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Inclusive Learning for Digital Natives in Sunan Kalijaga State Islamic University Yogyakarta

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Abstract

Since inclusive education is required to develop learning innovations for students with disabilities and special education, it is driven by the equal rights of individuals to pursue higher education. This study thus aims to analyze implemented inclusive learning of students with disabilities at UIN Sunan Kalijaga Yogyakarta. The study of this theme was carried out using a qualitative approach. Data were collected by observation, interviews, and document analysis. All data were then analyzed in stages: reducing the data, presenting the data, and concluding the research results. Through triangulation (multiple sources and methods), the data validity was checked. The study results uncovered that 1) lecturers must design a curriculum that accommodates and suits all students, including students with disabilities. 2) Lecturers must support PLD (Center for Disability Service) by digitizing teaching materials, being actively involved in mid-semester FGDs, collaborating with PLD volunteers to achieve learning goals, and preparing adaptive learning evaluations according to the type of disability.

Keywords: Inclusive learning; lecturer; digital native

A. Introduction

Inclusion comes from the English language "inclusion," which means accepting those with obstacles in the curriculum, environment, social interaction, and self-concept. The vision and mission of an inclusive school can also be interpreted as a way of thinking and acting that allows each individual to feel accepted and valued. The inclusion of students with disabilities in general education contexts has emerged as a major issue throughout the world. It necessitates evidence-based practices that can be implemented across contexts to support student access to and progress in the general education curriculum (Amor, et al., 2019).

In Indonesia, the continuity of education has two crucial factors, i.e., study and learning. The study is an interaction carried out between the teacher and students consciously, both inside and outside the room, aiming to improve students' abilities (Abroto et al., 2020). However, a group experienced difficulties adjusting to higher education institutions, including the conditions experienced by people with disabilities, the unintegrated support system at higher education institutions, and individuals and families of students with disabilities who did not know about the support facilities provided on campus. Therefore, several important recommendations are suggested: synergy between individuals with disabilities, their families, higher education institutions, and their environmental systems.

Additionally, a non-discriminatory culture and universal learning support the success of individuals with disabilities in pursuing higher education. Strengthening commitments, regulations, and policies is another challenge to realizing quality inclusive learning. Hence, socialization to build basic understanding and concern for students with disabilities, fostering the competence of lecturers and education staff, arranging facilities and infrastructure, establishing a disability service unit, and affirmation programs are required. Lecturers at higher education institutions are also expected to increase their knowledge, understanding, and sensitivity to improve the quality of providing learning services to students with disabilities (Zunair, Faridah & Chamdani, 2017).

Nevertheless, no survey is accurate enough in Indonesia to see how many people with disabilities access primary, secondary, senior, and higher education in the general education pathway. It is related to government policies that have long positioned persons with disabilities as special people directed to special education under the name Special Schools (SLB) (Lestari et al., 2017). A study has been conducted at six universities in Yogyakarta, including the Indonesian Islamic

University (UII), Gadjah Mada University (UGM), Sunan Kalijaga State Islamic University Yogyakarta (UIN), Yogyakarta State University (UNY), Universitas Muhammadiyah Yogyakarta (UMY), and Yogyakarta Atma Jaya University (UAJY). The six tertiary institutions have been accredited as superior, so they deserve to be used as a benchmark for high standards to measure the commitment of higher education institutions in fulfilling the right to education for persons with disabilities (Riyadi, 2021).

Higher education institutions in Yogyakarta generally have not understood the obligation to provide Disability Service Unit (ULD). ULD is unavailable yet, except at UIN (State Islamic University). In this case, UIN Sunan Kalijaga already has a ULD with the name Disability Service Study Center, which is institutionalized structurally and is under the Institute for Research and Community Service (LP2M) UIN Sunan Kalijaga. This campus has declared itself as an inclusive campus. Education providers at UIN Sunan Kalijaga have tried to make various efforts to fulfill and provide accessible services for people with disabilities. UIN Sunan Kalijaga has also developed a standard operating procedure that contains how to provide services to people with disabilities, starting from registration, placement, the lecture process, and the examination stages. However, UIN Sunan Kalijaga's managers admitted that many things still need to be improved, such as improving the skills of lecturers and education staff. This process is long to achieve an inclusive education space (Riyadi, 2021).

UIN Sunan Kalijaga is, therefore, a good example of an inclusive university in Indonesia. Because of being a pioneer of inclusive campuses in Indonesia, previously, the first disabled students who entered UIN Sunan Kalijaga Yogyakarta were blind, disabled students; now, there are several students with special needs, such as the physically disabled and people who are deaf or hard of hearing. It applies inclusive education in almost all of its faculties and departments. Hence, numerous adaptive services are provided to students with disabilities and its Center for Disability Services (PLD) (Aryanti, 2014).

