Evaluation Program of Inclusive Education In College (Study at Brawijaya University Malang and State Islamic University of Sunan Kalijaga Yogyakarta)

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Info Artikel	*Abstract*
	People with disabilities still have not moved from marginal status and discriminatory treatment, especially to access higher education. In fact, the number of their population continues to increase, along with the many natural disasters, accidents, drug abuse and the consequences of horizontal conflict. Therefore, colleges need to transform themselves into inclusive disability friendly campuses. This study aims to see how far the implementation of inclusive education program in UIN Sunan Kalijaga Yogyakarta and Universitas Brawijaya Malang. This research is a program evaluation with mixed method approach. The results showed that inclusive education programs in universities are running well. Inclusive colleges are universal educational representations intended for everyone regardless of their condition of disability. The realization of inclusive university commitment is realized by preparing qualified human resources, fulfilling accessible facilities, financial support, and making standard operational services for disabled students. Universities have made an accesible learning model for students with disabilities. Inclusive higher education program can increase the potential of students with disabilities both academically, socially and independently. The results of this study can be a reference for universities to change into inclusive. So that students with disabilities can really access higher education without having to fear rejected.

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INTRODUCTION

Accessibility is still a crucial problem for person with disabilities in accessing education, especially in universities. Although the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 46 of 2014 mandates that universities should provide access to people with disabilities, but in implementation there are still a few universities that actually provide access to education for people with disabilities.

The results of the Center for Disabilities Services State Islamic University of Sunan Kalijaga showed that almost all campuses are not yet accessible to people with disabilities (Murtakhamah, 2012). Research of Chodzirin (2013: 128) also shows the same result that universities have not provided widespread access for persons with disabilities to study in universities. Most colleges are not ready to implement inclusive education.

Higher education policy also does not really accommodate the needs of students with disabilities (Soleh, 2016: 126). This is not in accordance with existing national or international policies. Convention On The Rights of Persons With Disabilities affirms that people with disabilities have equal rights to gain appreciation and access to college. The lack of access for them shows that there are discrimination practices in educational institutions which in fact are institutions that are responsible for educating young people without seeing their the status and condition.

People with disabilities still do not move from marginal status and often get discriminatory acts both structurally and culturally. On the one hand, their numbers are increasing, along with many natural disasters, accidents, drug abuse and the consequences of horizontal conflict (Chodzirin, 2013: 108). Therefore, universities need to open themselves to people with disabilities and transform themselves into inclusive campuses that are friendly for people with disabilities. This is urgent to be carried out considering that based on the results of the 2010 population census conducted by the Ministry of Health of Indonesia, the number of persons with disabilities in Indonesia reached 15,917,051 people consisting of 13,119,783 people with light disabilities and 2,797,268 persons with severe disabilities.

Some universities have received students with disabilities, such as State Islamic University of Sunan Kalijaga and Brawijaya University Malang. Both universities are pioneers of inclusive colledge in Indonesia. It is interesting to examine how the accessibility of learning systems in both universities. There are several reasons why this research is important to do first, the results of this study can be used as a pilot of learning systems in universities, considering there are not many inclusive colledge in Indonesia. Secondly, this research was also conducted to find the ideal formulation in the learning process of students with disabilities. Given the two universities are still relatively new in implementing inclusive education so it takes a variety of research to perfect the learning system they do. This research is conducted as a form of evaluation of the extent of inclusive education programs in universities work well.

METHOD

This research is a evaluation program using mixed method approach. Mixed Method is a method that combines qualitative and quantitative approaches and mixed model studies that combine two approaches in all stages of the research process (Abbas, 2010: Viii)

The evaluation model used is CIPP (Context, Input, Process, and Product). This concept is offered by Stufflebeam with the view that the important objective of evaluation is not to prove, but to improve (Widoyoko, 2014: 181). This model contains four important points applied in the research process at State Islamic University of Sunan Kalijaga Yogyakarta and Brawijaya University of Malang, namely: first, component of context covering the picture of inclusive campus environment, needs of students

with disabilities, characteristics of students with disabilities and inclusive education goals. Second, input components include human resources, infrastructure, financial support and service procedures for students with disabilities. Third, the process component is to find out how far the inclusive education program in college is running and what needs to be improved. Fourth, the product component is the result achieved by students with disabilities from the academic, social, and independence aspects.

