

Inclusive Education in College

(Strengthening Multicultural Values among Students with Disabilities and Non-Disability)

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Abstract—This paper was aimed to assess the implementation of inclusive education in college that has not been mainstreamed. Under the regulations, inclusive education should also be implemented in college. Students with disabilities need to get education services and other rights in order to interact and learn together with non-disabled students. Management of college should be directed to grant access, the room, as well as inclusive-based services. Learning in college needs to be strengthened with inclusive concept that is learning to accommodate the different modalities of each student, especially students with disabilities. College's environment, both physical and non-physical needs to be arranged to provide opportunities for students with certain disabilities to be able to learn and interact academically to the fullest. The availability of facilities and infrastructure to support inclusive education in colleges is important to be realized, by strengthening the friendly design and model for students with disabilities. Academic culture also needs to be built by strengthening access and opportunities for students with disabilities to study with non-disabled students. Implementation of inclusive education in college will strengthen the multicultural values among the academic community at college. This is the actualization of the values of rahman-rahim that characterized by mutual respect, mutual help, tolerance, and other multicultural values. This is the actual value of multi-cultural, where all of the academic community has different physical, but it has the same life values. Diversity does not become an obstacle in the education process in college, but becomes a power to learn in togetherness.

Keywords— *Inclusive Education, Multicultural, Disability*

I. INTRODUCTION

Inclusive education in college has not received serious attention from college managers. Inclusive education in college is still considered halfhearted and not mainstreamed in the college process. There are still not many colleges those openly branding institutions as inclusive college. Even colleges have not been willing to implement inclusive education programs for various reasons, both from the curriculum side, educators, and supporting facilities for the implementation of inclusive education.

On the other hand, the government has included inclusive schools into the legislation system. It can be seen in various

regulations among others; Law Number 20 Year 2003 regarding National Education System in Chapter III on Principles of Implementation of Education, Article 4 point one mentioned education is held democratically and justly and non-discriminative by upholding human rights, religious values, cultural values, and national pluralism. No discrimination means that the implementation at all levels of education should accommodate all the nation's children who are determined to get educational services, from basic education to higher education [1].

For the implementation of inclusive education in college, the government has regulated it in Law No. 8 year 2016 on persons with disabilities, article 10 (a), affirming that the right to education for persons with disabilities is to obtain quality education in educational units of all types, paths and ladders education in inclusive and special. Even in article 42 (7) sanctions for colleges that do not form the Disability Services Unit are subject to administrative sanctions in the form of written warning; cessation of educational activities; freezing of education implementation permit; and revocation of education implementation permit [2].

More operational, in Regulation of the Minister of National Education Number 70 Year 2009 on Inclusive Education, it is also emphasized that inclusive education should be implemented at every level of education. Article 1 provides opportunities for all learners who have abnormalities and have the potential of intelligence and / or special talents to follow education or learning in an educational environment together with learners in general. In the regulation, it has mandated the implementation of inclusive schools. Higher education as an advanced ladder should also be strengthened for the implementation of inclusive higher education [3].

In Government Regulation no. 17 Year 2010 on the Implementation and Management of Education mentioned that colleges are required to provide access for students with disabilities. Students with disabilities in other sense students with certain disabilities need to be considered in the management of college. Provision of higher education services should not override the latent potential of students with disabilities [4].

Similarly, in the Regulation of Minister of Research, Technology and Higher Education No. 46 of 2017, on Special Education and Special Service Education (PKLK) in college, article 4, emphasized that special education in college is conducted in the form of inclusive education [5]. Inclusive education is an education for students with special needs that are held together with other students. The purpose of conducting inclusive education in college is to appreciate diversity and equality for students with special needs.

The policy on inclusive education is a further consequence of the global policy on Education for All that UNESCO has proclaimed in 1990. With inclusive education in college providing the widest possible opportunity to all students who have physical, emotional, mental and social abnormalities or have the potential of intelligence and / or special talents to obtain quality education in accordance with the needs and abilities. The concept of inclusive education in college no longer distinguishes the condition of students; whether regarding the physical, intellectual, social, emotional, linguistic, ethnic, religious, gender, skills or other. The concept, the service of higher education is for all people and children of the nation. Philosophy and the value of humanist education becomes the main pillar in the implementation of inclusive education in college.

