



# Implementation Model on Accommodative Higher Education for Persons with Disabilities at State Islamic University of Alaudin Makassar

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## Abstract

The interest in studying among students with disabilities is very high, but the availability of PTKIN, which has provided aspects of higher education for persons with disabilities, is still limited. This study aims to examine the implementation model of accommodative higher education for persons with disabilities at UIN Alaudin Makassar. This research is qualitative field research where the data collection technique uses survey, interview, and documentation methods. The data analysis technique uses an interactive model developed by Miles and Huberman. The primary data sources are the Rector, vice-rectors, lecturers, academics, and students with disabilities. The results showed that the views and understanding of leaders and lecturers at UIN Alauddin Makassar are still traditional, although there is also a tendency to have social nuances. The learning system at UIN Alauddin Makassar is still nuanced; integration has yet to organize inclusive education. The environment and campus buildings are not fully accessible to persons with disabilities.

**Keywords:** Model, Higher Education, Disability

## 1. Introduction

Higher education or university is an institution of higher learning that educates the community's life. To realize this mission, higher education adheres to the "Three Pillars of Educational Development". *First*, equalization and increased access to education. *Second*, improving quality, relevance, and competitiveness. *Third*, improving education management, accountability, and public image.<sup>1</sup> In the context of equalizing and increasing access to education, it has not been optimal until now. In particular, limited access to learning in higher education, including state Islamic religious universities (PTKIN), is experienced by persons with disabilities who have entered college age even though the interest in studying among persons with disabilities is very high.

The limitations, for example, include the availability of an accommodating curriculum and competent teachers committed to educating persons with disabilities in special service units with service, advocacy, and empowerment programs. Learning strategies and media availability to campus infrastructure accommodate people with disabilities.

The problems of students with disabilities who are participating in the teaching and learning process in the classroom include: Firstly, visually impaired students have problems with things that are visual (vision), such as writing, pictures, and graphs, which appear on the blackboard and on the projector screen that is not described. Gestures that arise from lecturer activities when teaching that are not verbalized. Literature sources not in braille or soft files can be accessed through a screen reader or Java program. Secondly, deaf disabilities have problems with things that are audio (hearing), such as the explanation of the lecturer's material in the form of sound is not transferred into writing or not translated into sign language, and the limited language enrichment that deaf people have so that they cannot absorb the explanation language from the lecturer. Third, people with disabilities have problems with inaccessible building conditions such as car parks, pedestrian paths, entrances to buildings, toilets, and places of worship, as well as other building environment conditions. Therefore, as a form of seriousness and commitment to the learning of students with disabilities, university leaders and teaching staff should be able to make or

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<sup>1</sup> Suparlan, "Empat Pilar Pembangunan Pendidikan" [Four Pillars of Education Development], Retrieved from website [www.suparlan.com](http://www.suparlan.com), accessed on 2023-05-20.

apply learning strategies, learning methods, learning media, and accommodative curriculum to formulate an accommodative curriculum.

This research will focus on four main issues. Firstly, the availability of accommodative curricula and competent teachers committed to educating persons with disabilities. Second, the availability of special service units in PTKIN that manage disability service programs and advocacy and empowerment programs. Third, the availability of accommodative learning strategies and media, and fourth, the availability of accommodative campus infrastructure for persons with disabilities.

## 2. Methods

This research is a type of qualitative field research. The reason for choosing this type of research is that qualitative research is used to examine the phenomena experienced by research subjects related to attitudes, behavior, and perceptions.<sup>2</sup> This research will examine the perceptions, views, and understanding of higher education leaders and policy attitudes related to higher education accessibility for implementing higher education for people with disabilities.

This research uses two approaches, namely the phenomenological approach and the “education policy” approach. The phenomenological approach is a view of thinking that focuses on subjective human experiences and interpretations of the world. Phenomenology investigates the experience of consciousness that is related to questions.<sup>3</sup> This approach is used to reveal university leaders’ perceptions and views regarding the implementation of disability education in PTKIN.

The “education policy” approach is the overall process and results of formulating strategic educational measures elaborated from the vision and mission of education to realize the achievement of educational goals in a society in a certain period.<sup>4</sup> This approach determines whether a university applies a segregated, integrated, or inclusive education system. Also, it is essential to determine the physical accessibility (facilities and infrastructure) related to the

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<sup>2</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif*, Rosda (Jakarta, 1989), 30.

