

Inclusive Education Policy in College

Policy Analysis for Students with Special Needs

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Abstract—This article aims to review inclusive education policy in college that needs to be mainstreamed. Based on the regulations, inclusive education must also be implemented in college. The Regulation of the Minister of Education and Culture No. 46 of 2014 concerning Special Education, it is stated that students with special needs must get access and educational services at college. However, policy at each college is still different in providing access, services, management, and development of inclusive education. This study employed an analytical descriptive method. It used a library study by collecting various journals, references, and books on inclusive education policies in colleges. The analysis techniques used was an inductive approach. Problems of inclusive education in colleges that need to be strengthened through policy. During this time, students with special needs are still experiencing obstacles in the field of accessibility of the campus physical environment, architectural barriers for people with physical disabilities, and visual impairments, as well as accessibility in the social environment. The management of inclusive-based college should have management, space management, physical architecture, and an environment that facilitate students with special needs. Students who have special needs need to get educational services and other rights in order to interact and learn together with non-disabled students. Management in colleges needs to be directed to provide inclusive access, space, and services. Learning in college needs to be strengthened by the concept of inclusive. The college 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 design and model of student-friendly disability.

Keywords—*policy, inclusive education, disability*

I. INTRODUCTION

The policy of inclusive education in colleges has not been mainstreamed in the management system of higher education. Inclusive education has so far not received special attention from college managers with various factors. Policy makers in colleges have not all had the desire to strengthen inclusive education services through policy.

Reference [1] stated that students with special needs must get access and education services at college. This regulation is very strong to be used as a reference for leaders in colleges to strengthen the higher education system by giving birth to inclusive education policies.

Inclusive education in colleges is still considered half-hearted and not mainstreamed in the process of higher education. There are still not many colleges that openly broadcast institutions as Inclusive Colleges. Even colleges are not yet willing to implement inclusive education programs for various reasons, both in terms of curriculum, teaching staff, and supporting facilities for the implementation of inclusive education.

On the other hand, the government has included inclusive schools in the legislative system. This can be seen in various regulations including [2] in Chapter III concerning the Principles of Educational Implementation, article 4 point one states that education is organized in a democratic and equitable manner and is not discriminatory by upholding human rights, religious values, cultural values, and national diversity. Non-discriminatory means that the implementation at all levels of education must accommodate all the nation's children who are determined to get education services, starting from basic education to higher education.

For the implementation of inclusive education in colleges, the government has regulated it in [3], article 10 (a), affirming that the educational rights for persons with disabilities are getting a quality education in education units in all types, lines, and education levels in an inclusive and special manner. Even in article 42 (7) sanctions for colleges that do not form a Disability Service Unit are subject to administrative sanctions in the form of a written warning; termination of educational activities; freezing of the education operation permit; and revocation of education operation permits.

More operationally, ref. [4] also emphasized that inclusive education must be carried out at every level of education. It is also stated in Article 1 that inclusive education is a system of education that provides opportunities for all students who have abnormalities and has the potential for intelligence and/ or special talents to attend education or learning in an educational environment together with students in general. In the regulation, the implementation of inclusive schools is mandated. Higher education as an advanced level should also be strengthened for the implementation of inclusive higher education.

Reference [5] stated that colleges must provide access for students with disabilities. Students in a different sense mean that students with certain disabilities need to be considered in managing college. The provision of higher education services

must not override the hidden potential of students with disabilities.

Likewise in [6], article 4, emphasized that special education in higher education is carried out in the form of inclusive education. Inclusive education is an education for students with special needs that are carried out together with other students. The aim of organizing inclusive education in colleges is to appreciate diversity and equality for students with special needs.

The policy on inclusive education is a further consequence of the global policy of Education for All which was proclaimed by UNESCO in 1990. With an inclusive education in colleges, it provides the widest possible opportunity for all students who have physical, emotional, mental and social disorders or have special intelligence and/ or talent potential to obtain quality education according to their needs and abilities. The concept of inclusive education in college no longer discriminates the conditions of students; both with regard to physical, intellectual, social, emotional, linguistic, ethnic, religious, gender, proficiency or other conditions. The concept is college services for all people and children of the nation. Philosophy and value of humanist education are the main pillars in the implementation of inclusive education in colleges.

