

Lecturers' Perspective on Inclusion: Inclusive Education Service for Students with Disabilities in University

Mega Iswari^{1*}, Armaini², Zulmiyetri³, Irradhiatul Jannah³, Safaruddin⁴, Rahmahtri Silvia⁵, and Irdamurni⁶

¹²³⁴⁵⁶*Universitas Negeri Padang, Indonesia*

*Corresponding author. Email: megaiswaripb@gmail.com

ABSTRACT

The purpose of this study was to analyze how lecturers' perspectives are on the inclusive education model in higher education. This research used a qualitative descriptive method which was conducted on 32 lecturers consisting of four universities in the city of Padang. Each lecturer is asked to fill out an Inclusivity Instrument questionnaire regarding Inclusive Education in Higher Education in Padang City. Based on the results of the study, data shows that inclusive education services in the city of Padang have been implemented properly based on the results of the instruments that have been filled in by lecturers. However, there are several different treatments in the teaching and learning process in the classroom. This difference results in different teaching methods for each lecturer and different absorption of information for these students.

Keywords: *Disabilities, Index Inclusion, University*

1. INTRODUCTION

The teaching and learning process that makes it different Based on the facts in the field, it is predicted positively that all lecturers have accepted the implementation of inclusive education regulations and avoided discriminatory attitudes, both towards students and parents. And the lecturers have treated all students with disabilities according to their learning needs. However, the lecturers still did not understand the characteristics of students with disabilities, and the lack of facilities needed for students with disabilities, for this reason, a Model of Inclusive Education Services for Persons with Disabilities in Higher Education in Padang City was developed.

A person with a disability has difficulties, disturbances, or obstacles in carrying out certain activities. They requires special tools in activities, alternative techniques or modifications to certain environments so that they can learn and participate effectively and fully in social life. Among them are those who experience visual impairment / visual impairment [1] impairment of hearing and speech function / deafness [2], impairment of physical-motor function / disability [3], autism spectrum disorders, and others.

Several factors support persons with disabilities in carrying out their daily activities and learning, namely by using methods, tools, and supporting environmental

conditions in their activities. These factors will help them carry out the learning process as well as daily activities easily and safely [4]. Persons with disabilities need assistance in the form of tools and environments that can assist them in accessing information. For example, we can see children with hearing impairments who focus more on images / visuals as the process of receiving their main information, children with visual impairment who are more focused on receiving information through devices that focus more on touch (touch) and auditive (hearing) functions. Children with withdrawals need environmental and equipment modifications that can help them carry out their mobility and activities easily and safely. Autism requires special approaches and methods in order to communicate and interact with others effectively. Each person with a disability needs different modifications in overcoming these obstacles.

In recent years, the presence of ideology and policies regarding inclusive education has been increasingly felt [5]. The ideal university is a place where students can study comfortably according to their respective abilities [6]. In 2017 Kementerian Riset, Teknologi, dan Pendidikan Tinggi issued Permenristekdikti Number 46 of 2017 concerning Special Education and Special Service Education in Higher Education. This ensures that all children can get equal access and opportunities to obtain education [7]. Based on data submitted to

Direktorat Pembelajaran Kemenristekdikti, it was recorded that 401 students with disabilities from 152 universities had reported. They come from various types of obstacles (blind, deaf, disabled, etc.) and they are scattered in various study programs.

Basically, all departments / study programs in Higher Education must be open to the presence of students with disabilities. Determining the requirements for prospective students should emphasize more on the academic abilities of the prospective students, not because of the aspect of their disabilities. Thus, disability should not be used as a measure of the acceptance of prospective students from entering certain study programs because it can be considered contrary to the 1945 Constitution, which, among others, states that every citizen has the right to quality education. Likewise in the world convention on the rights of persons with disabilities, which has been ratified into Law number 19 of 2011 concerning the Ratification of the Convention on the Rights of Persons with Disabilities.