Thus, there is no discrimination against students who belong to students with special needs. Students with autism, hyperactivity, Down syndrome, or other disabilities, can all be integrated into regular classes at higher education. In providing educational services, colleges can no longer see the background of students, whether with regard to academic intellectual ability, physical weakness, or mentality and emotion.

By incorporating into the same classroom, it will give students a sense that in life there will be many differences. These differences should not be an obstacle, but a reality to be faced and respected. That is the reality of life that must be shared in a multicultural context. This multi-lecture condition and situation can be an effective medium of multicultural values for all students, including lecturers and education personnel. A sense of empathy, sympathy, care, and self-awareness will appear in this model lecture setting [6].

At the Faculty of Teacher Training and Education (FKIP) University of Lambung Mangkurat (ULM) Banjarmasin there are 21 departments, all of which have provided inclusive education courses. Based on the data of new student acceptance in academic 2017/2018, there are 9 students with certain disabilities accepted for college together in various existing study programs. Students with disabilities are studying with non-disability students, although they have been appointed special assistants for students with disabilities.

The background above, encouraging the author is to compile this paper. In the implementation of inclusive education in college in the context of strengthening multicultural values still face various problems that need to be discussed in this scientific forum. The formulation of the problem in this paper as follows:

1. How is the concept of inclusive education in college, especially for students with disabilities?
2. How to strengthen the multicultural values in the implementation of inclusive education in college?

The purpose of this paper is to find out and discuss about the concept of inclusive education in college for students with disabilities and the strengthening of multicultural values between disability students and non-disability students in regular lectures. This review was conducted by reviewing the reference and context of the praxis of inclusive education in college.

II. DISCUSSION

A. *The concept of Inclusive Education in College*

Inclusive education is now gaining great attention from all walks of life, including college managers. Education provides access, space and learning services by not discriminating different aspects of physical, mental, emotional, and abilities. Physical disability - in another term disability - does not constitute a major obstacle for all the children of the nation to keep learning. Inclusive education is also character education that has been developed by the Indonesian government in recent years.

Character education applied in educational institutions can be one means of humanity and culture. Education should create a living environment that values human life, values the integrity and uniqueness of creation, and produces a personal person who has balanced intellectual and moral capabilities so that society will become more humane. Just as inclusive education is applied in college. The presence of students with disabilities in the lecture class adds to the diversity of individual differences that indirectly builds multicultural values among students. Through the diversity that exists, can be embedded multicultural values such as compassion, cooperation, mutual respect, and confidence among students [7].

The same thing is also expressed by Norman Kunc [8] that inclusive as a matter of values. Through inclusive education can be instilled values of goodness to the students, one of the values implanted is to appreciate the differences in human society. Inclusive education is a human right and it is a good education to increase social tolerance [9].

In the context of college, academic community consisting of elements of students, lecturers, education personnel, and campus stakeholders need to be strengthened with inclusive value. When all the elements have applied inclusive values, there will be multicultural values within the campus. Not just different opinions, different physical and different ability will be one in the context of academic activities.

Implementation of inclusive education in college is not much different from that in an earlier inclusive school. The difference lies in the presence of students with special needs in the classroom and how the lecturers in giving lecture. The implementation of inclusive education in lectures emphasizes

multicultural values: care, cooperation, and respect for differences, mutual respect, and empathy. In addition, it can be embedded multicultural values, among academicians academically interact with services tailored to the disabilities of diverse students.

In instilling multicultural values, lecturers need to pay attention to the elements of the formation of a pluralistic culture. The class is the main locus educations for the practice of inclusive education in educational institutions. The relationship between lecturers and students more determines the meaning of the lecture not look at the physical condition of the students. This is the concept of an essential class of education. The meaning of class in inclusive education is not merely the building space, but nature and the environment become the class to instill multicultural values. Wherever, anytime, with anybody all the college academic community still learns together in diversity [7].

