

PRACTICES AND CHALLENGES OF INCLUSIVE EDUCATION IN INDONESIAN HIGHER EDUCATION

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Who am I

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- Educational Background:
 - Bachelor: Faculty of Psychology Gadjah Mada University, Yogyakarta Indonesia
 - Master of Science, School of Education, State University of New York at Albany –USA
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- Currently: senior lecturer at the Faculty of Psychology and Head of Centre for Societal Development Studies
- Teaching: Education for The Disadvantaged Children; Community Based Education; Social Intervention

Purpose of the Study

- To have a picture on the practices and challenges of the implementation of inclusive education in Atma Jaya Catholic University of Indonesia (AJCUI), that can be used in developing policy and intervention program relevant to inclusive education in higher education
- Methodology: 1) desk review, 2) interviews with the leaders of the faculty of AJCUI, and 3) interviews with students with disabilities

Atma Jaya Catholic University of Indonesia "The Spirit Prevails"

- Founded in 1960 by a small group of young Indonesian lay Catholic intellectuals who intended their dedications and willingness to serve the Church and the country through providing higher education facilities
- The founding fathers represent multi-ethnic diversity of Indonesia (Flores, Java, Chinese descent, Korean descent)
- Started with 2 Faculties, i.e. Faculty of Economics and Faculty of Administration. Currently AJCU has 8 faculties, 17 fields of study of undergraduate program, 11 Master's degree programs, and 2 Doctoral programs



- A Catholic based university, though it is a multi culture university (students: 43.56% males, 56,44% females; 41.83% Catholics, 34.04% Protestants, 13.71% Moslems, 6.96% Buddhists and, 0.56% Hindus; some are People with Disabilities).
- The main campus “Semanggi Campus” is located in the heart of Jakarta the capital city of Indonesia → the heart of Indonesia
- The second campus “Pluit Campus” is for the Faculty of Medicine with the academic hospital is located in north Jakarta → serve the poor community in the north area of Jakarta
- The third campus “Serpong Campus” is newly launched on July 2017

Person with Disability

- Issue of disability is a complex and unlimited problem → occur in poor communities with poor nutrition and inaccessible health facilities, also in well-off communities with excellent nutrition and accessible health. Found in men and women, children and adults, and all ethnicities → occur to all people regardless of gender, ethnicity and race, age, and socio-economic background
- Convention on the Right of Person with Disabilities → PwD are persons with long term physical, mental, intellectual or sensory limitations → The level of disability can be quite mild to very severe → will influence the fulfillment of their needs, has effect on the effectiveness and full participation to social and economic activities → difficulties to access transportation, communication, and educational facilities

- The life of PWDs worsen because lack of community understanding about disability, lack of community efforts to fulfill the rights of PWDs, and stigma that the disability is curse from God.
- The stigma → many families cover up or hide their family members who are with disabilities → PwD is neglected → low self-esteem and self-confidence → will influence the educational aspiration, the academic achievement and the well-being
- Many facilities and services provided in the society are not accessible to PwD.
- PwD have no capacity to express their voice on the neglect of the society in fulfilling their rights. As disadvantaged and marginalized group they become more vulnerable to social distress (Prasetyo, 2014)

Data

- Based on 2012 National Socioeconomic Survey number of PwD in Indonesia is 2.45% of the population, the number increase to 9% into 11-13% in 2015 → The causes of increase including social conflict, natural disaster and alcohol abuse
 - 39.97% is people with multiple domains of difficulties
 - 29.63% Visual impairment
 - 10.26% Walking
 - 7.87%Hearing
 - 6.70%Remembering or concentration
 - Self-care 2.83%
 - Communication 2.74%
- (Adioetomo, Mont & Irwanto, 2014)

- The prevalence rate for disability among women (21.5%) is higher in comparison to men (17.4%)
- The level of education related to the rates of disability → low level of education related to high rate of disability
- Level of education and employment are two significant factors related to the welfare of PwDs (Prasetyo 2014).
- Unfortunately many PwDs still live in poverty line and have low level of education (Diono, 2014; Prasetyo, 2014; Adioetomo, et.al., 2014)

- More than 95% of disabled are unemployed.
 - At Klaten regency, out of 13,000 disabled, no one works at the government institution.
 - This figure is worsened that in Yogyakarta there were only 10 persons out of 3,353 disabled who graduated from high school who work at both government and private institutions
- <https://www.knepublishing.com/index.php/Kne-Social/article/view/867/2260>

LEGISLATIVE

- The 1945 Constitution of Rep. of Indonesia (Article 28)
- Law No. 39/1999 on The Indonesian Human Rights
- Law No 19/2011 → ratification of Convention on the Rights of Persons with Disabilities
- Law No.12/2012 on Higher Education
- Government regulation No.4/2014 on The Implementation and Management of Higher Education
- Ministerial Decree No. 70/2009 on inclusive education
- The Indonesian Government respect, provide protection and fulfilment of the rights of all level of the population, including the vulnerable group – the PwDs.

