

DEVELOPING INCLUSIVE CAMPUS AT YOGYAKARTA
(Case Study at Islamic State University Sunan Kalijaga Yogyakarta)

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Abstract

This paper examines how inclusive education is developed at UIN Sunan Kalijaga Yogyakarta, Indonesia. The aim of the study reported in this paper was to develop inclusive campus regarding how the campus manage their work when they are placed in the position of having a student with a severe or profound physical disability. From this research, authors underline that Higher Education in Indonesia, especially in Yogyakarta have known the inclusive education, but only several institution really apply it. Receiving one or two difable students doesn't conclude that one institution apply inclusive education.

There are several requirements must be fulfilled to make an institution can be called as an inclusive institution. First, In campus structural formation , PLD position is not in strategic position. It bring impact to PLD development. Second, physical facilty is quite good indicated by the existance of diffable corner, but there are still more to indicate that this University have already met a requirement to apply real inclusive campus like policy that support PLD development, inclusive philosophy in every vision and mission of each Faculty and teacher training to support inclusive classroom teaching, inclusive laboratorium with high technology facilities that is accesable for student with disabilities and Faculty awarness to develop inclusive campus. Thirdly, inclusive environment created by UIN is not maximum. It is indicated by informal structure of PLD under UIN, the facilities provided by UIN for PLD development.

Keyword : Developing Inclusive Campus, Center for Disabilities Service, UIN Sunan Kalijaga

A. Introduction

The Education for All (EFA) initiative from the United Nations is an essential element of the Millennium Development Goals, in part because education is seen as being crucial to human development, and also because so many children do not have access to education UNESCO (2005) (Martyn Rose, 2005).

While many campus leaders agree on the need for systemic change, separate initiatives that have been insufficiently linked to the core academic mission and inadequately coordinated across different parts of the academy typify current institutional engagement with diversity. Making excellence inclusive aims to understand how higher education can coherently and comprehensively link its diversity, inclusion and equity initiatives to its essential educational mission. This project will propose how institutions can use their commitment and progress to move toward cohesiveness and pervasiveness.

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.

Thus, the purpose of this research are to know : how UIN Sunan Kalijaga develop inclusive campus; secondly, what the obstacles faced to develop the inclusive campus. This research purpose to describe the effort of UIN Sunan Kalijaga to develop inclusive campus; explore the obstacles faced to develop the inclusive campus.

B. Literature Review

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

1. A *thesis* of Manal Aldaihani entitled a comparative study of inclusive education in Kuwait and England in 2010. This study is a comparative analysis of inclusive education for students with moderate learning difficulties (MLD) in Kuwait and England. A central tenet is that despite policies espousing the value of inclusion, implementation has been met with negativity in schools and communities in the Middle East, including Kuwait. The study aims to explore the factors necessary to successfully include such children in mainstream primary schools, with special reference to science classrooms. The present study is located in the fields of comparative education and special education.

In order to explore understandings of inclusion in two different contexts, the study applies a comparative ecological framework. The study investigates current practice in Kuwait and England at different levels to reflect the perceptions of the various people involved, namely teachers, students, and parents, by applying an 'ecological model'. It applies a variety of methods to explore school and classroom practice, trying to identify the influence of key factors at different levels in developing inclusiveness and the barriers hindering this.

2. Article entitled a Children with Disabilities in Private Inclusive Schools in Mumbai: Experiences and Challenges. This study describes about 'Inclusive education' policy has been introduced in India, however the concept is in its infancy This qualitative study analyses the case of children with disabilities studying in private inclusive schools of Mumbai. It discusses the development of self concept, elucidates the benefits and challenges of children with disabilities in inclusive education. We then suggest recommendations for improvements in implementing inclusive education in India.

C. Theoretical Frameworks

C.1. Definition of Inclusiveness

The fundamental principle of inclusive education is the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become normal in order to contribute to the world. We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging. (Kunc, Norman 1992 also in Anny Kresta 2008).

This section looks at a series of "indicators" of an inclusive culture within the school setting and these indicators are things that may be present within your child's school or may be things that are being worked towards by the school and school division staff. An "inclusive culture" within a school setting embraces all members of the school community, from the gifted to the struggling learner, from the student, to the teacher, to the many support staff that make the school environment a welcoming and safe place for all.