Thus, there is no discrimination against students belonging to students with special needs. Students who are autistic, hyperactive, down syndrome, or who have other needs, can all be integrated into regular classes at college. In providing educational services, colleges may no longer see student backgrounds, both with regard to their academic intellectual abilities, physical weaknesses, and mentality and emotions.

By uniting into the same classroom, students will understand that in life there will be many differences. These differences should not be used as an obstacle, but rather a reality of diversity that must be faced and respected. That is the reality of life that must be experienced together in a multicultural context. These diverse conditions and situations of the lecture can be an effective medium for strengthening multicultural values for all students, including lecturers and education personnel. A sense of empathy, sympathy, caring, and self-awareness will appear in the lecture setting of this model.

At Faculty of Teachers Training and Education (FKIP) in University of Lambung Mangkurat (ULM) Banjarmasin there are 21 study programs, all of which have provided courses in inclusive education. Based on the Data of New Student Admission in the 2017/2018 Academic Year, there are 9 students with certain disabilities who are accepted to study together in various existing study programs. Students with disabilities are studying with non-disabled students, although several people have been appointed to become special assistants for students with disabilities.

The background above encourages the author to compile this paper. In its implementation, inclusive education in college needs to be strengthened by internal college policies that need to be discussed in this scientific paper. The problems in this paper are as follows:

- What is the concept of inclusive education in colleges, especially for students with disabilities?
- What is the policy of inclusive education in colleges?

The objective of this paper is to find out and discuss the policies of inclusive education in colleges for students with disabilities and the strengthening of policies so that students with disabilities and non-disabled students will get an education as a basic human right. This study is carried out by examining the references and context of the praxis of inclusive education in colleges.

II. METHOD

This study used an analytical descriptive method focusing on the main problem in the study of inclusive education policies in colleges. The type of study used was library studies, namely by collecting various journals, references, and books on inclusive education policies in colleges. Data collection was done by reading, studying, and analyzing the content of reading sources with the content approach. In other contents, the author uses government regulations and policies to be a source of data in this study. The analytical technique used was an inductive approach, which is an analysis technique that discusses from specific issues to be a reference in determining the generalization of the study.

III. INCLUSIVE EDUCATION IN COLLEGE

A. Education to Build Humans

The majority of people have the desire to progress to develop better. This desire is always sought in various ways, one of which is through educational activities. Education is chosen as a strategy to empower community members to have the quality of their own capacity and capability as expected. For example, the Spartans in the Ancient Greek era through education wanted their citizens to have the quality of self in the form of "knight personality". While the Athenian people want citizens to have the quality of self in the form of intelligence.

Education can be understood as a series of community efforts in order to realize the quality of its members so that they can become mature humans. The meaning of maturity in question is the condition of developing the potential possessed by individual members of society, both in the dimensions of individuality, sociality, rationality, religiosity, and morality [7]. In the context of education in colleges, the concept of education does not distinguish between students with special needs and those who do not have special needs. Education is the right of all people to grow into adults. Certain children with disabilities also have the right to grow up through education services.

Educating is one of the activities that has been going on for centuries in society. Even this educational activity is believed to have taken place since humans existed in order to know themselves and their environment in order to advance civilization. The existence of education is something unique that only exists in the human world and is fully determined by humans, without humans, education never existed, human life is just the matter of education [8]. The existence of these

educational activities not only penetrates the time dimension but also penetrates the dimensions of the place, in the sense that education has taken place at all times and places. Therefore, educational activities can be said to be fundamental, universal and phenomenal.

This educational fundamentality can be found from the position of education as one of the main and important instruments in increasing the potential of children to become a figure of the quality of human resources for a nation. Without going through the education of a child, it is believed that it will not be able to be a useful and dignified human being, namely a full functioning person. The universality of education can be seen from the hustle and bustle of education that mankind has carried out in its very long history, namely since the existence of humans in the dimensions of time and place. At anytime and anywhere, education can be seen from the changing symptoms of implementation in terms of orientation, strategy, approach, and management over time between the community and other communities.