Moreover, a blind person has extraordinary advantages despite all his limitations. However, not all environments can accept them in the world of education. Sometimes, some look down on them, some feel sorry for them, and some care about them. Many think they can only accept the mercy of others, but in fact, they can live and fight with their efforts; great motivation to get up and be amid society is extraordinary. Several lecturers in UIN Sunan Kalijaga, whom the researchers successfully interviewed, treated all students the same. There was no

special treatment, and it was just that they were provided with companions to help with lecture activities if they experienced difficulties. From this background, the researchers are interested in how inclusive learning is implemented for digital natives at UIN Sunan Kalijaga Yogyakarta. Thus, this study aims to analyze implemented inclusive learning of students with disabilities at UIN Sunan Kalijaga Yogyakarta.

B. Method

This research collected data from UIN Sunan Kalijaga Yogyakarta. The data obtained from observations, interviews, and documentation were described in written words. After that, the validity of the research data was tested by checking sources and data collection methods. There were 11 informants in this study: the Head of the Center for Disability Services, three lecturers, one assistant of the Center for Disability Services, one sign language translator, and five students with special needs. In this qualitative research, the data analysis used the Miles and Huberman model, covering three stages of data collection: data reduction, data display, and conclusion drawing (Sugiono, 2022).

C. Results and Discussion

The implementation of education for persons with disabilities in Indonesia is far different from that for persons with disabilities abroad. In England, for example, education for persons with disabilities in special education or SEN (Special Educational Needs) is not carried out in a different academic environment. However, it is carried out in an integrated academic environment with students. As the Code of Practice states, "Children's special educational needs will normally be met in mainstream schools or settings." Meanwhile, in Indonesia, educational services for persons with disabilities were segregated from 1901 to the 1970s, where persons with disabilities were educated in institutions separate from educational institutions or schools. In the late 1970s, the concept of integrated education was introduced in Indonesia by Helen Keller International (HKI).

Regarding inclusive education based on Islamic religious values in Cahaya Ilmu Elementary School, the school management provides Shadow Teacher Assistance for inclusion services. The learning media is designed based on principled learning on equality and convenience for all students (Muthohar, 2019). In contrast to the implementation of Special Education (PLB) in Indonesia, which

separates students with disabilities from students in general, inclusive education provides opportunities for students with all kinds and different learning needs (including students with disabilities) to study together in the same educational environment and equal. As summarized by UNESCO, inclusive education is a dynamic approach as a positive response to student diversity and views individual differences not as a problem but as an opportunity to enrich learning (UNESCO, 2005). Realizing inclusive education is related to not only technical and organizational changes but also a sociocultural movement with a clear philosophy, namely realizing education for all. Further, the development of inclusive education in Indonesia cannot be separated from the development of inclusive education worldwide.

The implementation of inclusive education is strongly influenced by policies in the form of laws and regulations as a binding legal basis. In Indonesia, the application of inclusive education is based on a philosophical basis, a juridical basis, a pedagogical basis, and an empirical basis, as explained below:

- 1) The philosophy that underlies the implementation of inclusive education in Indonesia is Pancasila, the basis of the state, and *Bineka Tunggal Ika*, the national motto. As a form of recognition of human diversity, a person's disability is not considered as a disability (deficiency) but rather as a form of diversity, such as differences in ethnicity, race, language, culture, and religion. Pancasila provides the foundation that education must be fair and equal for all Indonesian people, including persons with disabilities. Education for persons with disabilities must also enable them to receive a fair and equal education in a diverse environment.
- 2) The juridical basis for implementing inclusive education in Indonesia began with the approval of the Salamanca Statement by world education ministers, including Indonesia, in 1994. It continued with Indonesia's participation by ratifying the Convention on the Rights of Persons with Disabilities, ratified by the United Nations in 2006. Based on Indonesia's participation and commitment to international agreements, Indonesia has stipulated various laws and regulations for implementing inclusive education.
- 3) The ideals of the Indonesian nation contained in the Preamble of the 1945 Constitution, namely the intellectual life of the nation, are then specifically regulated in Article 3 of Law Number 20 of 2003, stating that national education aims to develop the potential of students to become human beings

who believe and fear God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen as a pedagogical basis. Pedagogically, placing persons with disabilities in separate educational conditions positions them in isolation so that their potential development cannot be achieved optimally.

- 4) The last is the empirical basis. Based on research by the National Academy of Sciences (United States), placing children with disabilities in separate educational settings is ineffective. It seems discriminatory, but special education can be given in a segregated manner if students feel they need it based on precise and accurate identification results. Besides, inclusive education has a positive impact on both students with disabilities and students without disabilities (Ari Pratiwi et al., 2018).