Data collection techniques used questionnaires, interviews, observations, and document studies. The technique of determining research subjects using stratified random sampling is a random sampling system for levels or groups in the population (Darmawan, 2016: 147). The reason use the technique is that the population in this case students with disabilities are spread in two colleges with an unequal amount. The selection of the above techniques is also intended for efficiency and for this research to be manageable. Respondents in this study are students with disabilities.

Considering that the research was conducted using the mix method, the technical analysis was also carried out quantitatively and qualitatively. Quantitative data analysis was carried out using descriptive statistical techniques which are statistics used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalization. While the qualitative data analysis in this study uses an interactive cycle whose components include data reduction, data display, and conclusion drawing as a cycle process (Faisal, 2001: 256).

RESULT AND DISCUSSION

Context

Initiation of inclusion education at the State Islamic University of Sunan Kalijaga and Brawijaya University was conducted by several lecturers and students who were concerned with issues of disability. They see that the campus facilities in universities in Indonesia have not been accesible for students with disabilities. People with disabilities have the same right to access facilities and accessibility, especially in college. It is therefore necessary to realize non-discriminatory education for persons with disabilities.

As a result of the limited access to education to tertiary institutions, less than one percent of people with disabilities graduate. In Indonesia, the education model for people with disabilities is still segregative by providing special education through special schools. Such a model separates the disabled with non-disabled in different environments, so that after the completion of the study period the persons with disabilities are still poorly prepared to blend in with the environment. Access to tertiary institutions is also difficult for people with disabilities because of the requirement to enter college which reads "no disability". This also happened in Brawijaya University and State Islamic University of Sunan Kalijaga, where previously there were no infrastructure that could be accessed by persons with disabilities. Public knowledge is also limited on issues of disability.

From the unrest that came the idea to transform from ordinary college into inclusive college. Brawijaya University and State Islamic University of Sunan Kalijaga strive to build a friendly campus atmosphere for people with disabilities and realize equal rights to higher education that is appropriate for the general public. The goal is broader, to realize Indonesian society that is more sensitive and caring for equal rights so that they no longer discriminate against persons with disabilities.

In order to realize the grand design of the inclusive campus, the two universities do three things: first, establishing the center for disabilities studies and services. This institution has two vital functions as a study center for disability and as a student service center for students with disabilities. Second, holding new admissions for students with disabilities. This is done as a form of affirmative action policy taken by the two universities. Third, prioritize the

provision of scholarships for students with disabilities.

Input

a. Students with Disablities

Researchers collect data on the number of students with disabilities in two universities that are used as research locus. The number of students with disabilities in State Islamic University of Sunan Kalijaga is 63 students while in Brawijaya University there are 82 students. Data of students with disabilities can be seen in Figure 1.
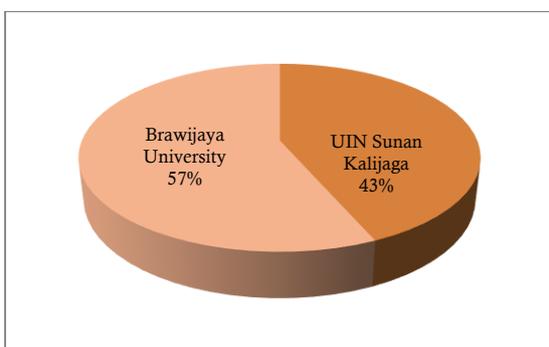
Figure 1. Data of student with disabilities

The data above shows that the number of students with disabilities in Brawijaya University more than State Islamic University of Sunan Kalijaga. There is a tendency for students with disabilities to choose public colleges rather than Islamic universities. This is understandable considering that more study programs or majors are offered, so they are easier to make choices.