- 2004 → Bandung Declaration towards inclusive education → regular schools to provide education for all children with special needs.
- 2005 → Bukittinggi, West Sumatra Recommendation, to support the continuation of the implementation of inclusive education
- These legislative documents encouraged PwD to participate in educational activities
- PwD become aware that they have the opportunity to access education which is important for their future

INCLUSIVE EDUCATION

- *“a form of education provided for those who are not achieving, or are not likely to achieve through ordinary educational provisions, the level of educational, social and other attainments appropriate to their age, and which has the aim of furthering their progress towards these levels (UNESCO)*
- Inclusive education is conceptually based on the belief that all people have the right to be included in age-appropriate activities with their peers throughout life in order to maximize the potential of the children
- Inclusive education does not only place PwD into the classroom, does not merely transfer the knowledge and skills. More than that, the rationale of inclusive education is to remove marginalization, to accept the difference and to live together with people who have differences, and to understand that all people regardless the differences have the opportunity to play important role in the society.

- Inclusive education is associated with the achieving of Education for All (Opertti, Brady & Duncombe, 2009)
- Inclusive education is concerned with the access to the general education for students with disabilities. It is also concerned with social justice of educational institutions' leadership, the process of teaching and learning and content of curriculum that respect the cultural, linguistics, physical, mental, and cognitive complexity of students
- Unfortunately some people believe that to place children with disabilities in the same school with regular students will weaken the overall academic achievement (adioetomo, et.al. 2014)

INCLUSIVE EDUCATION in HIGHER EDUCATION

- The participation of PwD in HE increase (due to initiative and policy development on the right of PwD, the implementation of inclusive education at primary and secondary education, the development of ICT, as well as PwDs confidence on the important of studying in higher education), however representation remain low.
- Bausela (in Morgado et.al., 2016) “*universities are among the most discriminating institutions, both in term of access for certain students and in facilitating their continuity in higher education*”

- Riddick & Sterling (in Hadjidakou & Hartas, 2008) Three level of considerations: personal level, organizational or institutional level, and political or ideological level.
 - Personal level includes counseling services, adapting the curriculum, modification of teaching and other services
 - Organizational/institutional level included changing standard procedures, training staff, modifying physical environment or infrastructure
 - Political/Ideological level includes, type of disabilities and policies to support equal opportunity in accessing good quality of education

- Cases in Indonesian higher education
 - Policy of new students' intake for 2014 → the disabilities of prospective students are included in the eligibility requirements
 - PwD is directed to vocational education that provided basic skills, e.g.: making handicrafts, massaging, painting, etc.
 - Student of Pharmacy, became disabled while conducting students activity → lecturer encouraged her to move to other faculty
 - A visually impaired students was denied admission when doing re-registration without any explanation and the admission office returned the money back
 - A group of university students bullied verbally and non-verbally to an autistic students almost every day, and it is consider a joke between friends.

- **Best Practices inclusive education in Islamic Education**
 - Sunan Kalijaga State Islamic University in Yogyakarta pioneering in facilitating students with disabilities by (1) establishing Center for Disability Services, the Center focuses on providing services and access support for PwDs; (2) making infrastructures for all buildings in the university available to be accessible by PwDs; and (3) institutional budget allocation to support PwDs. → becomes the most inclusive education in Indonesia