Referring to Regulation of the Minister of Education and Culture Number 70 Year 2009 on Inclusive Education for Students Having Abnormalities and Potential of Intelligence and / or Special Talent, Inclusive Education is an education system that provides opportunities for all learners / students who have abnormalities and have the potential of intelligence and / or special talents to follow education or learning in an educational environment together with students / learners in general [3].

The concept of inclusive education aims to: (1) provide the widest opportunity to all students / learners who have physical, emotional, mental and social abnormalities or have the potential of intelligence and / or special talents to obtain quality education according to their needs and abilities; and (2) realizing an education that values diversity, and is not discriminatory for all learners.

In the concept of inclusive education in college, each student is entitled to attend courses on selected study programs according to their special needs by considering their ability and access. Students with disabilities include: visual impairment, hearing impairment, speech delay, intellectual disabilities, physical impairment, emotional disorder, learning disabilities, slow learner, autism, motor problems, drug abuse, drugs and addictive substances others, have other abnormalities, and multiple disabilities.

This variety of disability should be accommodated by college managers. The concept of inclusive education is to make all human beings a learner. Although with different modalities all students have the right and opportunity to get higher education service. Children with special needs cannot be understood children who are disabled or do not have the ability, because children with special needs could be the ability of intellect and emotions beyond students who are not disabled.

The concept of education for all provides early enlightenment for inclusive education providers in college. This is the basic value in education that needs to be invested in

society. Children with special needs can go to college and get education services in accordance with abnormalities or disabilities in certain aspects due to physical limitations.

The higher education curriculum needs to be developed taking into account the abnormalities or disabilities of prospective students. Higher education curriculum is available to strengthen the multicultural values between students with disabilities and non-disabled students. Thus, all students get learning with a real laboratory in learning about differences between people.

Why should potential candidates be based? According to Nur Hasyim, lecturer and researcher of inclusive education, **Firstly**, with potential-based, colleges will be easier to deliver children with special needs to achieve competence, in accordance with the study program or concentration developed. For example, if a prospective student has the potential to operate a computer and draw, maybe a graphic design study program can be developed. If they have the potential of English, it is feasible that a translation study program be developed. Logically, they will find it difficult to achieve the competencies desired by the study program, when they do not have the appropriate potential. For non-special needs children, we often find it difficult to achieve the competencies we want.

Second, we all certainly do not want, brothers who are children with special needs hold a certain diploma, while they do not have competence in accordance with the competence of the study program contained in the diploma. Pity if it happens so because the diploma will only become a kind of meaningless decoration.

Third, parents of children with special needs and we all certainly also expect children with special needs to be people who are confident with the competence and diploma. We are proud if they can be independent as well as our children who are non-children with special needs. Some children with special needs with slow learner category turned out to have high potential in terms of computer use, English skills, playing music, dancing, and drawing. Therefore, in the future, we expect there will be colleges that develop inclusive education with English language or journalism courses; high schools or institutes develop inclusive education with dance and music art courses; Polytechnic develops Inclusive education with graphic design courses or commercial administration.

The concept of inclusive education in colleges needs to be developed based on disability. Considering that the study programs in colleges are very diverse, so students with disability can choose the study program which is suitable with specialization, according to the disability they have.

B. Multicultural in Inclusive-based Colleges

Culture in colleges is still dominant in the academic aspect. While sociologically the culture that develops in society continues to change along with the power of reason, creativity, and human thinking.

The root of multicultural is culture. Cultural values viewed from the side of cultural functions with a variety of forms, ultimately raises the value of multicultural [6]. A diverse culture cannot be separated from interactions between humans, including interaction in college. Cultural differences must occur anywhere, anytime, and the various arenas.

The college world should have become a social map miniature that provides life for students. With a variety of science developed the college world at least able to provide a pluralistic culture learning with inclusive-based.