Researchers also map disability types. the type of students with disabilities is quite diverse, so the mapping needs to be done. The mapping results can be described in Figure 2.
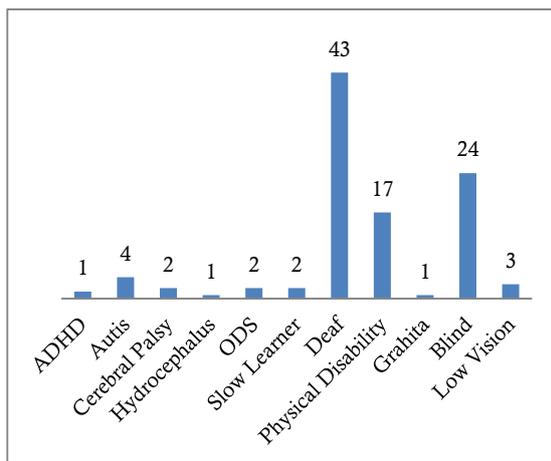
Figure 2. Type of Disability

Based on the data above, it can be seen that most disable students who are studying in college is deaf (43%), then under it is blind (24%) and physical disability (17%). The data shows that the physical disability type of students is still quite dominant, while non-physical disability type such as cerebral palsy is very small. It is generally the number of hearing impairments tends to be more than others.

b. Lecturer

Accessibility is an integral part of the inclusive education system. Accessibility of learning system in universities also can not be separated from the role of lecturer. Lecturers need to understand the student's disability condition, not only physically but also psychologically. Lecturers need to understand the obstacles, weaknesses, and needs of students with disabilities in order to determine the appropriate learning strategy and comfortable learning climate (Azis, et al., 2015: 119). One of the obstacles often encountered in educational interaction is communication. Based on an interview with Slamet, as the secretary of the Center for Disabilities Studies and Services of Brawijaya University on September 15, 2016, it was revealed that the Center for Disabilities Studies and Services of Brawijaya Universities had tried to overcome the communication severity between deaf disabled students and lecturers through sign language training programs for lecturers. Although not yet running

optimally, but the effect is quite positive on the success of the learning process. Lecturers who master sign language, it is easier to explain to deaf students lethargy. So that they understand more about the material presented by lecturers.

Lecturers are also given briefing on how to do learning to students with disabilities. Lecturers have to conduct differentiated instruction in the learning process of students with disabilities. This needs to be done because students with disabilities have limitations so the treatment should be different. Including choosing instructional media, assigning lectures, the use of an assessment system should be tailored to the student's disability conditions.

c. Volunteer

Volunteer students are the most important part in the service of the center for disabilities studies and services. In accordance with its needs, the institution always holds recruitment of volunteer students in each new school year. The two main tasks of volunteer students are accompanying and providing tutorials, then the companion is preferred from the same department with students with disabilities; in addition, the companion must also be able to communicate with students with disabilities, especially students with disabilities.

In order to improve the capacity and quality of volunteers, the center for disabilities studies and services held various trainings, one of which is training in disabilities awareness and sign language. This training aims to instill disabilities awareness and train sign language volunteers. Through such training, it is expected that the service to students with disabilities can be optimized.

d. Facilities and Accessibility Services

Based on the results of an interview with Dendy the blind student of Brawijaya University on September 14, 2016, it was found that accessibility in inclusive universities included two things, physical and non-physical. Physical accessibility can be a means of infrastructure that can be accessed easily by students with disabilities such as ram, braille books, special toilet for people with disabilities, and others. Whereas non-physical accessibility such as affirmative action policy, providing services for students with disabilities, and fostering disability awareness.

Some of Brawijaya University's efforts to create an accessible campus environment include: providing braille printers and braille books, providing student disability teaching manuals, providing accessible buildings (such as ram, lift, student with disabilities parking, student dormitories, and special toilet for person with disabilties), and create application programs in the form of dictionary sign language.

Accessibility programs implemented by center for disabilities services of State Islamic University of Sunan Kalijaga include: providing difabel corner, producing digital books, advocating disable students, making signs for students with disabilities, conducting friendly students with disabilities parking, making Friday prayer khutbah program using sign language, a friendly environment for people with disabilities such as closing waterways, making ram, and providing special toilet for person with disabilities.

e. Financial support

Inclusive education requires a substantial amount of funding, as this is closely related to more accessible infrastructure. Budgets are also a major factor that often hinders the realization of inclusive education programs. Many universities do not implement inclusive education because of the lack of existing budget.