<sup>3</sup> Lexy J. Moleong.

<sup>4</sup> H A R Tilaar Dan Riant Nugroho and H A R Tilaar, “Kebijakan Pendidikan: Pengantar Untuk Memahami Kebijakan Pendidikan Dan Kebijakan Pendidikan Sebagai Kebijakan Publik,” *Yogyakarta: Pustaka Pelajar. Cet II*, 2009.

smooth running of education for persons with disabilities. This approach also aims to find out the regulations of university leaders and stakeholders.

The research population comprises 56 PTKIN in Indonesia, consisting of UIN, IAIN, and STAIN. For research focus, 10% of the population will be taken. The sample selection will use purposive sampling with the following criteria:

- a. PTKIN, either UIN, IAIN, or STAIN, has been running higher education for people with disabilities for at least five years running. Implementation testing is carried out with evidence that the PTKIN has graduated students with disabilities;
- b. The PTKIN represents the Western, Central, and Eastern regions of Indonesia;
- c. the following sample was obtained from these criteria: Western Region: UIN Jambi and UIN Bandung. Central Region: UIN Banjarmasin and IAIN Pontianak. Eastern Region: UIN Alaudin Makassar and IAIN Ambon.

The subjects of this study consisted of: 1) The element of university leadership is the rector of the state Islamic religious university, which is the research sample; 2) Lecturers or teaching staff who teach in classes in which there are students with disabilities in state Islamic religious universities, which are the research sample; and 3) Students with disabilities studying at state Islamic religious universities are the research sample. In addition to the research subjects above, this research also looks through observation of the extent to which the provision of facilities and infrastructure in learning activities is accessible for people with disabilities.

Data sources can be divided into two types. First, the primary data source in the form of words and actions of respondents. In this case, the research data is obtained from the answers of rectors, lecturers, and students with disabilities. The primary data collection technique is carried out through interviews and observations of research subjects, recorded through written or recorded notes and photos. The second data source is from written sources, such as books, scientific magazines, journals, and government documents or archives. Meanwhile, statistical data sources help provide an overview of subjects' tendencies in the research setting. In this case, the statistical data is in the form of student data, survey data of buildings, facilities, and infrastructure, and the

number of lecturers in state Islamic religious universities.

The survey method was used to collect data needed in the research, namely information about the implementation of higher education at PTKIN, curriculum, programs, service units, and the condition of physical and material facilities.<sup>5</sup>

The type of interview used in this research is an in-depth interview.<sup>6</sup> First, the interview method was used to find out university leaders' perceptions and views on issues concerning people with disabilities. Secondly, to reveal university policies towards students with disabilities. Thirdly, to find out the responses and opinions of universities about educational accessibility for students with disabilities. This method was chosen because interviews are the most effective method to gather information, interact, and communicate directly with research subjects.

The research will conduct observations and examinations of the condition of buildings in the campus environment as a research location using the guidelines of PERMEN PUPR Number 14 of 2017. Then, observation and inspection of educational facilities needed by students with disabilities are provided by universities.

Documents in this study are written materials used in four universities. Official documents used as data sources include academic regulations or university guidelines. Second, each university issued documents from the new student admission committee regarding requirements to determine whether the university provides the broadest possible opportunity for prospective students with disabilities. Thirdly, documents from the college staff consisting of data on the list of college leaders, employee data (lecturers and employees), and organizational structure and recruitment methods to complete the research location description data. Fourth, documents from the academic field in the form of data recapitulation of the number of non-disabled and disabled students. The reason for choosing the method of using documents in collecting this data is that a lot of the information in this research is in the form of written sources.

In order to test the truth of the data or check its validity in this qualitative research, the author uses data source triangulation techniques with the mode

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<sup>5</sup> Mohammad Ali, *Memahami Riset Perilaku Dan Sosial* (Bandung: CV. Pustaka Cendekia Utama, 2011).

<sup>6</sup> In this case, in-depth interviews are the same as standard open-ended interviews. See Patton Michael Quinn, *Qualitative Evaluation Methods* (Beverly Hills: Sage Publication, 1987), 197.

of using different data sources and more than one meaning. Namely, that information is obtained from one data source and then cross-checked on other data sources, or what is commonly called contextual validation (Ali, 2011).