In this regard, understanding the law on persons with disabilities is vital for policymakers. Even though they did not thoroughly memorize it, the leaders should generally understand the laws related to disabilities. As stated by Waryono, regarding disabilities in Islam, it has also been taught to respect and help each other, and the consequence for the leadership is to provide facilities fairly (Juwantara, 2020), such as the following:

a. Inclusive Classroom Learning

The basic principle of inclusive education is to ensure that all students get access to a good education, denoting that education providers must create an educational environment and atmosphere with accessible facilities, programs, media, and strategies for all students, including students with disabilities.

Inclusive education can provide facilities for students' diverse needs through participation in the learning process, culture, and community, as well as reducing and eliminating exclusivity in education. This process involves changing the modification of materials, approaches, structures, and strategies that meet the needs of all students in the learning process. Ari Pratiwi et al. (2018) stated that in implementing inclusive education, several things need to be considered, comprising the needs of students with disabilities, modified materials, and learning strategies and methods to make it easy for all students, including students with disabilities.

b. Learning Innovation

Improving the quality of learning should be done to meet the needs of students to live in society during a period of competition with foreign nations who

are starting to come to Indonesia. Free competition is unavoidable, where Indonesian society still relies on hard work but does not innovate, while foreign nations have utilized creativity and innovation to sell the country's products at multiple prices. Hence, the hope is placed in education, especially lecturers, to be willing and able to educate this nation's next generation so that they are not only spectators in their country. Skills that should be formed in students include 1) cooperative skills, 2) communication skills, 3) creativity, 4) critical thinking skills, 5) skills in using information technology, 6) numerical skills, 7) problem-solving skills, 8) self-regulation skills, and 9) learning skills. In addition, knowledge and skills should be followed by forming attitudes and behaviors that reflect an educated person. It needs to be a concern since intelligent immoral people will become dangerous people to others. Further, attitudes that need to be formed through learning are honesty, responsibility, tolerance, concern for others, discipline, courtesy, confidence, and peace-loving. Attitudes and behavior are also formed in line with student knowledge and skills development or are a nurturing effect of the teaching and learning activities.

c. Learning for Students with Special Needs at UIN Sunan Kalijaga Yogyakarta

Education is the right of everyone, including people with disabilities. Nonetheless, what applies to the community is creating an education system specifically for people with disabilities, which is far different from education in general. It makes disabled groups unable to adapt to the world they will face when they graduate from the education they take. It is what makes exclusive education like SLB only seem like a formality. Therefore, the educational paradigm must be changed immediately into inclusive education, i.e., education that can accept all types of people and disabilities and adapt to everyone's abilities. That way, friends with disabilities will get an equal education.

As happened at UIN Sunan Kalijaga Yogyakarta, which became an inclusive campus with the establishment of PLD (Center for Disability Services) and a pioneer of inclusive campuses in Indonesia, in the past, blind students were the first to enter UIN Sunan Kalijaga Yogyakarta. In the past, UIN Sunan Kalijaga became an inclusive campus voluntarily and sought funding. Over time, students with disabilities continue to grow, not only blind people but also diverse types of disabilities. Apart from that, because there is high trust from the campus, PLD has finally received funding from the campus until now. In principle, the services provided by PLD are

on demand, provided at the request of students or parties who need them. It indicates that not every need for persons with disabilities at UIN Sunan Kalijaga is served by PLD. This policy was taken by considering that the status of "disabled" and "not disabled" (disclosure) is the right of each individual and from himself, not from PLD. It has implications for whether a service is provided concerning these statuses and need statements (Maftuhin, 2019).

The number of disabled people at UIN Sunan Kalijaga Yogyakarta is now around 90 different types of disabilities, which continues to increase yearly. For the percentage of types of disabilities, among others, most students are blind, as many as 47%, followed by deaf students, as many as 43%, students with physical disabilities, as many as 5%, students with intellectual disabilities, as many as 4%, and students with mental disabilities, as many as 1%.

Moreover, now, the second and most at this time is the campus of the University of Brawijaya. Its inclusive class ensures that every participant is fully involved in the teaching and learning process. It is only that, in practice, people with disabilities often experience barriers to being involved in class. Deaf students, for example, experience communication barriers to being fully involved in lectures. They cannot attend lectures because the teaching and learning process is mostly auditory (teaching using the lecture method). In this context, classes need assistance (Maftuhin, 2019) with the information provided below.

- 1) Types of Inclusive Class Services
 - a) Sign Language Interpreter Service aims to translate oral communication that occurs in class.
 - b) Note-taker service aims to provide lecture summaries and meeting minutes of the teaching and learning process.
- 2) Guidelines for Note Taker Service
 - a) PLD recruits, trains, and prepares note-taker volunteers.
 - b) Disabled students apply for services to PLD.
 - c) Students with disabilities submit KRS (Study Plan Card) to PLD no later than a week before class starts.