Both in UIN Sunan Kalijaga and Universitas Brawijaya there has been funding support from the university although still very limited. The budget is needed for finance volunteers, provide adaptive technology, and develop accessible environment. Although the budget allocation is not too large, it shows the university's attention to realize a disability-friendly campus.

f. Procedures relating to students with disabilities

Both of UIN Sunan Kalijaga and Universitas Brawijaya already have standard procedures in serving students with disabilities.

For example, in Universitas Brawijaya have standard operating procedure about the counseling of students with disabilities, accompaniment students with disabilities, recruitment and training of students with disabilities, Selection of Special Programs for People with Difficulties, and tutorial and thesis mentoring. While in UIN Sunan Kalijaga there are execution procedures of Midle Exam and Final Exam, service corner for person with disability, sign language khutbah program, and making the signs for person with disability.

The procedure is made to give service to students with disabilities appropriate the quality standard. So they can get maximum service. The procedure is also a standard tool in providing services fot student with disabilities, so that each component can work together to provide the best service for the successful study of students with disabilities.

Process

a. Accessibility of Learning System

The result of descriptive analysis about accessibility of learning system of student with disabilities perspective, can be seen in table 1.

To know the accessibility level of inclusive learning system in universities, it is necessary to grading. There are 5 grades used in the categorization of accessibility level that is very high, high, medium, low, and very low. To give the value of the five categories, the following norms are made (Azwar, 2009):

Very high : $(M + 1.50s) > X$

High : $(M + 0.50s) > X < (M + 1.50s)$

Medium : $(M - 0.50s) > X < (M + 0.50s)$

Low : $(M - 1.50s) > X < (M - 0.50s)$

Very low : $X < (M - 1.50s)$

Based on the categorization it can be seen that the average value of the accessibility of the inclusive learning system in the college is 28.87 and is included in the Medium category. This shows that the learning system in college is pretty good. However, inclusive learning systems in universities should be improved, especially on the aspects of learning support

facilities. The results of the above survey shows that the average student with disabilities still has difficulty using the means of learning in the classroom. The classroom also needs to be designed to be more comfortable for students with disabilities. Besides, they also have difficulties in accessing teaching materials, because of the lack of digital books in college.

Associated with the learning process, lecturers need to do differentiated instructional. The results above show that most students still have difficulty in understanding the course material. Therefore the lecture should be set in accordance with the needs of students with disabilities. One step that can be done is to do peer teaching. According Deschenes, et.all (2000) peer teaching is one way to make learning more effective. Peer teaching can be done by placing students who have good competence and technical skills with students with disabilities in one group. The goal is that there is personal assistance that helps the learning process of students with disabilities.

Table 1. Data Statistical of Accessibility Learning System Student with Disabilities Perspective

No	Statement	Answer			
		A	O	S	N
1	The lecturer discusses the contents of the learning contract with the disabled student	15	62.5	17.5	5
2	The contents of the learning contract contain the learning needs of students with disabilities	25	37.5	20	17.5
3	Students with disabilities have difficulty	25	55	12.5	7.5

No	Statement	A	O	S	N
	in using the means of learning in the classroom				
4	Lecturers provide orientation or introduction of classroom environment to students with disabilities	30	30	30	10
5	Classrooms are occupied conveniently for students with disabilities	7.5	12.5	25	55
6	Students with disabilities learn in one group	27.5	52.5	10	10
7	Students with disabilities difficulties in understanding the lecture material	17.5	62.5	15	5
8	The lecturer gives a list of technical terms or foreign terms	12.5	45	27.5	15
9	The lecturer narrates the visual or image objects that are in the reference book	7.5	32.5	32.5	27.5
10	The lecturer asks what students with	27.5	42.5	25	5

No	Statement	A	O	S	N
	disabilities need during the learning process				
11	Lecturers use information technology in learning process	25	25	25	25
12	Learning media used by lecturers is in accordance with the needs of students with disabilities	5	42.5	27.5	25
13	Lecturers provide teaching materials to students with disabilities	2.5	37.5	27.5	32.5
14	Students with disabilities have difficulty in accessing tea-ching materials	27.5	42.5	25	5
15	Lecturers use teaching materials in the form of digital books, audio books, or the like	27.5	375	12.5	22.5

A= always, O = often, S= sometimes, N= never

Respondent's answers are written in percentage (%)

b. Supporting Factors of Successful Student With Disabilities

Learning on students with disabilities is a complex system that requires the support of

many components. Learning components that support the success of the inclusive learning process in universities include lecturers, disabled and non disabled students, accessible infrastructure, student-oriented learning contracts, curriculum, instructional media, teaching materials and assessment systems, all of which designed for the successful learning process of students with disabilities.

