

Inclusive Education in Higher Education Reinforcement of Multicultural Values Between Disability and Non-Disability Students

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Abstract: *This paper aims to study about the implementation of inclusive education in Higher Education that still not becomes mainstream yet. Based on regulation, inclusive education also must be implemented in Higher Education. Disability students (students with special needs) are necessary to gain education service as well as other rights in order to be able to interact and learn with other non-disability students. Higher Education management needs to be directed in order to give access, space, and inclusive based service. The learning in Higher Education is necessary to be reinforced by inclusive concept, which is learning that able to accommodate different modality from each student, especially disability students. Higher Education environment, either physical or non-physical environment, is necessary to be managed in order to give chance to students with certain disability to be able to learn and have academic interaction maximally. The availability of facility and infrastructure in order to support inclusive education in Higher Education is important to be realized by reinforcing design and model with disability student friendly. Academic culture also needs to be developed by reinforcing access and chance for disability students in order to learn together with non-disability students. Implementation of inclusive education in Higher Education will reinforce multicultural values between civitas academica in Higher Education. This is the actualization of rahman-rahim (beneficent-merciful) values marked by respecting others, helping others, tolerance, and other multicultural values. These are the actual multicultural values where all civitas academica have different physics, but have same value of life. Diversity will not be obstacle towards education process in Higher Education; however, it will be power to learn in diversity.*

Keywords: *inclusive education; multicultural; disability*

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I. Introduction

Inclusive education in Higher Education still has no serious attention from Higher Education administrator itself. Inclusive education in Higher Education still less considered or underestimated as well as not becomes mainstream yet in Higher Education process. Not much Higher Education that clearly creates brand or image for the institution as Inclusive Higher Education. Even Higher Education still not prepared in implementing inclusive education program with many reasons, either from curriculum, educator aspect, and facilities to support inclusive education.

In other side, the government has included inclusive school to the law system. It can be seen from many regulations such as: Law No. 20 Year of 2003 about National Education System in Chapter III about Principles of Education Implementation where in paragraph 4 point one it is mentioned that education implemented democratically and fairly as well as not discriminative by upholding human rights, spiritual values, cultural values, and nation diversity. Not discriminative means the implementation in all education levels should accommodate national children who really have willingness to gain educational service, started from elementary or primary education level to the higher education level.

For the implementation of inclusive education in Higher Education, the government has established regulation in Law No. 8 Year of 2016 about disability persons, paragraph 10 (a), affirmed that education right for Disability Persons is by gaining qualified education in education unit at all education types, ways, and levels inclusively and specifically. Moreover, in paragraph 42 (7) it is mentioned about sanction for Higher Education that not creates Disability Service Unit in which it will punished administratively by written warning; termination of education activities; permission denied for education implementation; and license revocation for education implementation.

In more operational way, on Regulation of the Minister of National Education No. 70 Year of 2009 about Inclusive Education also affirmed that inclusive education must be implemented in all education levels.

Paragraph 1 stated that inclusive education is system of education implementation which gives opportunity to all disability learners and learners who have intelligence potential and/or special talent in order to follow the education or learning in an education environment together with other common learners. In that regulation, it has been mandated about the implementation of inclusive school. Higher Education as advance level should be reinforced in order to implement inclusive education.

In the Government Regulation No.17 Year of 2010 about Education Implementation and Management, it is mentioned that Higher Education must provide access for special students. Special student means students with certain disability that need to be concerned in the management of Higher Education. In providing Higher Education service, it cannot avoid potentials owned by students with special needs.

Policy about inclusive education is advance consequence from global policy about Education for All that been established by UNESCO in 1990. With inclusive education in Higher Education, it is expected to give opportunity or chance as large as possible to all students with physical, emotional, mental, and social disorder or with intelligence potential and/or special talent in order to gain qualified education as with their needs and ability. Inclusive education concept in Higher Education is no more differentiation or discrimination for student condition; either related to the physical, intellectual, social, emotional, linguistic, ethnicity, religious, gender, proficiency, or other conditions. The concept is Higher Education service is for all humans and national children. Humanist education philosophy and value become main foundation in the implementation of inclusive education in Higher Education.

Therefore, there will be no discrimination to students with special needs. Students with autism, hyperactive, down syndrome, or other special needs, all of them can be integrated to the regular class in Higher Education level. In giving educational service, Higher Education no more allowed to see student's background, either related to the academic intellectuality ability, physical weakness, or mentality and emotion.

By integrating disability students in the same classroom, it will give understanding to students that in their daily living they will see many differences. These differences should not be an obstacle, but it should be made as reality that must be faced and respected. That is reality that must be experienced together in the context of multicultural values. This heterogeneous lecturing condition and situation can be media to reinforce effective multicultural values for all students, including lecturers and educators. Empathy, sympathy, care, and self-awareness will be raised in this lecturing model.

In the Faculty of Teacher Training and Education, University of Lambung Mangkurat, Banjarmasin, there are 21 Study Programs which all have inclusive education course. Based on New Student Acceptance data Academic Year 2017/2018, there are 9 students with certain disability accepted to continue the study in this university at many study programs. This disability students conduct their lecture activities together with non-disability students, although it is been appointed by special guidance for those disability students.