In this study, the data checked for validity are, first, data on the understanding, views, and policies of the leadership of UIN Alaudin Makassar that the author has collected through structured interviews to check the truth with the data from interviews with lecturers. The data from the interviews validate the data with the results of interviews with students with disabilities.

Second, data on academic services for students with disabilities was obtained from interviews with staff and then validated with data obtained from interviews with students with disabilities. Third, data on the implementation of learning activities in classes with students with disabilities was obtained from interviews with lecturers and then validated with data from interviews with students with disabilities.

### **3. Result and Discussion**

#### **Educational Policy for Persons with Disabilities at Uin Alaudin Makassar**

Alaudin State Islamic University is a higher education institution with a vision: "Centre of Enlightenment and Transformation of Science and Technology Based on Islamic Civilisation," its missions are: First, Creating an academic atmosphere conducive to improving the quality of higher education and the quality of community life. Second, Organising educational activities, research, and community service that reflect the stability of integration between the value of Islamic teachings with science, technology, and art. Third, realizing a university that is independent, characterized, well-managed, and competitive towards a research university by developing spiritual values and scientific traditions.

Implementing educational activities at UIN Alaudin aims to produce useful intellectual products and build solid human potential by considering local wisdom. Second, the campus is a center of education, research, and community service based on scientific integration. Third, a healthy management, leadership, and institutional system must be created, and the Islamic campus layout, environment, and climate must be realized. Fourth, The realization of cooperation networks with local, national, and international institutions.<sup>7</sup>

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<sup>7</sup> UIN Alaudin Makassar, "Pedoman Edukasi UIN Alauddin Makassar" (Makassar, 2019).

UIN Alaudin Makassar has implemented some of its policy products for students with disabilities in implementing education, although it is not optimal. Some of the policies that the author managed to collect from interviews and document searches are as follows: First, UIN Alaudin Makassar, in the last two years, has officially accepted students with disabilities and provided access. As the author has found in UIN Alaudin's online media dated 16 July 2017 and 25 July 2019, the Rector of UIN Alaudin provided a policy for people with disabilities as stated in the following press conference: people with disabilities should be given a chance. Because there is one registered applicant, it might be better to prioritize. We will discuss internally how to proceed.

This regulation has not been stated in the Decree of the Rector of UIN Alaudin No. 200 of 2016 on the educational guidelines of UIN Alaudin. In its policy formulation, it has not referred to international and national disability laws or government regulations on disability education.<sup>8</sup>

Secondly, it has built a disability-accessible building in the Faculty of Tarbiyah.<sup>9</sup> Third, providing support to students with disabilities in the form of scholarships.<sup>10</sup> Fourthly, it has collaborated with UNICEF and the Foundation and has also used laws related to persons with disabilities, both international and national.<sup>11</sup> Fifth, students with disabilities who have just entered college are invited to the front to provide psychological support in front of their non-disabled peers.<sup>12</sup> Sixth Future commitment to prepare facilities in the form of software as a substitute for Braille letters.<sup>13</sup>

From the results of surveys and interviews, researchers at UIN Alaudin have not found educational facilities for people with disabilities; for example, there is no disability service center, there are no programs related to students with disabilities, there are no explicit and specific regulations for students with disabilities, as well as existing facilities and infrastructure that cannot meet the needs of students with disabilities.

<sup>8</sup> Document review of the education handbook in UIN Alaudinn Makassar, 2016.

<sup>9</sup> Akhmad Soleh, Interview with the Rector and Vice Rector III on 24 July 2019.

<sup>10</sup> Akhmad Soleh, Interview with Vice Rector III on 24 July 2019.

<sup>11</sup> Akhmad Soleh.

<sup>12</sup> Akhmad Soleh.

<sup>13</sup> Akhmad Soleh.

## **Learning Curriculum Model at State Islamic University of Alaudin Makassar**

A curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments used as guidelines for implementing study programmes. Learning is the process of student interaction with lecturers and learning resources in a learning environment.

The learning curriculum used in higher education for students with disabilities and non-disabled students is the same. The difference lies only in developing the learning process, namely efforts to apply duplication, substitution and modification to the learning curriculum in classes with disabilities. The learning process that UIN Alaudin Makassar lecturers have carried out in applying it to the learning process in classes with students with disabilities still uses the learning system in general. It has yet to develop a learning system that uses duplication, substitution, and modification.