(1) Factor of Lecturer Understanding on the Concept of Inclusive Education

Lecturers have an important role in the success of students with disabilities. Lecturers from the beginning must understand the concept of inclusive education and how to implement it. The concept of inclusive education united students with disabilities and non-disabilities in one class, with all its limitations. Therefore, the learning system used must also be different (differentiated instructional).

The lecturers' understanding of the inclusive concept is important, so that the learning process is oriented to the success of the study of students with disabilities. Learning is not only based on the needs of students in general, but also meet the needs of students with disabilities.

(2) Factor of universal learning design and assessment

Inclusive education can not be separated from the universal learning and assessment system. Students with disabilities who in fact have limitations, will not be able to follow lectures maximally, if the design of learning is not universal. They have both physical and psychological barriers that hinder their potential for maximum growth. Therefore, the learning and assessment system must be universally designed to be accessible to all students regardless of the conditions of their disability.

(3) Factor of Student Motivation to Expand

Likewise in the process of learning in the classroom, students with disabilities should be more active. Indicators of activities can be seen from asking, answering, or conveying ideas, during lecturing. Based on the observations that researchers do in the field, students with disabilities tend to be more passive during the lecture. There is a lack of confidence or even anxiety that lecturers or other students do not understand what they are saying.

This lack of confidence can be a barrier for students with disabilities to further develop. Therefore the role of the people closest such as family, lecturers or friends is vital in providing hope and confidence that they can to grow and achieve success.

(4) Factor of Disabilities Awareness of Campus Society

Disabilities awareness becomes a separate problem facing inclusive colleges. The average awareness of the campus community towards students with disabilities is still low. Based on the observations that researchers do in the field, students are less care about students with disabilities. For example, when the queue enters the elevator, the average student puts their priority even though they know there are students with disabilities -using wheelchairs- who are also queuing up.

So also with haphazard parking habits undertaken by students. Although there is already a special parking signs for students with disabilities, but there are still many students who parked vehicles in the area. There are also students who parked the vehicle in front of the ramp, which is a special lane student with disabilities. This practice shows the low awareness of the students to person with disabilities.

(5) Factor of Accessible Facility

Accessible campus facilities also have an important role in the successful study of students with disabilities either directly or indirectly. Facilities directly in contact with the process of studying students with disabilities such as accessible libraries, adaptable learning media, learning resources and accessible college building will have an effect on the smoothness of student studies.

Public facilities including in the campus environment have not fully meet the accessibility aspect. This is because there are not many public facilities that are friendly like difabel guides, special parking difabel, signs or special markups for person with disabilities (Latifah and

Himawanto, 2017: 135). The facility although it looks very simple but has significance for the disabled, especially in doing mobility. The existence of such facilities can guide students with disabilities so it is easier to access a place.

(6) Factor of Support Center for Disabilities Studies and Services

The existence of the center for disabilities studies and services in inclusive college becomes a necessity. Like two inseparable sides of the coin, the center for disabilities studies and services are instrumental to creating a climate of inclusiveness in college. This institution serve as an extension of the university for implementing pro-people with disabilities policies.

The center for disabilities studies and services is an institution that supports the needs of the disabled and provides early intervention to students with disabilities. This includes providing services that support the learning process and social outcomes (Hyde, Carpenter, and Conway, 2014: 388). So the presence of the center for disabilities studies and services is vital in order to meet the needs of students with disabilities, such as providing volunteers, adaptable technology, recommending accessible facilities, and implementing programs that support the study of students with disabilities. What is done by center for disabilities studies and services is early intervention so that students with disabilities do not experience obstacles in carrying out their activities during the learning process.