PRACTICES AND CHALLENGES INCLUSIVE EDUCATION in AJCUI

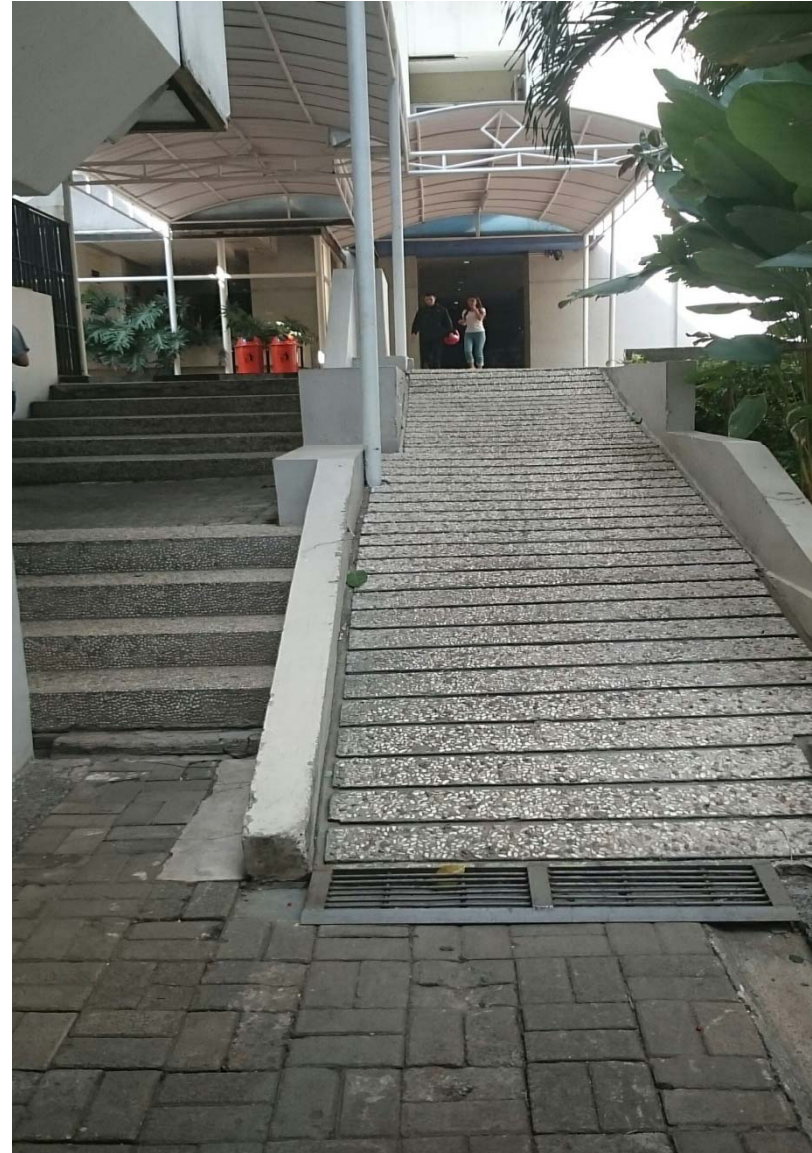
1. Data on students with disabilities at university level → no data before 2017/2018 academic year regarding numbers and type of disabilities. In 2017/2018 academic year there are 21 students with disabilities enrolled at AJCUI (3 students have hearing impairment, one with visual disabilities and the rest are categorized as “others”).

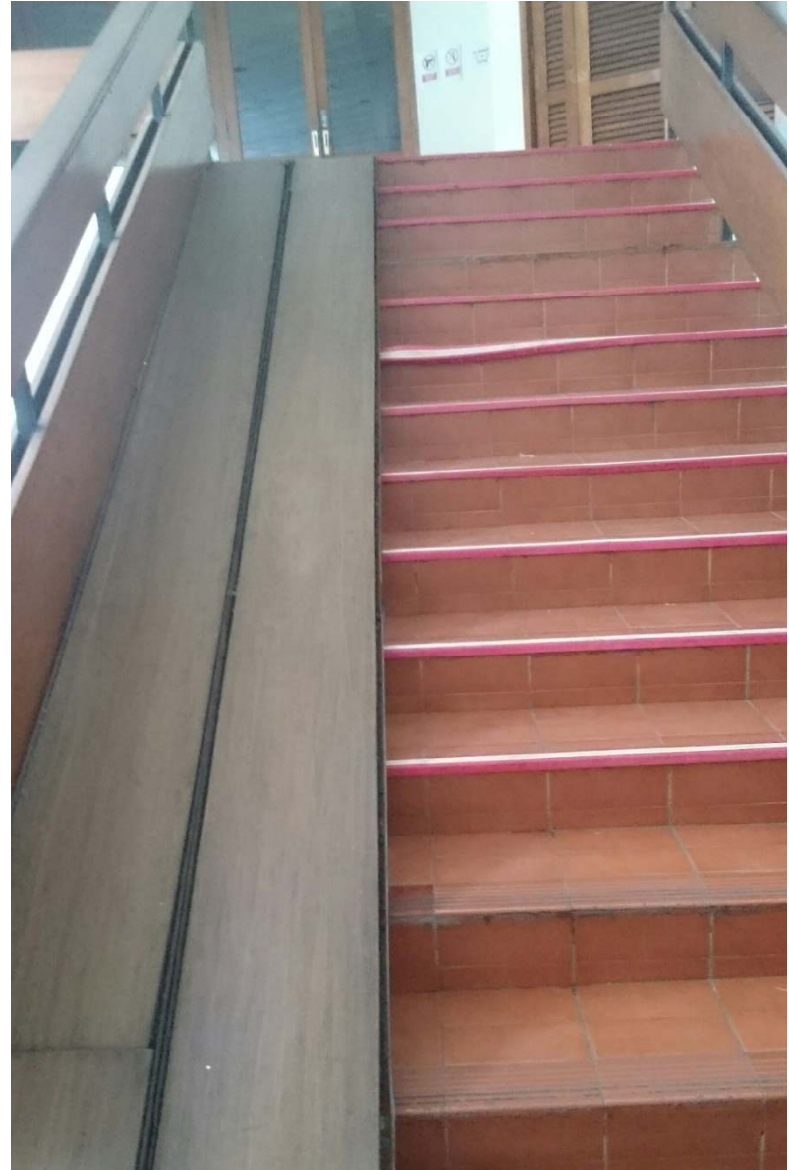
Current situation: students with visual impairment, speech disorders, deaf, difficulties in walking, using wheelchair, etc.
→ AJCUI applied inclusive education → not explicitly stated