Efforts to promote society through education aims to realize the quality of resources from all members of the community so that they become development resources that can be achieved through policy. The policy is the establishment of a political policy that strictly regulates the implementation of Higher Education about inclusive education. In other words, the policy of inclusive education in colleges can be formulated in order to realize education for all.

As an instrument of human development in [9], educational activities are activities to understand the meaning of the reality being studied. These activities require critical attitudes from the actors, namely students and educators. With the help of mentoring and mentoring by educators, students are demanded to be creative and active in understanding the meaning of the world reality to improve their lives and human civilization.

The concept of humanist education emphasizes that inclusive education in colleges must be carried out on a humanitarian basis. Inclusive education services at colleges will provide deep meaning in the education system to mature all humans with different potentials and modalities.

B. The concept of Inclusive Education in College

Inclusive education is now getting great attention from all circles, including college managers. Education that provides access, space and learning services by not discriminating between physical, mental, emotional, and diverse aspects of abilities. Physical disability - in other terms disability - does not become a major obstacle for all children of the nation to keep learning. Inclusive education that serves education with the diversity of learners indicates that education is also a manifestation of character education that has continued to be developed by the Indonesian government lately.

Character education is education that is centered on the heart, eliminating discrimination services, friendly education and accepting diversity differences. Education should create an environment that respects human life, appreciates the integrity and uniqueness of creation, and produces a personal

figure who has balanced intellectual and moral abilities so that society will become more human. Like inclusive education that is applied in colleges. The existence of students with disabilities in lecture classes adds to the diversity of individual differences that will indirectly build the value of character education and multicultural values among students. Through existing diversity, character values such as love, cooperation, mutual respect, and confidence among students can be instilled.

The same thing was also expressed in [10] that inclusive as an issue about values. Through inclusive education, the values of kindness can be implanted in students, one of the values that are instilled is to appreciate differences in human society. Reference [11] also stated that inclusive education is a human right and this is a good education to improve social tolerance.

In the context of college, the academic community consisting of students, lecturers, education personnel, and campus stakeholders needs to be strengthened with inclusive values. When all elements have applied inclusive values, multicultural values will be built on campus. Not just a difference of opinion, physical differences, and different abilities will become one in the context of academic activities.

The implementation of inclusive education in colleges is not much different from the implementation in the earlier inclusive schools. The difference lies in the presence of students with special needs in class lectures and the way lecturers give lectures. The implementation of inclusive education in lectures emphasizes character and multicultural values: caring, cooperation, respect for differences, mutual respect and empathy. In addition, character values can be instilled, among academics interacting academically with services tailored to diverse student disabilities.

In instilling these character values, the lecturer needs to pay attention to the elements of pluralistic culture formation. The relationship between lecturers and students determines the meaning of lectures rather than seeing the physical condition of students. This is the concept of an essential education class. The meaning of class in inclusive education is not merely a building space, but nature and the environment become a class to instill the value of the multicultural character. Wherever, whenever, with anyone, all academics of the college continue to study together in diversity.

Referring to [4], inclusive education is a system of education that provides opportunities for all students who have abnormalities and have special intelligence and/ or talent potential to attend education or learning in an educational environment together with students in general.

The concept of inclusive education aims to: (1) provide the widest possible opportunity for all students who have physical, emotional, mental, and social disabilities or have special intelligence and/ or talent potential to obtain quality education according to their needs and abilities ; and (2) realize the implementation of education that respects diversity, and does not discriminate for all students.

In the concept of inclusive education in college, every student has the right to attend lectures in the Study Program which is chosen according to their special needs by

considering their ability and access. Students with disabilities or disabilities consist of: visual impairment, hearing impairment, speech delay, intellectual disabilities, physical impairment, emotional disorder, learning disabilities, slow learner, autism, motoric disorder, a victim of drug abuse, drugs, and others addictive substances, having other disorders, and multiple disabilities.

This variety of disabilities must be accommodated by the college manager. The concept of inclusive education is to make all people as learners. Although with different modalities all students have the right and opportunity to get higher education services. Children with special needs cannot be understood by children with disabilities or lack of ability, because children with special needs can be intellectual and emotional abilities that exceed non-disabled students.