In the case of what UIN Alaudin lecturers do in making lesson plans that will be used in classes with students with disabilities, the types of disabilities of these students are quadriplegic disorders of both legs and both hands, one disorder in both legs that is X-shaped, lecturers prepare Semester Learning Plans (RPS), outlines and modules for students in general, there has been no development or adjustment to the needs of students with disabilities.

Likewise, in delivering learning materials to facilitate the absorption of course material, architectural engineering lecturers use the method of delivering theory first in class; then, all students are given survey assignments to the field; after surveying from the field, students present or explain the survey results in class.<sup>14</sup> Meanwhile, according to students with disabilities, the methods used by lecturers in learning in class are lectures, discussions, questions and answers, presentations, power points.

at UIN Alaudin, especially the Faculty of Science and Technology, lecturers who teach in classes with disabilities use learning media provided by the university. In contrast to the learning media used by Architectural Engineering lecturers because they teach the structure and function of buildings, so the focus is on drawing so the media used is Over Head Projector (OHP), software applications and AutoCAD (software for drawing).

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<sup>14</sup> Akhmad Soleh, interview with architectural engineering Lecturer on 24 July 2019.



Based on the statement of Informatics Engineering lecturers<sup>15</sup> at UIN Alaudin, especially the Faculty of Science and Technology, lecturers who teach in classes with disabilities use learning media provided by the university. In contrast to the learning media used by Architectural Engineering lecturers because they teach the structure and function of buildings, so the focus is on drawing so the media used is Over Head Projector (OHP), software applications and AutoCAD (software for drawing).<sup>16</sup>

### **An Examination of the Implementation of Accommodative Higher Education for Persons with Disabilities at State Islamic University of Alaudin Makasar**

In the author's explanation in the previous chapter, the views of the leaders and lecturers of UIN Alaudin Makassar tend towards the traditional and social models. The understanding of the leaders and lecturers of UIN Alaudin is primarily religious nuances.<sup>17</sup> However, there are also some nuances of awareness that disability is part of humanity that cannot be separated from the broad social context.<sup>18</sup>

Education is the right of every Indonesian citizen as stipulated in the 1945 Constitution Article 31 Paragraph (1), which reads: "Every citizen has the right to education." National Education System Law No. 20/2003 Article 5 also states, "Every citizen has the same right to obtain a quality education." Then, in Law of the Republic of Indonesia No. 19/2011 on the ratification of the Convention on the Rights of Persons with Disabilities, Article 24 Paragraph (1) states that "State parties recognise persons with disabilities in education. In order to fulfil this right without discrimination and on the basis of equal opportunity. State parties shall ensure inclusive education systems and lifelong learning at all levels." Furthermore, it is stated in Law No. 8/2016 on Persons with Disabilities. Looking at the four laws and the two regulations above, it is a right for anyone to get an education regardless of social background, religion, ethnicity, and physical abnormalities, including people with disabilities.

<sup>15</sup> Akhmad Soleh, Interview with Informatics Engineering study programme Lecturer on 24 July 2019.

<sup>16</sup> Akhmad Soleh, Interview with lecturer of Architecture Engineering study programme on 24 July 2019.

<sup>17</sup> Rector said: "I see that in some universities abroad, which are not Muslim, they are very attentive to students with disabilities, we as Muslims should be more attentive to providing opportunities."

<sup>18</sup> Rector III said: "People with disabilities are human beings who need to be given access, and I realize that people with disabilities need access."

The issue of fulfilling the right to education for persons with disabilities in higher education depends on how much opportunity universities provide. From the results of the author's research, the opportunity to obtain education has been provided by UIN Alaudin Makassar even though the implementation has yet to be running optimally. However, implementing this policy has not yet referred to national and international laws relating to disability education. This policy is still in the form of leadership attitudes and has not been outlined in the form of a Rector's decree (policy product). UIN Alaudin has also not implemented government regulations relating to disability education, namely: First, the Regulation of the Ministry of National Education (PERMENDIKNAS) number 70 of 2009 concerning inclusive education for students with the potential for intelligence and unique talents. Secondly, Ministry of Research, Technology and Higher Education (KEMENRISTEKDIKTI) regulation number 46 of 2017 on special education and special services in higher education.

