

## IMPLEMENTING INCLUSIVE CLASS PROGRAM AT ISLAMIC HIGHER EDUCATION IN SURAKARTA

**Robith Khoiril Umam<sup>1)\*</sup>, Ristiya Krisnawati<sup>2)</sup>**

<sup>1)</sup> UIN Raden Mas Said, Surakarta

<sup>2)</sup> SD N Bangkok, Boyolali

Email: [robith.umam11@gmail.com](mailto:robith.umam11@gmail.com)

### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program kelas inklusi di perguruan tinggi keislaman di kota Surakarta, mengungkapkan faktor-faktor pendukung dan penghambat implementasi program, dan mendeskripsikan pemahaman, sikap dan upaya dosen pengajar kelas inklusi mengenai program tersebut. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian adalah dosen pengajar dan mahasiswa program kelas inklusi. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan model yang dikembangkan oleh Miles dan Hubermann (2014) yang terdiri dari reduksi data, penyajian data dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan pelaksanaan program kelas inklusi perguruan tinggi keislaman di Surakarta belum berjalan dengan sempurna dengan ditemukannya beberapa kendala mendasar yang menjadi penghambat pelaksanaan program. Selanjutnya, beberapa faktor pendukung pelaksanaan program juga ditemukan yang bisa dijadikan modal untuk memperbaiki implementasi kelas inklusi tersebut. Sementara itu, sikap, pemahaman dan upaya dosen pengajar terkait pelaksanaan program kelas inklusi tersebut sangat positif, dibuktikan dengan kesadaran dan pemahaman terkait peningkatan layanan terhadap mahasiswa berkebutuhan khusus di kelas. Beberapa usaha dilakukan oleh dosen pengajar untuk melaksanakan program dengan baik yakni dengan melakukan pengaturan lingkungan fisik, prosedur pengajaran, dan materi pembelajaran penggunaan alat yang adaptif.

**Kata Kunci:** Program Kelas Inklusi, Perguruan Tinggi Islam

### Abstract

*This research aimed at describing the implementation of inclusive class program at Islamic higher education in Surakarta, revealing supporting and constraining factors of program implementation, and describing the understanding, attitude, and efforts of the lecturers in inclusive class. This is descriptive qualitative research. The research subjects were lecturers and students in inclusive class program. Data collection techniques are observation, interviews, and documentation. The data analysis technique used the model developed by Miles and Hubermann (2014) consisting of data reduction, data display and drawing conclusion. The results of this research indicate that the implementation of the inclusive class program has not been running perfectly, proven with the finding of several fundamental constraints becoming obstacles to the implementation of the program. Furthermore, several supporting factors to the program implementation were also found which could be used as the main foundation to improve the implementation. Furthermore, the understanding, attitude, and efforts of the lecturers regarding to the implementation of the inclusive class are very positive, as proven by the awareness and understanding regarding improving services for students with special needs. Several attempts were made to carry out the program properly by planning for the physical environment, teaching procedures, and learning materials using adaptive tools.*

**Keywords:** Inclusive Class Program, Islamic Higher Education

## **PENDAHULUAN**

The inclusive education is an educational program that combines students with special needs with regular students in the same class to obtain the same education. The curriculum used in the inclusion class and the regular class is same curriculum, however, some adjustments are sometimes needed in the learning design to adapt the abilities of regular students to students with special needs in order to be successful in the learning process (Ainscow, 2005; Akinyi, 2015). Inclusive education is designed to provide opportunities for students with different backgrounds and abilities to be successful in learning in regular classes (Tiwari, 2014). The implementation of the inclusive class program in Indonesia is a manifestation of the responsibility of the Indonesian government in an effort to equalize the right to education for all citizens. This is based on the international call echoed by UNESCO on Education for All (EFA). "Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA (UNESCO, 2009). The statement explicitly explains that inclusive education is designed as a strategy to equalize the right to education for all people regardless of their background.

Meanwhile, UIN Raden Mas Said Surakarta (UIN Said) is one of the Islamic universities that organizes an inclusive class program. The inclusive class program at UIN Said provides opportunities for students with different backgrounds and abilities to obtain equal educational rights. Inclusive education is designed to respect people's equal rights to education regardless of age, gender, ethnicity, language, disability, and others (Takdir, 2013). In the case of inclusive classes, the teacher has the responsibility to choose and determine what methods and strategies can be used to facilitate the delivery of material

to students in classroom, both those with special needs and regular ones. Based on the background described, researcher conducted this research on how the implementation of inclusive class program at UIN Said.