The concept of education for all provides an initial enlightenment for inclusive education providers in colleges. This is the basic value in education that needs to be instilled in society. Students with special needs can also study and get education services in accordance with disabilities in certain aspects due to physical limitations.

The higher education curriculum needs to be developed by considering the disability of prospective students. The higher education curriculum needs to be modified so that students are able to strengthen the value of multicultural character between students with disabilities and non-disabled students. Thus, all students get learning with real laboratories in learning about differences between humans.

In inclusive education, the potential of students is the basis for developing learning programs. Why does it need to be based on student potential? According to Nur Hasyim, lecturers and researchers of inclusive education, First, with potential-based, the college will be easier to deliver Children with Special Needs to achieve competence, according to the study program or concentration developed. For example, if prospective students have the potential to operate computers and draw, perhaps a graphic design study program can be developed. If they have the potential for English, it is appropriate that a translation study program is developed. Logically, they will find it difficult to achieve the competencies desired by the study program, when they do not have the appropriate potential. Even for non-disabled children, we often feel the difficulty of achieving competence as we wish.

Second, we all certainly do not want, these disabled people hold certain diplomas, while they do not have the competence in accordance with the study program competencies listed in their diploma. Poor if that happens, because a diploma will only be a meaningless decoration.

Third, parents of students with disabilities and all of us certainly also expect them to be people who are confident in their competence and diploma. We are proud if they can be independent as well as our non-disabled children. Some students with disabilities with the slow learner category turned out to have high potential in terms of computer use, English language skills, playing music, dancing, and drawing. Therefore, in the future, we hope that there will be colleges

that develop inclusive education with English or journalistic study programs; high schools or institutes develop inclusive education with dance and music arts study programs; Polytechnic develops Inclusive Education with graphic design study programs or commercial administration, and other vocational programs.

The concept of inclusive education in colleges needs to be developed based on disability. Considering that the Study Program in colleges is very diverse so that students with disabilities can choose according to specialization, according to the conditions of disability and individual learning needs through the development of Individualized Educational Program (IEP).

C. Inclusive Education Policy at College

Inclusive education policy requires a process of advocacy and diplomacy so that policymakers are encouraged to mainstream inclusive education in colleges. Inclusive education policies include public policies which are generally taken through a long process. Politically, a policy formulated is usually influenced by who is involved, in the situation of how a policy is being discussed, how many and from which groups the demands of the community are pushed. There are three political processes before the policy is formulated. First, is the process of accumulating aspirations. At this stage, many demands and aspirations emerged in the community through public issues and discourses. Through a certain period of time, all the demands that exist eventually experience accumulation, and cluster in several types and kinds of demands. Second, is the process of articulation. At this stage, all existing demands are fought by their respective owners or representatives to be accommodated in the policy formulation. Third, is the accommodation process. In this third process, not all claims can be accommodated. Only a few aspirations and demands from certain groups can be accommodated in it.

In the accumulation stage, generally, all the demands and aspirations that arise in the community through the issues and public discourse introduced by members of the community who are incorporated in various kinds of interest groups. The presence of interest groups in the political process is a natural thing. Moreover, in a society or country that upholds the spirit of democracy, this presence is actually encouraged and given official distribution to participating in the formulation and implementation of public policies.

The term education policy is heavily connoted with the term educational planning, master plan of education, educational regulation, the policy of education, and other terms similar to the term. But for writers, the terms actually have different content and different meanings of the meaning of each term.

Inclusive education policy in the opinion of the author is part of public policy in general that requires a process. Inclusive education policy in colleges is a public policy that regulates regulations specifically concerning the provision of educational rights for certain students with disabilities with various kinds of special needs.