- Data on students with disabilities available at faculty level → data used by the administration staff to arrange the classroom schedule → not for planning and providing services to facilitate the students with disabilities → not for developing program for optimizing the learning of PwDs → not for staff's capacity building in understanding PwDs

3. No specific policy at university level for the eligibility for PwD to enroll at AJCUI → all prospective students are accepted if they pass the entrance test regardless their disabilities; however the decision to accept or refuse the new students with disabilities is the leaders of the faculties.
4. Factors influencing the decision
 - a. Not all students are eligible to register at the faculty due to the characteristics of the science (e.g. medicine, pharmacy, mechanical engineering;
 - b. the infrastructure at the university is not ready for students with disabilities
 - c. Lecturers do not have skills in providing lectures to students with disabilities

6. Infrastructure at AJCUI → not friendly and accessible for PwDs. (e.g. the elevator are not sounded, the hallways are not equipped with block guide, the hallways are bumpy that makes the wheelchair users uncomfortable, the computers at the library are not equipped with screen readers, if the screen readers available it is out of date, not all toilets are seat toilets, the cafeteria is not accessible.
7. Stigma still exist → complaining of the lecturers
8. Learning materials, exam, etc. is not friendly to the type of disabilities









The story of Laeticia (not real name)

- She was 4 months old when doctor detected that she is a person with visual impairment. The reaction of her parents -it is normal- was panic. However, her parents did not send her to school for special needs children. Since in the kindergarten, she studied at school for regular students. She had the experience when she was in 4th grade to study in a school for special needs children. According to her to study in a school for special needs children is not challenging, she only socialized with very limited number of students. Thus, her parents sent her back to school for regular students. From kindergarten to senior high school, she studied at the same schools. All the teachers knew her very well. Her parents always reminded her big brother to take care his young disabled sister. She felt very secure, she had her big brother that always taking care of her, and she had friends and classmates that very help full, as well as teachers who are very emphatic and understood to her.

- She enrolled at AJCUI when her high school's teacher informed her that AJCUI open the registration for new student, and she was eligible to enroll at AJCUI without a placement test since her high school's grades are excellence. During the registration, there was no question in the form of student application concerning the disabilities of students having or special needs that students may have during their study in AJCUI. She chose Faculty of Psychology to study without knowledge on what psychology is, or what do student learn in psychology

- The first week as student in a university, was the most frightening time. Will students accept me as their friends when they know my disability? What happened when the dean or the lecturers know my disability, do they will understand and help me? Should I discontinue my study at the university? Can I follow all courses provided by the lecturers? These all questions came up in her mind, and made her very nervous to go to the campus. It was then her mother who talked to the management of the Faculty of Psychology, fortunately the dean support her and provide assistance for her to continue her study at the Faculty of Psychology of AJCUI. She finished her undergraduate program and continued her professional master's in Educational Psychology. Currently she is a part-time lecturer in Educational Psychology and Psychology for the Special Needs Children at her alma mater

- She felt that she was in the hands of good people, so she could finish her studies at the university. She earned not only a bachelor degree in Psychology, but also masters' degree and professional in Psychology. She thanked her family, thank also to the management, lecturers, administrative staff, and classmates of Faculty of Psychology that always support and lend their hands to assist her. However, there are still lacking that should be improved in the future. First, the infrastructure in all buildings should support the access for the person with disabilities. Second, students and all faculty members' understanding on person with disabilities are important in supporting the learning of students with disabilities. Third, self-confidence and self-efficacy of students with disabilities is crucial for the success of learning in higher education

CONCLUSION

- Inclusive education gives benefits to both sides, the PwDs and the regulars
- Self-confidence and self-efficacy in learning in higher education is the core for success of learning in higher education, and this is valid also for students with disabilities
- Support for students with disabilities to study in higher education is crucial → the role of leaders at the university plays important role in developing policy, budget allocation for infrastructures, and staff's capacity building in reducing stigma
- Raising awareness in understanding person with disabilities should go together with skills improvement in providing services to students with disabilities.