2. RESEARCH METHODS

We used quantitative descriptive methods in conducting this research. This research was carried out by involving 32 lecturers as subjects who teach at four universities in the city of Padang. The research data was collected through the results of distributing questionnaires to four universities in the city of Padang.

3. RESEARCH RESULTS AND DISCUSSION

Research Results

In this section the researcher will describe the results of the research that the researcher found in the field where the subjects of this study were 32 lecturers consisting of four universities in the city of Padang. By using the results of a questionnaire containing inclusiveness instruments in Padang city tertiary institutions, consisting of 45 questions that refer to index inclusion, namely inclusive culture, inclusive policies and inclusive practices.

Inclusive Culture

Based on the results of the questionnaire filled out by lecturers regarding inclusive culture in the aspects of building a common perception regarding inclusive education at the University. In the educator attitude indicator, they think that there is always mutual respect among lecturers (68.8%), there is always a non-discriminatory attitude from lecturers to students (41.9%).

On the indicators of lecturers and students collaborating well with each other, they think that

parents and lecturers always respect each other (75%), lecturers always form strong relationships with parents (37.5%), sometimes parents get information about university policies (65.6%), sometimes parents' concerns are taken seriously (46.9%), and sometimes there is communication between parents and lecturers about student achievement.

In the aspect of setting inclusive values, with indicators of high expectations for all children, they argue that students with special needs are always treated according to their learning needs (61.3%), all students are always encouraged to have high expectations in various ways (81, 3%), every student achievement is always valued by the lecturer (59.4%), sometimes the lecturer focuses on what students can do with special needs (65.4%), all students are always encouraged to respect the achievements of other students (68.8%), lecturers always try to fight discriminatory behavior in children with special needs (61.3%), and sometimes lecturers understand the problems experienced by students with special needs in learning (45.2%).

Inclusive Policy

In the aspect of developing regulations for all with the indicator that lecturers are applied fairly in job opportunities, they argue that all lecturers always have the opportunity to get the same promotion (56.3%), sometimes there are strategies to reduce barriers to lecturers who have limitations. (62.5%), there are rarely meetings for all lecturers to share knowledge (81.3%), there are rarely meetings for lecturers if they encounter difficulties (65.6%), and there is always accessibility for lecturers in the university (40.6%).

On the indicators of helping new lecturers, they think that there is always a policy to introduce new lecturers to introduce them (37.5%), every new lecturer always has a mentor (53.1%), new lecturers are sometimes given information about education. inclusive (37.5%), and new lecturers are always asked what information they need (81.3%).

On the indicator that all students from any region can enter a university providing inclusive education, they think that all prospective students always have the same chance of being accepted at university (59.4%), never prioritizing prospective students around campus to be accepted at Universities (34.4%), sometimes students from surrounding communities are encouraged to join the inclusive implementers (36.7%), sometimes universities ensure that costs do not become a barrier for surrounding communities who have special barriers (43.8 %).

On the indicators of facilities in the implementation of inclusive education that can be accessed by everyone, they argue that there are always plans to improve

facilities, facilities and infrastructure that support the accessibility of students with special needs (40%), every making of facilities and infrastructure sometimes considers the needs of students with needs. specifically (50%), the lecturers rarely care about the accessibility of the corridor (48.4%), the lecturers rarely care about the accessibility of the toilet aspect (54.8%), the lecturers rarely care about the accessibility of the garden aspect (64, 5%), lecturers rarely care about the accessibility aspects of the canteen (58.1%), students with special needs can always consult about accessibility (40%), sometimes lecturers consider what needs to be done to measure facilities so that they can be accessed by students with special needs (64.5%), and the availability of institutions that help or as volunteers at universities for children with special needs (77.4%).

Inclusive Practices

In the aspect of learning activities with indicators of all activities planned with students they argue that, sometimes activities are planned to support development in learning (43.8%), activities are always planned to expand student learning (50%), sometimes there are efforts to avoiding group organizing according to the level of achievement (48.4%), always striving to minimize obstacles in the learning and teaching process for students with special needs (48.4%), all students can always fully participate in every activity held (65, 6%), there are always activities that can be done individually (56.3%), there are always activities that involve variations in the implementation of learning (53.1%), and lecturers sometimes plan alternative activities for students with special needs (62, 5%).