Likewise, the educational facilities needed by students with disabilities at the university to support their educational activities do not yet exist. This means that UIN Alaudin has not shown its partiality to students with disabilities, as mandated by Law No. 19/2011 on the Convention on the Rights of Persons with Disabilities Article 24 Paragraph (5) regarding opportunities to access general secondary education, vocational training, "adult education", and lifelong learning without discrimination and on an equal basis with others.<sup>19</sup>

Related to academic social services for students with disabilities, faculty administration, study programmes, lecturers, faculty leaders, and university leaders provide the same treatment as non-disabled students. There is no particular treatment/service in administration.<sup>20</sup> Likewise, the Faculty of Science and Technology vice dean stated that there is no special treatment for students with disabilities studying at UIN Alaudin.<sup>21</sup> This is reinforced by the statement of students with disabilities that, according to them, there is no particular service.<sup>22</sup>

In addition to the ease and difficulty of students with disabilities in terms of facilities and services, it is also the existence of the environment, campus

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<sup>19</sup> Kementerian Sekretaris Negara RI, "Undang-Undang Republik Indonesia Nomor 19 Tahun 2011 Tentang Konvensi Mengenai Hak-Hak Penyandang Disabilitas" (Jakarta, Indonesia: www.bphn.go.id, 2011).

<sup>20</sup> Akhmad Soleh, Interview with the academic department of Irwanuddin on 24 July 2019.

<sup>21</sup> Akhmad Soleh, Interview with Wasilah on 24 July 2019.

<sup>22</sup> Akhmad Soleh, Interview with disability students namely Mega, Hartiwi and Arma on 25 July 2019.

buildings, and their spaces. Building conditioning is not only needed by students with disabilities but also by elderly lecturers, pregnant women, and people recovering from illness (Soleh, 2016). Based on the latest Minister of Public Works Regulation, namely PUPR Number 14 of 2017, concerning Requirements for building facilities, in its application to existing buildings (standing) and buildings to be built, the provisions read as follows that Article 4 paragraph (1) "Every building and environment including open space must meet the requirements of convenience by the function and classification of the building". Paragraph (2): "Fulfilment of building amenity requirements is implemented through the application of universal design principles in the building construction stage and the use of adequate basic space sizes" (Ministry of PUPR, 2017). It should be noted that the environment and buildings must apply the following universal principles: a) Equality of use of space, b) Safety and security for all, c) Ease of access without barriers, d) Ease of access to information, e) independence of use of space, f) efficiency of user efforts, g) Ergonomic suitability of size and space.<sup>23</sup>

In general, the accessibility of the environment and buildings of the UIN Alauddin Makassar campus has not fulfilled the requirements of building facilities listed in PUPR Number 14 of 2017. This is indicated by the absence of "ram/basement" in the entrance area of each faculty building, except in the faculty of tarbiyah, so students who use wheelchairs cannot enter the campus. The doors at each faculty entrance, laboratory, and dean's room doors are already accessible for wheelchair users because they use two-door leaves. However, if the size above is applied to campus buildings, it means that the doors to the lecture rooms on campus cannot be passed by students who use wheelchairs and two crutches. From the results of the author's testimony with people with disabilities and also the results of Akhmad Soleh's research in 2016, the size of the door opening width in the building (the door of each room) that is safe, comfortable, and easy to pass by people with disabilities who use wheelchairs and use crutches is "at least 90-100 cm".<sup>24</sup>

Each faculty building uses stairs to go up to the top floor because there are no lifts available in the faculty building. The height of the stairs of each faculty building is 18 cm, and it is equipped with handrails to meet the requirements of

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<sup>23</sup> Kementerian PUPR, "Peraturan Menteri Pekerjaan Umum Dan Perumahan Rakyat Nomor 14 Tahun 2017" (Jakarta, Indonesia, 2017).

<sup>24</sup> Akhmad Soleh, *Aksesibilitas Penyandang Disabilitas Terhadap Perguruan Tinggi; Studi Kasus Di Empat Perguruan Tinggi Negeri Di Yogyakarta* (LKIS Pelangi Aksara, 2016).

PUPR number 14 of 2017. However, the results of testimony from people with disabilities who use crutches, wear prosthetic limbs (amputees), polio in one leg (limping), polio in both legs (walking on their knees), and the results of Akhmad Soleh's research in 2016 state that the size of the stairs 15-18 cm is too high for disabilities. The disabled person feels too tired to climb it.<sup>25</sup>

The primary size of each classroom in all faculties does not meet the basic size requirements because it is narrow and inaccessible for people with disabilities. Likewise, the pedestrian path in the UIN Alaudin campus environment does not meet the required pedestrian path standards because the surface of the pedestrian path is uneven, on the right and left sides, there is no edge barrier, the drainage is not closed, there is no guiding block for the visually impaired, there is no seat to rest for people with disabilities along the pedestrian path.