Thus the policy of inclusive education in college can be decided through the process of campus academic senate by considering the process of drafting the applicable regulations. Juridically, there have been many legal foundations for making inclusive education policies in colleges in the form of rector decisions or policies in other forms. On the other hand, higher education management planning is closely related to the birth of inclusive education policies. With the planning and development of inclusive education, college managers will be able to develop inclusive education policies with all forms of needs, both those concerning the accessibility of the campus physical environment and architectural design that supports the needs of persons with disabilities. So that students with disabilities do not experience mobility barriers when using wheelchairs, sticks, and other curricular accessibility. Likewise, with the planning of learning for students with disabilities, the college administrators make it possible to develop the competencies of the lecturers in identifying and assessing students' learning disabilities needs, developing adaptive curricula and evaluations, as well as developing an Individualized Educational Program (IEP). Equally important, colleges that provide inclusive education need to also develop volunteer roles among senior students who are trained to help assist disabled students while learning and other academic needs.

D. Implementation of Inclusive Education Policy in College

The Inclusive Education Policy in college as a national policy in Indonesia, in fact, has not been implemented by all colleges. Until this article was revealed, it was known that colleges in Indonesia implemented policies on Inclusive Education and were equipped with Disability Service Units including University of Lambung Mangkurat Banjarmasin, University of Indonesia Jakarta, Syarif Hidayatullah Islamic State University Jakarta, Islamic State University Sunan Kalijaga Yogyakarta, UNESA Surabaya, Islamic State University Surakarta, and University of Brawijaya Surabaya.

Even though national government regulations have been issued nationally to implement inclusive education in colleges, but if the policy is not implemented, then a policy does not affect changes as desired. This means that students with special needs cannot be served well to get the opportunity to pursue higher education.

Government policy will not be meaningful if it is not implemented. Ref. [12] stated that: "the implementation of wisdom is important, even more, important than policymaking, because if there is no implementation then wisdom will only be a dream or a good plan neatly stored in the archive". Therefore, every policy and program launched by the government is always implemented, so that it is not only a meaningless policy.

Reference [13] stated that if the implementation of public policy is not given enough attention, then the implementation is not effective so that the policy will not succeed. To ensure the success of policy implementation, four things need to be considered, namely communication, resources, disposition, and bureaucratic structure.

1) *Communication*. Policy communication is the process of delivering information about the policies of college leaders to lecturers and administrative staff as policy implementers [14]. Communication regarding inclusive education policies is important so that policy implementers can understand the nature of policy, content, objectives, direction, means of implementation, limits, evaluation, target groups. This is a preparation step so that the implementation process runs smoothly and effectively. Important factors in the delivery of information, are transmission (delivery method), clarity (information clarity), and consistency (consistency of information).

2) *Resource*. Resources are related to the availability of supporting resources, especially the quality of the lecturers to carry out policies effectively. Reference [14] stated that although the rules made are clear and accurate, implementation will not be effective if the lecturers and other implementing policy resources are less responsible in carrying out the relevant policies. The high potential of resources will make the implementation run well, on the contrary, the low potential of resources will be the cause of the failure of policy implementation. These resources consist of human resources, budget, facilities, information, and authority.

3) *Disposition*. Reference [13] defines disposition as the personality, outlook, ideology of implementing public policy. Willingness and dedication, as well as the characteristics of policy implementers to implement policies, are very important for the sustainability of policy implementation.

4) *Bureaucratic structure*. Bureaucratic structures are all organizational instruments in a comprehensive and structured manner. There are two aspects of this organizational structure, namely the mechanism and bureaucratic structure. The mechanism is usually made in the Standard Operational Procedure (SOP) which is a guideline for action steps, in the form of uniformity of patterns in the implementation of policies so that they are directed according to what is set. Another important aspect of the bureaucratic structure is the presence or absence of fragmentation or splits in the policy bureaucracy. Fragmentation in the bureaucratic environment by policy implementers will create problems in implementation.

The realization of the aspects of communication, resources, disposition, and bureaucratic structure in inclusive education policy in colleges is very much determined by the political will of College Leaders to realize education for all without discrimination. Looking at the facts that exist today, commitment still needs to be strengthened in the implementation of inclusive education policies in Higher Education. Policy implementation efforts can be done to improve communication with socialization activities, strengthening human resources, providing accessibility, providing adequate learning facilities, curriculum development, learning strategies, evaluation of learning outcomes, and the construction of a Disability Service Unit (DSU).