Several related research have been carried out, including research conducted by Khaeroh (2020), Marsidi (2021) and Bahri (2022) which examined the implementation of inclusive classes in elementary schools to measure the extent to which the success of implementing inclusive classes and how the program of inclusive classes is managed to implement the program properly. Akinyi (2015), and Mitiku (2014) examined the challenges and opportunities of implementing the inclusive classes in secondary and elementary schools in Kenya. This research is intended to fill the research gap left by previous research, namely to examine the implementation of the inclusive class program in Islamic higher education or Islamic university by posing several research questions, they are (1) what are the supporting and constraining factors of the implementation of inclusive class program at UIN Said, (2) how are the understanding, attitudes and efforts of the teaching lecturers in implementing inclusive classes at UIN Said.

## **METHOD**

This research is descriptive qualitative research since it aims to provide or present a complete picture of the results of what was found (Santosa, 2017). In accordance with the initial aim of the research that this research examined the implementation of the inclusive class program at UIN Said. The subjects in this research were lecturers and students in the inclusive class at UIN Surakarta. Data collection techniques are observing in class, interviewing lecturers, and students of the inclusive class, and documenting the implementation of the inclusive class. After

the data collected, the data was analyzed using the theory developed by Miles & Huberman (2014), they are data reduction, data display and drawing conclusion.

## **RESULT AND DISCUSSION**

### **1. The supporting and constraining factors in implementing inclusive class program**

The inclusive class program at UIN Said has been started in 2010 and consistently accepts students with disabilities. It confirms that UIN Said is an institution that is open to groups with disabilities who have not received equal rights compared to non-disabled groups both from the government and society in general. The inclusive class program at UIN Said provides ample space for persons with disabilities to continue their studies in higher education.

The results of interviews with research subjects and informants as well as the results of direct observations in the inclusive class obtained data regarding the supporting factors for the implementation of the inclusive class program at UIN Said. First, this program has the full support of UIN Said's leaders, namely providing quotas for students with disabilities in each faculty and providing facilities for students with disabilities when participating in university entrance examination. UIN Said's policy in accepting students with special needs is a proof of UIN Said's commitment to disability issues. This is the beginning of a program that can run well, namely getting the support of the top officials of an institution. With this support, the program should be able to run optimally with the support of the entire academic community.

Second, there is a Study Center for Disability Service or *Pusat Studi Layanan Disabilitas* (PSLD). This is a real form and commitment of UIN Said in supporting the government to equalize education rights. With the existence of PSLD, it is hoped that services for students with disabilities can

increase, involve them in policy making, gradually improve accessibility in various aspects of education, and remove obstacles that have been blocking them. PSLD UIN Said has the main task of encouraging policy makers to make policies that defend the rights of people with disabilities, especially in obtaining the right to education in university. A concrete action from UIN Said's PSLD was attending the Kick off Meeting (KoM) held at the University of Alicante (UA) in May 2017. This activity produced several outputs, namely (1) technically running the *Indoeduc4all* program, (2) providing a thorough understanding of program through education and training, (3) discussing work packages and responsibilities of each partner, and, (4) Technical establishment and development of service units for persons with disabilities, and (5) identification of the fulfillment of supporting facilities for inclusive partner university campuses in Indonesia.

Third, the new building built by UIN Said with the concept of being disabled friendly. Currently UIN Said has built an educational laboratory building designed to provide special facilities for persons with disabilities. This is a very positive step to provide adequate service facilities and is a form of UIN Said's concern for people with disabilities. The hope for the future is that the construction of new buildings at UIN Said will be made more disabled-friendly to accommodate the needs of students with disabilities.

Fourth, forming a student activity unit (UKM) with disabilities. This is a concrete manifestation of UIN Said's openness in embracing students with disabilities. In this UKM students with disabilities can develop their talents and interests in both sports and arts and other fields. One of the graduates of the inclusive class program from the Islamic Religious Education (PAI) study program, the Tarbiyah Faculty, is Sarjono. He is a student with visual impairments who excels

and succeeds in inventing the “jos” computer, which is a computer modification to make it easier for people with disabilities, especially the blind, to be able to operate computers easily.

Fifth, psychological support from family, education staff and classmates. Psychological encouragement is absolutely needed to support students with disabilities to continue to be confident and not feel marginalized by society. Within the scope of the campus, it is proven that those who accompany students with disabilities in learning in class are their classmates, not from their families and not special supervisors. This shows concern as well as tolerance for students with disabilities so that it can encourage the enthusiasm and confidence of students with disabilities in participating in education at UIN Said.