Directional signs in the UIN Alauddin campus and inside the campus are not available; for example, signs in the form of arrows indicating the name of a building or the name of a room are not available, making it difficult for people with deaf disabilities to find the location. The room's name in Braille is also unavailable, making it difficult for the visually impaired to find the room. No text TV in each faculty informs all faculty and department activities, making it difficult for people who are deaf or hard of hearing to access information. Each faculty building has no alarms in the form of sound for the visually impaired and lights for people who are deaf or hard of hearing.

### **Implementation Model of Accommodative Learning for Persons with Disabilities in Higher Education**

After conducting surveys and interviews at a state Islamic religious university (UIN et al.), it turns out that there is no education policy related to persons with disabilities. Likewise, the college's curriculum has yet to make efforts to modify, duplicate, substitute, and commission its education curriculum.

The university has provided facilities and infrastructure in general, but facilities and infrastructure for students with disabilities to support their educational activities are not yet available. So, in reality, in organising higher education, they are still integrated and have not yet entered the category of inclusion, which cannot be fully accessed by students with disabilities, whether blind, deaf-speaking or disabled.

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<sup>25</sup> Soleh.

In this section, the author tries to initiate a model of higher education accommodating and representative of students with disabilities. There are at least seven factors that must be met in the implementation of higher education that accommodates people with disabilities, namely policy factors, regulations, curriculum, teaching, service units, programmes, and infrastructure. In the following, the author describes the seven factors above:

### Policy Factors

In reality, the policies formulated by higher education stakeholders have not been in favour of persons with disabilities. As signalled by Mansour Fakihi, educational institutions and policies are not humanist and discriminatory. Borrow Freire's term, education should be a process of re-humanising people (Freire, 2008). Fakihi continued that in the context of humanising people with disabilities, education needs to change the ideological vision of stakeholders towards people with disabilities.<sup>26</sup>

Before formulating educational policies that can accommodate the needs of students with disabilities in the learning process, it is necessary to pay attention to the stages:

1. The university policy formulation team collects the aspirations of students with disabilities and non-disabled students who commit to people with disabilities.
2. Assess and identify the needs of students with disabilities.
3. We are preparing a draft containing the fulfilment of the needs of students with disabilities, which will later be formulated in university policies by referring to national and international disability laws.

More clearly, these stages can be seen in the scheme below:

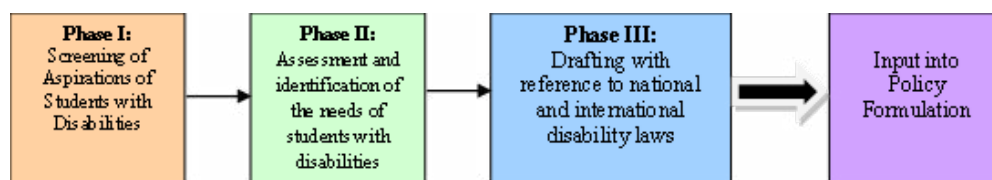


Figure 6  
Pre-formulation of Higher Education Policy

<sup>26</sup> Mansour Fakihi, *Jalan Lain: Manifesto Intelektual Organik* (Pustaka Pelajar bekerjasama dengan Insist Press, 2002).

## **Regulatory Factors**

These university policies can be manifested in the form of behaviour and regulations. However, the most dominant is regulations as outlined in the rector's decree or regulation. Meanwhile, special regulations for students with disabilities can be included in general regulations formulated by university leaders, which can be in the form of a rector's decree that refers to international regulations and national regulations regarding persons with disabilities in the field of education.<sup>27</sup>

## **Curriculum Factors**

The curriculum used in implementing inclusive education uses the national standard curriculum that applies in public schools and universities. However, because the variety of obstacles experienced by students with disabilities varies greatly (blind, deaf, and disabled), in its implementation, the national standard curriculum needs to be developed using an "accommodative curriculum model". According to the author, an accommodative curriculum can accommodate the interests and needs of all students with disabilities (curricula for all). Developing this curriculum can use the approach of duplication, modification, substitution, and omissions.<sup>28</sup>