C.2. Inclusive environment

The features describe of inclusive environment:

1. A schools's enrolment practices do not discriminate between students with disabilities and those without disabilities,
2. School services and facilities are equally accesibleto students with disabilities and those without disabilities
3. Curriculum programs are designed in such a way that the learning needs of all students are catered for
4. Assessment and certification procedures are responsive to the learning outcomes targets and goals of students with and without disabilities
5. Specialist services and equipment that students need to be able to experience success with their learning are supplied, and
6. The school environment is fiendly and teachers and students respond positively to student diversity

C.3. Effective Inclusive Education Characteristic

An inclusive education is characterised by a blurring of the boundaries between children with and those without additional learning needs, so that the focus is on:

1. The level of capacity each individual child possesses to learn and progress
2. The learning and wellbeing outcomes sought, and
3. The environment and support which the school undertakes to provide

Characteristics of an inclusive and effective school:

1. Is driven by a moral imperative to improve the learning outcomes of all students regardless of their capacities and backgrounds
2. Adopts a whole school focus that is reflected in the school's vision, beliefs, policies and practices
3. Is deeply committed to the belief that all children can learn
4. Recognises that all students face special learning needs of one sort or another
5. Focuses on students' learning needs rather than on their learning disabilities
6. Provides learning programs and tasks that are targeted to students' learning styles, interests and needs
7. Has high expectations of students, sets unambiguous but challenging achievement targets, rewards effort and celebrates success
8. Is alert to and uses a range of multi-skilled personnel (e.g. teachers, specialists, aides, clinicians, volunteers and other students) to assist students with their learning,
9. Has a strong performance and development culture that supports all staff and volunteers to continuously improve their effectiveness to promote student learning,
10. Adopts a team teaching approach to meeting the diverse needs of learners,
11. Adopts an open classroom structure that enables various grouping sizes to be assembled for teaching and learning
12. Helps students to identify learning targets, regularly monitors performance and provides constructive feedback to students and parents on learning progress and challenges and how these can be achieved.
13. Provides additional support as soon as the need for this becomes evident, and

14. Forges strong links with parents, clinicians, caregivers, staff in local special schools, disability services providers and relevant support agencies within the wider community.

D. Research Methodology

D.1. Research Sort

The sort of this research performs qualitative research (Patton, 2001). Author examines UIN Sunan Kalijaga, Pusat Pengembangan Bahasa (Center for Diffabelities Service) how far the inclusive class development and application. Then from this information can be knew 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. The authors 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) Observation was also done in various place and time including author's self-experience in teaching diffable students.

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

E.1. Inclusive Campus at UIN Sunan Kalijaga Yogyakarta

Regulation no. 4/1997 (UU No. 4 Tahun 1997) on people with disabilities ensures that disabled persons obtain equal opportunities in all aspects of life, including the right to access adequate education within all levels and disciplines. In line with this policy, Indonesia has also adopted an international instrument from United Nations, the CRPD (the convention of the Human Rights of Persons with Disabilities) by Regulation no. 19/2011 (UU No. 19 Tahun 2011) which explicitly recommends all the nations to guarantee as well as to provide an educational system which is inclusive in nature within all strata. However, unfortunately the above mentioned policies are unable to eliminate the discrimination and marginalization toward people with disabilities in the area of educational rights, particularly in the context of higher education.

Though an official statistic by the government indicating the exact number of the participation of the disabled population in tertiary education has not been established yet. According to Pertuni (Indonesia Blind People Association) in 2005, there were around only 250 such persons studying at the universities and other similar educational institutions. In fact, the total number of people with disabilities counted by the Healthcare Department was 3.5 million in 1995 or around 1,5% of the total Indonesian population. Yet, a census conducted by BPS (National Statistic Bureau) in 2000 indicated that the number of people with disabilities was much more less, numbering at 1,465,280 individuals. However, it is worth mentioning that both the Healthcare Department and the National Statistic Bureau's numbers with retrospect to Pertuni's statistic reveal that there is very low number of participation among students with disabilities in tertiary education.

Additionally, a lot of educational institutions are not ready to accept student with disabilities for varying reasons such as either lack of physical accessibility (building and other facilities), unsuitable academic services curricula, teaching methods and other supporting activities), or administrative services, and un-adapted and unsafe social atmosphere.

Pusat Layanan Difabel (PLD) or *Center for Student with Disabilities* at UIN (Islamic State University) Sunan Kalijaga Yogyakarta Indonesia, officially launched to the public on May 2nd, 2007, is a non-structural unit in the University. The goal is to assist UIN Sunan Kalijaga in order to be an inclusive

campus and in general to research, promote and advocate disability relating issues to extent that they gain fair and equal opportunities, access and treatment in the society.

PLD is one of very few services available for student with disabilities in the country. So far, PLD provides support to 50 student with disabilities (blind, deaf and physical) and provided support to 20 or so graduated students with disabilities spreads throughout all faculties and departments at UIN Sunan Kalijaga.