Meanwhile, some obstacles experienced in implementing inclusive class at UIN Said can be seen from the results of interviews with research subjects and informants. First, the support from the faculty is considered lacking in the implementation of this program. This is proven by the absence of special academic or administrative services for people with disabilities at the faculty level so that all students, including those with special needs, are served in the same line. With the existence of special services, it is hoped that it will make it easier for students with disabilities to handle administrative matters. Special academic and administrative services for persons with disabilities are urgently needed by an inclusive classroom program implementing institution. Furthermore, the socialization of the inclusive class program is still very minimal so that the implementation of the program has not been maximized. Socialization should be carried out routinely to increase understanding of the concept of implementing inclusive class programs so that the level of academic services is getting better and persons with disabilities could take part in the program properly.

Second, the available facilities and infrastructure are considered insufficient so that persons with disabilities experience difficulties in activities on campus. Several buildings have indeed been designed with the concept of being disabled friendly, such as special lanes, special toilets, and special lecture rooms, but not all buildings provide these facilities, especially the old ones. Management of faculty facilities and infrastructure has the main task of planning, organizing, directing, coordinating, supervising, and evaluating the needs and use of facilities and infrastructure to facilitate the learning process, both regular and inclusive classes.

Third, the faculty does not yet have the personal data and academic data of students with disabilities. This affects the learning process in classroom or the process of developing the talents and interests of students with disabilities because the lecturer should map the student's personal and academic data. This personal data should ideally be owned by the faculty as a decision-making consideration. The faculty should work with parents of students with special needs or with previous educational institutions to obtain personal and academic data.

Fourth, there is no special curriculum for students with disabilities. The curriculum used is the regular curriculum or the curriculum used in regular classes with some adjustments. It is better for the faculty to provide a special curriculum that is more flexible, namely a curriculum that is easily modified in such a way as to suit the abilities or characteristics of students with disabilities. Curriculum components that can be modified according to Kemdiknas 2010: 75-77 are syllabus, lesson plan and evaluation system. In the case of an inclusive class program, adjusting this curriculum component will support the success of students with disabilities in learning as well as support the success of the faculty as program organizers.

Fifth, the educational staff and lecturers need to be improved in the aspect

of number and ability in serving the students with special needs. They have the main task of organizing teaching and learning activities, training, researching, developing, managing, and providing technical services in the field of education. So far, there has not been much special training for lecturers regarding inclusive learning. This is very crucial because the lecturer is the first person who has direct contact with students with disabilities in the classroom. Lecturers' lack of understanding of the characteristics of the inclusive class program and students with disabilities will result in the program not running well. The faculty should initiate the training or debriefing for lecturers and education staff on a regular basis.

## **2. Understanding, Attitudes, and Efforts of Teaching Lecturers towards the Inclusive Class**

The inclusive class program at UIN Said provides ample space for persons with disabilities to continue their education at the tertiary level. To obtain data regarding the understanding, attitudes, and efforts of the lecturers towards the inclusive class program, the researcher conducted repeated interviews with the teaching lecturers in the inclusive class. Interviews were carried out in the classroom after the lecturer finished learning or in the lecturer's room. The main purpose of repeated interviews is to ensure the consistency and level of validity of the data obtained.

The first interview was with a teaching lecturer in the English Language Education (PBI) Study Program, Faculty of Cultures and Language. From the conducted interviews, it was obtained data that the understanding and attitudes of the lecturers were very good. The lecturers of inclusive class obtained information in a lecture preparation coordination meeting that in certain classes (inclusive classes) were students with disabilities. Before the lecture period begins, the lecturer sought information independently about how to teach and manage inclusive classes,

including finding out information about the student's background so that it facilitate the process of delivering material and interaction in the classroom. The inclusive class lecturer also actively discussed or sought some information about these students with special needs with the previous inclusive class lecturer. From the description of the results of this first interview, it can be concluded that the care or attention of the inclusive class lecturer towards students with disabilities and preparation for lectures is very good. This is a very positive factor for better organizing inclusive classroom programs.

In follow-up interviews with informants from the Islamic Religious Education (PAI) Study Program, Tarbiyah Faculty, information was obtained that the understanding of lecturers in inclusive classes was also very good, namely understanding the concept of inclusive education and its implementation in the classroom. The lecturer said that it took several meetings to approach and adjust the learning model for students with special needs in the class. The understanding and positive attitude of the lecturers is an important asset for the successful implementation of the inclusive program. However, the he also provided input on how the issue of inclusion should be a shared responsibility or not only left to the lecturer. This program must obtain full support from all the aspects directly involved in the process of integrated academic services, either between lecturers-students or academic staff. A good understanding of the concept of inclusive class by lecturers will help them to implement the program properly. Furthermore, he suggested socialization and training for lecturers and academic staff regarding inclusive class so that it is hoped that the level of service would be implemented better.