## **Teaching Factors**

Teaching that accommodates students with disabilities includes learning strategies, learning methods, and learning media. The following is the author's description of each of these teaching factors. According to Kemp (1995), a learning strategy is a learning activity that teachers and students must do to

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<sup>27</sup> International policy specific to disability is the UN Standard Rule on the Equalisation of Opportunities for Persons with Disabilities 1993, as well as national policy, namely Law of the Republic of Indonesia Number 04 of 1997 concerning Persons with Disabilities and Government Regulation Number 43 of 1998 concerning Efforts to Improve Social Welfare and the recently passed law relating to the rights of persons with disabilities, namely Law of the Republic of Indonesia Number 19 of 2011 concerning the Convention on the Rights of Persons with Disabilities. In reality, the international regulations and laws mentioned above contain equal educational opportunities and rights for persons with disabilities but have not been adopted by higher education stakeholders to formulate educational policies.

<sup>28</sup> Budiyanto Praptono, "Modul Training of Trainers Pendidikan Inklusif," *Australia Indonesia Partnership*, 2009.

achieve learning objectives effectively and efficiently.<sup>29</sup> Meanwhile, Gerlach and Ely (1990) define *learning strategies* as ways to deliver learning methods in a particular learning environment. A learning strategy is a series of activity plans that include using methods and utilising various resources or strengths in a lesson.<sup>30</sup> Learning strategies are prepared to achieve a particular goal, which includes specific approaches, models, methods, and learning techniques. What needs to be considered for a teacher in a class with heterogeneous students is as much as possible to apply the modification, duplication, substitution, and omissions approach to the planned learning strategies and methods.<sup>31</sup>

According to the author, learning strategies and learning methods can be used by a teacher in higher education in a heterogeneous class so that students with disabilities can follow and also be actively involved in the teaching and learning.<sup>32</sup> The models of learning strategies that can be applied in classes where there are students with visual impairments, speech impairments, and disabilities are information search, the power of two, snowballing, small group discussion<sup>33</sup> team quiz,<sup>34</sup> index card match,<sup>35</sup> everyone is a teacher here,<sup>36</sup> jigsaw learning, poster session, critical incident, active debate.<sup>37</sup> The learning strategy models for students with hearing and speech disabilities are card sorting, poster comment, and billboard ranking. At the same time, the role-play strategy is applied to classes in which there are students with disabilities who are disabled and visually impaired, with conversation/dialogue scenarios if the deaf speaker is equipped with gestures.

Meanwhile, learning methods that can be applied to heterogeneous classes are adjusted to the characteristics of each disability. Among them is the

<sup>29</sup> Downloaded from Hipni-Rohman's blog on 24 January 2013.

<sup>30</sup> Hipni-Rohman's blog.

<sup>31</sup> The heterogeneous class in question is a class consisting of non-disabled students and students with disabilities of various types of disabilities: blind, deaf, and disabled.

<sup>32</sup> Mel Silberman, "Active Learning, 101 Strategi Pembelajaran Aktif,(Terjemahan Sarjuli et Al.)," Yogyakarta: Yaappendis, 2004.

<sup>33</sup> Deaf students are not spokespersons.

<sup>34</sup> Deaf students are not spokespersons.

<sup>35</sup> Takes a friend next door for visually impaired students to read to them

<sup>36</sup> The deaf students referred to here are deaf students who only have hearing loss but whose speech (oral) usually remains fluent and unimpaired. This kind of deafness results from an accident, not birth.

<sup>37</sup> In this strategy the deaf person is not the spokesperson.

lecture method, which conveys information and knowledge orally to students who follow passively.<sup>38</sup> Lecturers should also reproduce visual materials or information, such as pictures, photos, videos, and writings because deaf people will capture information by reading the lecturer's lip movements. Deaf students should be placed in the front seat to read the lecturer's lips, body language, and expressions more clearly. Avoid fast speech and complex sentences, which are difficult for deaf students to understand. Alternatively, it can be supported by using sign language for lecturers who understand sign language.

Then, there is the question-and-answer method, which manages learning by generating questions that direct students to understand the material. This method can be done in classes with visually impaired students by pointing and calling the name of the student concerned. For deaf students, this method can be applied using written questions. It can be used for people with disabilities and non-disabled students.