A side from offering academic assistance and services as talking computers, learning and reading assistance, and so forth, the center also advocates in disability issues which cross-cut with the issues of policy, religion, gender, inclusive education and so forth.

a. PLD Organisation Structure

A positive school ethos and positive attitudes among staff are factors that have contributed significantly to the success of inclusion. Organizational Structure as follow :

Advisory Board

Rector of UIN Sunan Kalijaga :

Prof. Dr. H. M. Machasin, MA

Vice Rector I : Prof. Dr. Sutrisno, M. Ag.

Vice Rector II : Dr. Waryono

Executive Board

Director : Muhrisun, Ph.D.

Vice Director : Arif Maftuhin, MA

Program Manager : Ruspita Rani Pertiwi, MM

Coordinator of Research and Development :

Jamil Suprihatiningrum, MA and Andayani, S.IP, MSW

Coordinator of Academic Services:

Siti Aminah, M.Si and Astri Hanjarwati, MA

Coordinator of Public Relations and Networking :

Asep Jahidin, MA

Coordinator of Difabel Corner :

Presti Murni Setiati, S.Pd.I

b. Services and Programs

In the past five years PLD has provided academic support for more than 50 students with various types of physical disabilities. In 2012 there were 37 student with disabilities benefiting from PLD support and services. These students are registers in different faculties within the university. PLD has around 50 non-disabled student supporting the academic and social life of student with disabilities. PLD's program and activities are divided into three groups : education, research and network.

1. Educational support and services

- a. Admission Proses: provide consultation on how to choose the right program, provide a student buddy during the admission process, admission test and advocating adaptive selection process
- b. Campus Life : academic services (reading, note taking, providing assistive technology and accessibility of the library), capacity building for students with disabilities and advocating accessibility policy and implementation in all aspect (physical buildings, academic and social life)
- c. Transition Program : capacity building, preparation to enter master program and building a network to advocate affirmative policies on people with disability entering workforce

2. Public Advocacy

PLD has been networking with various DPO in national and international levels and other stakeholders. PLD and its partners promote and advocate the rights of person with disabilities and inclusive education. PLD's partners are : the Indonesian Ministry of Social Welfare, National Disability Groups (Pertuni, SIGAP, Konas Difabel, UCP, Yayasan OHANA, Majalah Diffa, etc) and Institute of Disability and Public Policy, ICEVI, Nippon Foundation, Handicap International, Academic without Borders Canada (AWBC)

3. Training

PLD have also conducted trainings, seminars and workshops for students with disabilities, volunteers, lecturers and staff. The trainings and workshops are as follows: training on empowerment and advocacy,

training on disability issues and e-book production, workshop on adaptive teaching and services for lectures and staff, workshop on inclusive education, workshop on volunteer management and pre-university training for student with disabilities.

4. Research and Publication

In addition to its services to the community, PLD also researches and studies disability issues, disability and Islam, and inclusive education. PLD has been working hard in bringing the disability studies into the mainstream of Islamic studies at the UIN and other universities.

E.2. Authors analisis of inclusive Education at UIN

According to the theoretical framework on characteristics of an inclusive and effective school, it can be analyzed that:

1. UIN Sunan Kalijaga has driven by a moral imperative to improve the learning outcomes of all students regardless of their capacities and backgrounds by receiving student with any background including student with disabilities.
2. UIN Sunan Kalijaga has not totally adopts a whole campus focus that is reflected in the campus's vision, beliefs, policies and practices.
3. UIN Sunan Kalijaga is deeply committed to the belief that all children can learn.
4. UIN Sunan Kalijaga recognises that all students face special learning needs of one sort or another.
5. UIN Sunan Kalijaga focuses on students' learning needs rather than on their learning disabilities by establishing PLD (*Center for Diffabelities Service*) with people who really care with disabilities inside.
6. UIN Sunan Kalijaga provides learning programs and tasks that are targeted to students' learning styles, interests and needs.
7. UIN Sunan Kalijaga has high expectations of students, sets unambiguous but challenging achievement targets, rewards effort and celebrates success.
8. UIN Sunan Kalijaga alert to and uses a range of multi-skilles personnel (e.g. teachers, specialists, aides, clinicians, volunteers and other students) to assist students with their learning by giving them chance to join teacher training on how to teach disabilities student.

9. UIN Sunan Kalijaga has not proven a strong performance and development culture that supports all staff and volunteers to continuously improve their effectiveness to promote student learning, indicated by only several part who care enough to learn how to teach disabilities and the staff work in PLD because of their shift turn to work at PLD, not by choice nor self awareness to improve PLD quality.
10. UIN Sunan Kalijaga has not applied a team teaching approach to meeting the diverse needs of learners.
11. UIN Sunan Kalijaga has implemented an open classroom structure that enables various grouping sies to be assembled for teaching and learning.
12. UIN Sunan Kalijaga has helped students to identify learning targets, regularly monitors performance and provides constructive feedback to students and parents on learning progress and challenges and how these can be achieved. It is indicated by how PLD provides any information and also services consulting on how they choose subject packages and their study progress.
13. UIN Sunan Kalijaga not yet forges strong links with parents, clinicians, caregivers, staff in local special schools, disability services providers and relevant support agencies within the wider community.