- d) PLD enters KRS data into the Assistance Schedule.
- e) PLD invites volunteers to fill out the mentoring schedule according to their free time.
- f) At the latest, after the first week of class, PLD has completed the mentoring schedule.
- g) After the schedule is filled, PLD coordinates the implementation of assistance with volunteers and people with disabilities.
- h) Volunteers and people with disabilities who do not come according to the schedule are required to provide information to PLD.
- i) The PLD will find a replacement companion if the volunteer cannot attend.
- j) Volunteers who cannot attend must submit permission to PLD no later than 24 hours before the schedule.
- k) PLD prepares backup assistants if provision number 10 is not met.
- l) To run a good service, volunteers and people with disabilities are required to build good interpersonal communication and comply with the Assistance Code of Ethics.
- m) PLD published the Assistance Code of Ethics separately from this service manual (Maftuhin, 2019).

Furthermore, sign language interpreters (JBI) are volunteers for listening who have attended sign language training and have the ability to communicate with people who are deaf or hard of hearing. PLD recruits, trains, and equips JBI. Due to the limited number, JBI services are only provided under special conditions (not daily).

- a) JBI services can be provided when people with disabilities get individual lecture assignments that require communication in their implementation, such as paper presentations or practicum.

- b) Students with disabilities apply for JBI services to PLD by filling out the form provided.
- c) PLD coordinates with the Sign Language House to complete the mentoring schedule according to their free time.
- d) The Sign Language House appoints JBI volunteers.
- e) JBI provides services according to a predetermined schedule
- f) JBI and people with disabilities who do not arrive according to the schedule are required to provide information to PLD.
- g) If JBI cannot attend, PLD will find a replacement JBI.
- h) JBI who cannot attend must submit permission to the PLD no later than 24 hours before the schedule.
- i) PLD prepares backup assistants if provision point h is unmet (Maftuhin, 2019).

Further, becoming an inclusive campus requires cooperation from various parties, including the lecturers and students. Lecturers must know how to learn in a way everyone, including people with disabilities, can accept. Lecturers must also design a curriculum that accommodates and suits all students, including students with disabilities. Every person with disabilities must also get access to support lectures, both access to mobility and access to information and communication. Likewise, students must create an inclusive environment to become an inclusive campus. Therefore, the role of students is also crucial to support an inclusive campus. Providing outreach to students that there are students with disabilities on campus can be conducted.

In this case, PLD at UIN Sunan Kalijaga is also assisted by students who become volunteers. Volunteers help provide services for people with disabilities. For example, for people who are deaf or hard of hearing, there are note taker and signpost services, assistance during exams, editing thesis, scanning books, and turning them into audio, and many more. At least in PLD, there are around 50 services for people with disabilities.

Regarding learning modification, lecturers have a very important influence in determining the success of students with disabilities in participating in each

lecture material. Hence, social interaction in higher education institutions that implement inclusive education is the duty of lecturers toward students with disabilities. Hopefully, during lectures, the lecturer will not prioritize interacting with non-disabled students more than with disabled students. According to Sutherland, social interaction is "the dynamic interplay of influences between forces in which contact between individuals and groups results in changes in attitudes and behavior" (Huky, 2012). Social interaction can be formed when there is contact and communication between two or more people (Damsar, 2015).

According to Gillin and Gillin, social interaction is divided into positive (associative) social interaction and negative (dissociative) social interaction. Positive social interaction (associative) forms are further divided into three types. First, cooperation to achieve common goals is driven by personal interests, public interests, altruistic motivations, and situational demands. Second, accommodation is made to resolve disputes and is carried out through coercion, compromise, mediation, conciliation, and tolerance. Third, assimilation is a form of mutual respect for differences and mutual acceptance of one another (Nasdian, 2015).

The forms of lecturers' social interaction can also be influenced by habits and environment. Habit and environment can determine the form of social interaction between lecturers and students with disabilities according to what was proposed by Gillin and Gillin or even create new forms of social interaction. This issue arises because some lecturers do not comprehend disability. On the other hand, lecturers at inclusive higher education are required to establish social interaction with students.

D. Conclusion

Since the lecturer understands how to teach in a way that everyone, including those with disabilities, can understand, inclusive learning for digital natives is put into practice at UIN Sunan Kalijaga Yogyakarta. A curriculum that suits all students, including those with disabilities, is created by the lecturers and PLD. Additionally, the lecturers assist PLD by digitizing teaching materials, actively participating in mid-semester FGDs, collaborating with PLD volunteers to meet learning objectives and creating adaptive learning evaluations based on the nature of the disabilities. Every individual with a disability also has access to support lectures, including access to information and communication and mobility. In the same vein, for a campus to become inclusive, students must foster an inclusive

environment. Consequently, students' role in supporting an inclusive campus is extremely crucial. On-campus lecturers can benefit from socialization, particularly in classes with students with disabilities.

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