The discussion method is done by managing learning by presenting material through problem-solving or system analysis of technological products whose solutions are very open and together so that reciprocity emerges (Silberman, 2004). This method can be applied in classes with students with blind and disabled disabilities; if there are students with deaf disabilities, there must be an LCD so that deaf disabilities can participate by listening to the screen and responding with writing.<sup>39</sup>

*The demonstration method is a teaching method that demonstrates goods, events, rules, and sequences of doing an activity, either directly or through teaching media relevant to the subject matter or material being presented..*<sup>40</sup> This method can be applied to classes with visually impaired students, but in the form of sound, such as film screenings and reciting Qur'anic verses. For deaf students, this method is applied in writing, pictures, or movements because sound is less effective. However, for people with disabilities, this learning method demands motor activity and needs to be modified (changed) or substituted (replaced).

The assignment method is teaching by assigning students to do a job/task. For blind, deaf and disabled students, this method can be applied because individual assignments can be adjusted to the student's condition. Likewise, students with

<sup>38</sup> Downloaded from Hipni-Rohman Blog, 24 January 2013.

<sup>39</sup> Silberman, "Active Learning, 101 Strategi Pembelajaran Aktif,(Terjemahan Sarjuli et Al.)."

<sup>40</sup> Retrieved from Hipni-Rohman's blog, downloaded on 24 January 2013.



two-leg polio or moderate levels of disability can provide alternative tasks to students with disabilities according to their mobility abilities.

The field trip/ comparative study method can be applied to blind and deaf students with the help of classmates as companions or conveyors of information in the surrounding environment. For students with disabilities, a destination where the environment can be accessed is required. Then, the role-playing method can be applied to classes with blind and disabled students, for example, “peer teaching”.

According to Gagne & Briggs,<sup>41</sup> learning media are components of learning resources/physical vehicles that contain instructional materials in the student’s environment that can stimulate them to learn. In other words, learning media contains teaching material and functions as a conveyor of information to students to stimulate them to learn.<sup>42</sup>

Lecturers must develop learning media and adapt them to the needs of students with disabilities by utilising duplication, modification, substitution and omission approaches. The role of media in accommodative learning for students with disabilities is enormous. To convey messages about teaching materials, most lecturers present them visually through PowerPoint presentations, schemes, papers, pictures, and even lectures.<sup>43</sup>

### Service Unit Factor

The service unit referred to here is a service unit that can accommodate the academic needs of students with disabilities. This unit functions to create student academic independence, help realise their potential without lowering academic qualification standards and help overcome the problems of physical and social academic barriers of students with disabilities.

### Programme Factors

According to the author, this programme is structured for the interests and needs of students with disabilities, including two programmes, namely one that

<sup>41</sup> Moch. Fuad, *Media Pembelajaran* (Yogyakarta: PLPG UIN Sunan Kaliaga Yogyakarta, 2011).

<sup>42</sup> Praptono, “Modul Training of Trainers Pendidikan Inklusif.”

<sup>43</sup> Human knowledge is gained from 75% of seeing, 13% hearing, and 12% smelling and touching (People, 1988). Meanwhile, the visually impaired cannot access visual presentations. Likewise, people who are deaf or hard of hearing cannot access the lecturer’s lecture.

is “empowering students with disabilities” and one that is “advocating for all stakeholders” in higher education. This programme aims to raise awareness that students with disabilities are part of the academic community. The preparation of this programme can be carried out by the service unit or the university concerned.

### **Facilities and Infrastructure Factors**

Physical campus buildings and the campus environment are essential factors for the academic activities of students with disabilities. Facilities and infrastructure must consider safety and comfort due to the limited mobility of persons with disabilities, especially those with disabilities. All building elements are built according to the regulation of the Minister of Public Works PUPR Number 14 of 2017 concerning building amenity requirements.

### **4. Conclusion**

Building an inclusive campus for students with disabilities is an obligation of the State in order to fulfil the rights of people with disabilities to obtain a fair and quality education. Efforts to create an inclusive campus also require cooperation from all elements on campus, including leaders, lecturers, administrative staff, student organisations and students with disabilities. From there, the author concludes that:

1. The views and understanding of the leaders and lecturers at UIN Alauddin Makassar are still traditional, although there is also a tendency to be socially nuanced.
2. The learning system at UIN Alauddin Makassar is still nuanced, and integration has yet to be organised for inclusive education.
3. The environment and campus buildings are inaccessible to persons with disabilities.

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