Making excellence inclusive is designed to explore how colleges and universities can fully utilize the resources of diversity to achieve academic excellence for all students. This initiative builds upon decades of campus work to build more inclusive communities, established scholarship on diversity that has transformed disciplines, and extensive research on student learning that has altered the landscape of the academy. Over time, colleges have begun to understand that diversity, in all of its complexity, is about much more than a diversity program or having student of color on campus. Rather, incorporating diversity into campus life raises profound questions about higher education's mission and values.

E.3. Obstacles Towards Development

Established since 2007. PLD, as a unit of UIN Sunan Kalijaga Yogyakarta is counted as a strong commitment to grow. In fact some obstacles make PLD grow slowly. According to Muhrisun, Ph. D, Head of PLD, Some of the obstacles analyzed from how PLD grow could be from Internal and External Factor:

E.3.a. Internal Factors

1. PLD is a separated unit which actually do not get priority from UIN to expand more than how it is now. The indicator can be concluded that to run PLD, UIN only give some fund taken from BOPTN (Bantuan Operasional Perguruan Tinggi Negeri (State Higher Education Operational Assistance Fund) which is only enough to use it for monthly expenses. But it is quite difficult to develop PLD more than nowadays condition.
2. Different Rector will bring different passion to develop PLD. Prof. Amin Abdullah once had idea to establish PLD (previously PSLD) determined to expand difable students to go abroad. The indicators showed that some students could go abroad teaching braille computers and joining some youth summit too. Next Leader Prof. Musa Asy'ari has the same idea though it is not as strong as the previous leader, in his hand, PLD and UIN get an award fro conducting excellent inclusive education
3. Real inclusive is still on the way where inclusive community still takes place only in some parts. Students easily help their difable friends but other also do not really care about their existence.

E.3.b. External Factors

1. Under Regulation of the Government, The Department who has responsible to flow the fund for inclusive education is Ministry of Education. Ministry of Education realizes that university conducting inclusive education in almost most of aspects is UIN Sunan Kalijaga. But because UIN Sunan Kalijaga is under Ministry of Religious Affairs. It is almost impossible to give direct funding to PLD UIN Sunan Kalijaga. If it is really possible, PLD can have a project with UGM or other university under Ministry of Education. But it is of course doesn't meet PLD need.
2. People knowledge of Inclusive education: Inclusion can be a difficult goal to achieve in any environment, especially in a school where so many people of different backgrounds, experiences and abilities are brought together to pursue their education. Although inclusive education has emerged into very popular disscusion among academision, this issue is still unfamiliar for general society especialli in developing country. It bring a lot of effect in how society can manage and support to form and establish inclusive community.

F. Concluding Remarks

From this research, authors underline that Higher Education in Indonesia, especially in Yogyakarta have known the inclusive education, but only several institution really apply it. Receiving one or two *difable* students doesn't conclude that one institution apply inclusive education. There are several requirement must be fulfilled to make an institution can be called as an inclusive institution.

1. In campus structural formation, PLD position is not in strategic position. It bring impact to PLD development.
2. Physical facility is quite good indicated by the existence of difable corner, but there are still more to indicate that this University have already met a requirment to apply real inclusive campus like policy that support PLD development, inclusive philosophy in every vision and mission of each Faculty and teacher training to support inclusive classroom teaching, inclusive laboratorium with high technology facilities that is accesable for student with disabilities and Faculty awarness to develop inclusive campus.
3. Inclusive environment created by UIN is not maximum. It is indicated by informal structure of PLD under UIN, the facilities provided by UIN for PLD development.
4. Volunteerism at UIN Sunan Kalijaga as a respond of the condition where is student with disabilities need help at any activities. But, the volunteer is still unwell-organized because there no commission for them.

G. Recommendation

From this research, the writter have some recommendation :

1. The excellent inclusive practice of accommodation and social space in higher education institutions (HEIs) more needs to be done to ensure that equality issues are consistently embedded in all policy and practices related to accommodation and social space across the sector at the University.
2. To make inclusion a reality in PLD (*Center for Student with Disabilities*) at UIN Sunan Kalijaga, parent and all part of the University (the desicion maker, students, educators and workers) need to work

together to build campus and classroom communities where all student, including those with diverse needs and abilities, have a sense of personal belonging and achievement.

3. To enhance the curriculum planning and implementation, educator have to PDAC (plan, do, act and check) the curriculum with attention to the cognitive, social, emotional and physical growth of all students.

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