The similarity of humanity will build togetherness among people. Togetherness living in plurality within a multi-cultural framework will bring people together. In the context of college, the value of togetherness, tolerance, and mutual respect will be awakened if the campus elements receive and provide mutual support to students with diverse disabilities [10].

In the course of lectures students with special needs with various specifications can be coupled with non-disabled students. Modality varies from one to the other remained reinforced in lectures. The lecture services provided by campus and lecturer management should provide facilitation support to accommodate the variety of modalities that all students have. Inclusive education must still be provided in accordance with the specificity of the needs of students who are in regular classes.

Students with special needs are not only seen from the shortcomings, but they also have their own advantages, characteristics, and talents in certain fields. Even history has recorded not a few great figures who actually born of children with special needs. Agatha Christie for example, although since childhood he suffered from learning difficulties (dyslexia), but his name is known by many as a famous writer. Also Albert Einstein is known as an expert in the field of physics, he was once convicted of Autism.

Lecturers do not have to be afraid to teach students with special needs or with disabilities. The creation of a condition will encourage students on inclusive campus to learn to implement character in daily life. There are several models that vary in the creation of these conditions. Multicultural values will be built with a variety of characters, especially non-disabled students who will learn much from the presence of students with disabilities [11].

Based on the above theoretical study, it is understood that the implementation of inclusive education in colleges can be done through facilitation of lectures, exemplary, strengthening, and habituation. Inclusive learning is a learning that provides opportunities for students with special needs to study together with students in general in one class of lectures. The diversity that exists in the classroom is a reflection of life that reflects the individual differences of students physically, capabilities, needs, etc. that will become the laboratory of multicultural culture in multicultural concepts on campus.

Students can learn to care, cooperate, respect differences, mutual respect, and empathy. It is possible to plant other multicultural values. The diversity of students in inclusive lectures has become strength as well as a challenge for lecturers to conduct more varied lectures, in terms of media, methods and classroom management. Lecturers become the spearhead of lecturing in the classroom. Lecturers are student counselors who most often interact with students in the lecture class, thus holding a great responsibility in planting multicultural values in the students. The cultivation of multicultural values needs to pay attention to the elements of character including knowledge, attitudes, willingness, and habits.

Thus, students with special needs or disabilities, ranging from autism, attention deficit and hyperactive disorder (ADHD), down syndrome (DS), learning disabilities, slow learner, hearing impairment, have a rough motor disorder due to brain injured (cerebral palsy), still get the maximum learning service. The concept of "rahman-rahim" based learning can be an alternative to use in inclusive character learning for students with special needs in regular lecture classes. The philosophy that every child has the right to access and get an education, every child is entitled to attention, every child has the right to be in a social environment, and every child has the right to be viewed equally and there is no discrimination in education.

III. CONCLUSION

Inclusive education in colleges needs to be mainstreamed with the support of college management policies. Students with disabilities need to be given access, space, and opportunities to study together with non-disabled students. Facilitating students with certain disabilities need to be accompanied by lecturers who have competence in accordance with the disability that bears the students with special needs.

Lectures between students with disabilities and non-disability students can be combined in one classroom, without distinction of physical, mental, and other special shortcomings and weaknesses. This inclusive concept in college will bring open interaction between students with disabilities and non-disabled students to study together. The diversity of different needs and abilities allows students to learn in real terms about multicultural.

Compound culture is indirectly embedded in students, especially non-disabled students. Students of non-disability spontaneously will appear the rescue soul when seeing another friend, is students with disabilities need help. Cooperation between students must be realized and this is a direct learning about mutual cooperation, cooperation, and sincerity. Student character that needs to be developed through inclusive lectures.

Multiculturalism contains values about differences in living together. When non-disabled students have been able to respect, tolerate, support, and provide opportunities for students with disabilities that is a true multicultural mirror. Higher education is highly likely to be developed with a multicultural value through inclusive education.

Implementation of inclusive education in colleges for students with disability and non-disability needs to be strengthened in order to realize education for all, because true education is the right for all children of the nation. The value of pluralism, tolerance, and respect will be strengthened if the concept of education leads to education services for all.

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