Discussion

The theory of persons with disabilities formulated by Coleridge is useful to find out the extent to which university leaders view persons with disabilities, whether their views are closer to traditional, medical, or social views. The views of higher education leaders greatly determine the accessibility (physical and non-physical accessibility) of persons with disabilities to higher education. If they have a traditional and medical perspective on PwDs, it is very likely that their access to higher education is limited. On the other hand, if they have a social perspective, the opportunities for persons with disabilities to access and enjoy the world of higher education will be more open [8].

The pattern of inclusive education has various meanings. Stainback argues that an inclusive school is a school that has diverse students with various abilities and deficiencies who are in the same class. Educational programs provided by schools that provide inclusive education must be feasible and challenging but

according to the needs of each student. In addition, a place where every child can be accepted and part of the class is an advantage of inclusive schools compared to schools in general. Inclusiveness schools involve stakeholders to be able to help each other between teachers and peers, as well as other community members so that the individual needs of children can be met. Staub and Peck suggest that inclusive education is the placement of children which shows that regular classrooms are a relevant learning place for children with disabilities, regardless of the type of disability and any gradation [9].

In Undang-Undang No. 4 of 1997 concerning people with disabilities, what is meant by accessibility is the convenience provided for persons with disabilities and the elderly in order to realize equal opportunities in all aspects of life and livelihood. Meanwhile in the CRPD (The Convention on the Human Rights of Persons with Disabilities) Article 9 Paragraph 1 concerning accessibility, it states that in order to enable persons with disabilities to participate fully in all aspects of life and live independently, state parties must take steps measures necessary to ensure access of persons with disabilities to the transportation, physical environment, communication and information and other facilities and services that are open or made available to the public, both in urban and rural areas, on an equal basis with other people. The measures which shall include the identification and removal of all barriers and barriers to accessibility shall, inter alia, apply to: a) transportation, roads, buildings, and other facilities, both indoors including house and schools, health facilities and workplaces ; b) information, communication and other services including electronic services and emergency services.

Then in designing the environment and buildings, of course, it involves many factors including aesthetics, engineering choices, environmental issues, safety issues, and costs. In general, the design of the environment, buildings, facilities, and tools used is made and designed only for the "average" user, in the sense that it does not consider that those who will use it later are people with height, long arms, body posture, and different physical forms, as well as people who have mobility, audio and visual limitations. Meanwhile, the "universal design" approach, according to the Center for Universal Design (CUD), universal design is a product and environmental design to be used by everyone as much as possible without the need for adaptations or special designs. Universal design originated from ergonomics research to design facilities for people with disabilities. This research was conducted by Dr. Timothy Nugent (leader of the research team) in 1949 at

the University of Illinois Urbana Champaign and then the design standard was published in 1960.

For persons with disabilities in tertiary institutions, explicit regulations are needed that aim to accommodate education for persons with disabilities. Special regulations for students with disabilities can be included in general regulations that have been formulated by higher education leaders, which can be in the form of a Chancellor's Decree which refers to international regulations and national regulations concerning persons with disabilities in the field of education [8].

4. CONCLUSION

The purpose of this study was to analyze how lecturers' perspectives are on the inclusive education model in higher education. This research used a qualitative descriptive method which was conducted on 32 lecturers consisting of four universities in the city of Padang. Each lecturer is asked to fill out an Inclusivity Instrument questionnaire regarding Inclusive Education in Higher Education in Padang City. Based on the results of the study, data shows that inclusive education services in the city of Padang have been implemented properly based on the results of the instruments that have been filled in by lecturers. However, there are several different treatments in the teaching and learning process in the classroom. This difference results in different teaching methods for each lecturer and different absorption of information for these students.

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