The next interview was with a lecturer of Islamic History and Civilization (SPI) Study Program, Faculty of Cultures and Language. In the interview, he

informed that the understanding of the concept of inclusive class was obtained independently or as a result of discussions with colleagues in the inclusion class at UIN Said. Before the lecture begins, the lecturer seeks as much information as possible about the personal and academic background of the student with disabilities to facilitate the implementation of learning in the classroom. An understanding of the inclusive class was obtained by discussing with his with colleague and from independently seeking information regarding the concept and implementation of the inclusive class program. The lecturer also stated that seeking information about inclusive class is an academic responsibility as a lecturer and a social responsibility as part of society to embrace and serve person with disabilities. From this information it can be concluded that the knowledge and understanding of the inclusion class is very positive, as evidenced by the existence of anticipatory actions before lectures begin. This is a very important step and must be increased for the better implementation of the inclusive class program in the future.

The next interview was conducted with the lecturer of Early Childhood Islamic Education Study Program (PIAUD) Faculty of Tarbiyah. It was obtained an overview of the lecturers' understanding and attitudes regarding the inclusive class program. The lecturer obtained information from other lecturer about the students with disabilities in the class. In addition, the lecturer also obtained information about inclusive students from academic staff during lecture preparation meetings at the beginning of the semester. In general, he already understood the basic concepts of managing an inclusive class, as evidenced by the lecturer's anticipatory activities by collecting information on how to manage an inclusive class or how to manage a class with students with disabilities. This is not something new because in the previous semester he had also taught in inclusive classes so he was used to managing these

inclusive classes. His understanding of the inclusive class is also very good, namely by understanding the concept of the inclusive class that adapts to the level of disability of the student. The implementation of inclusive education is also very good, namely by implementing several cooperative learning strategies in the classroom to enable students to receive material in class.

## **CONCLUSION**

The implementation of the inclusive class program at UIN Said must be improved because there are still some weaknesses found in its implementation, even though in several aspects the implementation of this program is already on the right track. Evaluation and improvement of program implementation is always needed to make the program better in the future. Meanwhile, the understanding, attitudes and efforts of the inclusive class lecturers are very good, proven that most of the inclusive program lecturers sought information independently about how to manage the inclusive class. The lecturers also shared information about learning in the inclusive class and share information about how to solve problems that arise during the learning process. Efforts that have been made by the inclusive class lecturers include conducting regular discussions about the implementation of learning in the classroom, participating in the inclusive class socialization program and independently collecting reference books on the implementation of the inclusive class program.

## **DAFTAR PUSTAKA**

Akinyi, L. (2015). Challenges Facing Implementation of Inclusive Education in Public Secondary Schools in Rongo Sub- County, Migori County, Kenya. *Journal Of*

- Humanities and Social Science* Vol 20 (4), 39-50.
- Ilahi, M. T. (2013). *Pendidikan Inklusif: Konsep dan Aplikasi*. Jogjakarta: Ar-Ruzz Media.
- Khaeroh, I. (2020). Pelaksanaan Pendidikan Inklusif untuk Siswa Dengan Hambatan Penglihatan (Low Vision) di Sekolah Dasar. *Jurnal Pendidikan Inklusi* Volume 4 (1).
- Kustawan, D. (2013). *Manajemen Pendidikan Inklusif, Kiat Sukses Mengelola Pendidikan Inklusif di Sekolah Umum dan Kejuruan*. Jakarta Timur: PT Luxima Metro Media.
- Marsidi, A. (2021). Evaluasi Penyelenggaraan Pendidikan Inklusif di Kota Makassar. *Jurnal Pendidikan Inklusi* Volume 5 (1).
- Miles, M. B. & Huberman, M. (2014). *Qualitative Data Analysis*. California: Sage Publications
- Peraturan Menteri Pendidikan Nasional RI Nomor 70. (2009). Tentang Pendidikan Inklusif Bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa
- Santosa, R. (2017). *Metode Penelitian Kualitatif Kebahasaan*. Surakarta: Universitas Sebelas Maret. FSSR
- Tiwari, M. (2014). Peer Tutoring: A Step Towards Inclusion. *Educationia Confab*. Vol 3 (7).
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
- Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. 2007. Jakarta: Sinar Grafika.
- UNESCO, & PLAN-Indonesia. 2006. Pernyataan Salamanca dan Kerangka Aksi tentang Pendidikan Khusus tahun 1994. Kompedium Perjanjian Hukum, dan Peraturan