IV. RESULT AND DISCUSSION

The results of this study indicate that colleges already have an inclusion policy in the management of education. First, it is seen from the study data which shows that students with special needs are entitled to attend lectures in the Study Program that are selected according to their special needs by considering their ability and access. Second, University of Lambung Mangkurat has developed a Disability Service Unit (DSU), an institution to provide certainty and legality aspects of inclusive education in colleges. Third, colleges have also provided accessibility planning and adequate learning facilities for students and campus residents with disabilities. Fourth, the development of curriculum and learning strategies in ULM has been developed by giving attention to the special needs of students with disabilities. The policy of inclusive education in ULM has been implemented with various innovations, both from the aspects of policy, campus environment, and institutionalization. The policy of inclusive education in colleges has now become part of the policy implemented. This is in accordance with the concept of [13] stating that if the implementation of public policy is not given enough attention, then the implementation is not effective so that the policy will not be successful. This statement is very relevant to the conditions in ULM, where campus managers have implemented policies in various forms. In terms of policy, communication has been carried out in the form of policy socialization to all faculty leaders. In terms of resources, the preparation of lecturers and administrative staff who provide services in each Study Program in Education and Teaching has been conducted in order to understand the learning strategies and handling of students with special needs through workshops and training. In addition, volunteers from senior students have also been prepared to assist in serving the activities of students with disabilities.

In terms of the bureaucratic structure, a Disability Service Unit was established with the name Center for Inclusive Education Development (P3I) which became one of the work units at the ULM Learning Improvement and Development Institute (LP3). In addition, there is a workflow mechanism in the form of a Standard Operational Procedure (SOP) which is a service action guide. With the SOP, the uniformity of patterns in the implementation of inclusive policies in ULM becomes clear. Likewise, in terms of disposition, there have been 12 students with disabilities. They study in Faculty of Teachers Training and Education, Faculty of Economics, Faculty of Law. Thus, inclusive education has become a policy as an inclusive campus. The political will of ULM leaders is the main key to developing inclusive education policies in colleges. Strong determination, attention, and the visionary of the campus leadership greatly determine the success of the inclusive education policy program in colleges.

V. CONCLUSION

When this initial study was conducted, colleges in Indonesia did not all receive students with special needs and carry out inclusive education. Colleges that have implemented inclusive education and are equipped with Disability Service Units include including University of Lambung Mangkurat Banjarmasin, University of Indonesia Jakarta, Syarif

Hidayatullah Islamic State University Jakarta, Sunan Kalijaga Islamic State University Yogyakarta, UNESA Surabaya, Islamic State University Surakarta, and University of Brawijaya Surabaya. Whereas the order to accept students with special needs and implement inclusive education was enacted in [3]. Similarly, it has become a policy as stipulated in [6].

The alignment of higher education managers towards students with special needs with diverse disabilities needs to be accommodated in the form of planning and policy. Students with disabilities need to be given access, space, and opportunities to study together with non-disabled students. Facilitation of students with certain disabilities needs to be accompanied by lecturers who have competencies in accordance with the disabilities of the students with special needs.

Lectures between students with disabilities and non-disabled students can be combined into one class of lectures, without distinguishing physical, mental and other specific shortcomings and weaknesses. This inclusive concept in college will bring open interaction between students with disabilities and non-disabled students to learn together. This concept needs to be supported by inclusive education policies. At University of Lambung Mangkurat, Banjarmasin, the concept of inclusive education has become a policy. Policy implementation takes place from the college level to the level of the study program and even becomes a subject. Services for students with special needs have been carried out as the concept of [13], starting from the implementation of policy communication, strengthening human resources, disposition, and organizational structure. However, in terms of disposition of accessibility support with the availability of infrastructure, physical architecture, and the social environment of the campus still need to be developed with the concept of inclusive education.

The policy of inclusive education is very much determined by the political will of college leaders in line with the existence of college autonomy. The realization of the implementation of inclusive education in colleges for students with disabilities and non-disabilities needs to be strengthened in order to realize education for all because, in truth, education is the right of all children of the nation. The value of pluralism, tolerance, and respect for diversity and differences in supporting the concept of character education will be stronger if the concept of education leads to education services for all.

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