected with

voluntary work, through small gifts, to bonuses in the form of free access to services or events. Blacksell and Phillips (1994, cited in Rochester 2006), found that a significant percentage of volunteers in the United Kingdom had received – apart from the reimbursement of their expenses – a certain form of a payment. The lack of remuneration is not taken for granted: expenses associated with voluntary work are normally reimbursed (travel expenses, meal allowance), and symbolic gifts and bonuses are a common form of recognition. In the Netherlands, for instance, it is common that a volunteer receives services and products from his/her organization for free (such as tickets for a concert). (Meis et al. 2003: 29). But in Indonesia the concept of remuneration and reimbursement of their expenses and charge connected was not applied seriously.

F. Closing

F.1. Conclusion

From the exploration explained above, it can be concluded that:

1. Volunteerism in Yogyakarta as a part of volunteerism types in Indonesia is quite different from that in other country. Volunteerism in Yogyakarta especially towards successful inclusive education are done university students voluntarily without any contract or certain impairment. Those students do the volunteerism inside or outside the class. Some came for recruitment and others help without hesitation at any situation.
2. Volunteerism in Indonesia especially to support successful inclusive education came from self-willing only from several part of society in Campus and has not become a mass movement to solve social problem in Indonesia.

F.2. Suggestions

1. Government should be serious and detail in setting up the program of successful inclusive education to realize education for all. They also should take apart to determine supporting policy to succeed inclusive education, supervise and evaluate the process of inclusive education.
2. Once the goverment supporting and act seriously to realize this education for all program. All the

elements will include and involve to so volunteerism to make inclusive society happens.

- 3.** Co-operating with NGOs, Government can set up the policy to use volunteerism as a profesional type with official payment at all aspects to reduce unemployment especially toward succesful inclusive community.

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