Product

The products resulting from this inclusive education system are students with disabilities. The indicators of success of inclusive education system for students with disabilities in universities can be seen from several aspects, namely:

a. Academic Aspects

The researcher identifies the academic achievement of students with disabilities by looking Grade Point Average (GPA). GPA of students with disabilities grouped into 5 grades that is Very Good (3.50-4,00), Good (3,00-3,49),

Enough (2,50-2,99), Less (2,00-2, 49), and Very Less (0,00 - 1,99). GPA data of students with disabilities can be seen in figure 3.
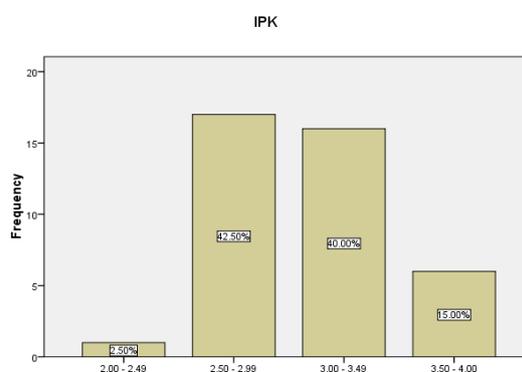
Figure 3. GPA of students with disabilities

The result of descriptive analysis above can be seen that 42,50% GPA of student with disabilities exist on category Enough, 40% Good category, 15% Very Good category, and 2.5% Less category. Accumulated GPA of students with disabilities categorized Good and Very Good is 55%. This shows that the academic achievement of students with disabilities is good enough. Even so there is still 45% that need to be improved.

b. Social Aspects

Mitchell & Brown in Ajuwon (2008: 11) states that inclusive education allows learners to learn social skills in a heterogeneous and normal environment setting. Language development of students with disabilities becomes more effective when they interact and communicate with normal speaking students. The social ability of the disabled can develop well through interaction with the environment (Agustriyana and Nisa, 2017: 15)

Based on observations that researchers do, students with disabilities tend to develop more social skills. The indicators can be seen from several things; such as how to communicate and how to interact. For example the commu-nication skills of students with disabilities. Some students are not familiar with sign language, in college they have to get used to sign language so that their sign language skills are increasing. Students with disabilities are also accustomed to

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giving opinions or answering questions during the learning process. This is a positive achievement for students with disabilities, as they are usually more closed.

The social interaction between students with disabilities and campus environment makes them appreciate the difference. In the learning process they have to interact with many students with different backgrounds and conditions. This can indirectly foster the confidence of students with disabilities.

c. Aspects of Independence

Students with disabilities are required to be independent both academically and non academically. Although college prepares volunteers to help students with disabilities, but in practice students with disabilities have to learn to do things independently. The presence of volunteers only as mediators to familiarize students with disabilities to be more independent.

Fikri (2014: 119-120) mentioned that in the holistic inclusive paradigm the most important thing that needs to be met is the accessibility of universities. Accessibility includes accessibility of the physical environment, accessibility of academic services, and accessibility of teaching and learning processes. This accessibility is needed so that students with disabilities can be more independent without the help of others. For example, students with disabilities can access the lecture hall or library building independently. They are also accustomed to access learning resources provided by lecturers, as learning resources have been digitally designed. Students with disabilities can also do mobility independently because some buildings are very accessible.

CONCLUTION

Based on the above exposure, it can be concluded that inclusive education programs in universities are running well. In terms of the context of inclusive college is a representation of universal education intended for anyone regardless of the condition of their dysfunction. In terms of inputs, inclusive colleges have tried to meet the needs of quality human resources, accessible facilities, financial support, and create operational standards to provide maximum services for students with disabilities. In terms of process one of the indicators can be seen from the learning process. Universities have made an accessible learning model for students with disabilities. The average value of the accessibility of the inclusive learning system in universities is 28.87 and is included in the Medium category. This shows that the learning system in college is pretty good. Nevertheless the accessibility of the learning process should be improved. In terms of product there are three indicators that show the success of inclusive education program, that is from the academic aspect can be seen from student achievement index which on average is in enough grade or in middle positions. This shows that in terms of academic achievement of students with disabilities is good enough. From the social aspect, the communication skills of students with disabilities become better, more daring to convey ideas, and more appreciate the differences. From the aspect of independence, students with disabilities become accustomed to perform activities independently without the help of others.

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