Background explanation above encouraged the researcher to arrange this paper. In the implementation of inclusive education in Higher Education and in order to reinforce multicultural values, there are still many problems that will be discussed in this scientific forum. The problem formulation in this paper as follow:

- 1) How is inclusive education concept in Higher Education, especially for disability students?
- 2) How is the strategy in order to reinforce multicultural values in the implementation of inclusive education in Higher Education?

The purpose of this paper is to know and discuss about inclusive education concept in Higher Education for disability students by reinforcement of multicultural values between disability and non-disability students in regular lecturing process. This study conducted by reviewing reference and practical context of inclusive education in Higher Education.

II. Discussion

A. Inclusive Education Concept in Higher Education

Inclusive education, today, has large concern from all scopes, including Higher Education administrators. It means education which able to give access, space, and learning service without any differentiation or discrimination about physical, mental, emotional, and various ability aspect. Physical disability not becomes large obstacle for all national children to study. Inclusive education is also included into character education that keeps developed by Indonesian government recently.

Doni Koesoema (2010: 116) stated that character education implemented in education institutions can be one facility of humanism and culturalism. Education should create an environment which respecting human life, respecting unity and uniqueness of creature, as well as resulting personal figure who has balance intellectual and moral ability, thus the society will be more humanist. It is such inclusive education implemented in Higher Education. The existence of disability students in the class will add diversity of individual difference, in which indirectly will create multicultural values around students. Through the diversity, it can be embedded multicultural values such as affection, cooperation, respecting each other, and self-confidence between students.

The same thing stated by Norman Kunc (David Smith, 2006: 396) that inclusive serves as case about values. Through inclusive education, it can be embedded goodness values to students, for instance., respecting the difference in society. Hargio Santoso (2012: 24) also stated that inclusive education is human right and it is a good education to improve social tolerance.

In the Higher Education context, *civitas academica* consists of student, lecturer, educator, and college stakeholder element need to be reinforced by inclusive values. When all elements have implemented inclusive values, then it will be created multicultural values in the university. Not only different opinion, different physical condition and different ability will be one in the context of academic activity.

Implementation of inclusive education in Higher Education is not really different with the implementation in inclusive school that early implemented. The differences are in the existence of students with special needs in lecturing class and lecturer strategy in delivering the lecture. The implementation of inclusive education in lecturing program emphasizes on multicultural values: care, cooperation, respecting the difference, respecting each other, and empathy. Besides that, it also can be embedded multicultural values where between *civitas academica* have academic interaction with the service adjusted to students with various disabilities.

In embedding those multicultural values, lecturers need to pay attention on elements for the creation of heterogeneous culture. Doni Koesoema (2011: 138) stated that class is main locus education for inclusive education practice in education institution. The relationship between lecturer and student more determines lecture meaning, not only seeing student's physical condition. This is the absolute education class concept. The meaning of class in inclusive education is not merely a building, but nature and environment become class to embed multicultural values. Wherever, whenever, with anyone, *civitas academica* in Higher Education keeps learning together in diversity.

Referring to Regulation of the Minister of Education and Culture No. 70 Year of 2009 about Inclusive Education for Learners with Special Needs and with Intelligence Potential and/or Special Talent, it is stated that Inclusive Education is system of education implementation gives opportunity to all learners or students with special needs, intelligence potential, and/or special talent in order to follow the education or learning in an education environment together with other common learners/students.

Concept of inclusive education aims to: (1) give opportunity or chance as large as possible to all students/learners with physical, emotional, mental, and social disorder or with intelligence potential and/or special talent in order to gain qualified education as with their needs and ability; and (2) realize education implementation which respects diversity, no discrimination for all learners.

In the concept of inclusive education in Higher Education, each student has right to follow the lecture in Study Program that they choose as with their special needs by considering the ability and access. Disability students consist of: blind, deaf, mute, mentally retarded, handicapped, behavior disorder, learning disable, slow learner, autism, motoric disorder, drug abuse, double disorders, and other disorder.

This disability variety that must be accommodated by administrator of Higher Education. Concept of inclusive education is making all humans as learner. Although with different modality, all students have right and chance to gain higher education service. Children with special needs cannot be understood by disable children with no ability, because children with special needs may have intellectual and emotional ability higher than non-disability students.

Concept of education for all gives early understanding the implementer of inclusive education in Higher Education. This is basic value in education that needs to be embedded in the society. Children with special needs also can go to higher education and have educational service as with their needs or ability in certain aspect due to physical limitation.

Curriculum in Higher Education is necessary to be developed considering disorder or disability owned by the student candidate. Curriculum in Higher Education should be able to reinforce multicultural values between disability students with non-disability students. Therefore, all students will gain learning with real laboratory in studying about difference among humans.

Why it is should be based on potential of student candidate? According to Nur Hasyim, lecturer and researcher in inclusive education field, the answer is: **First**, by based on potential, Higher Education will be easier in deliver children with special needs to achieve competence, as with study program or developed concentration. For example, if the student candidate has potential to operate computer and drawing, the suitable study program may be study program of graphic design can be developed. If they have potential in English, it will be suitable to develop study program of translation. The logic is, they will have difficulty in achieving competence desired by the study program if they have no suitable potential. We can see the reality that usually for non-disability children we also have difficulty in achieving competence that we desire.

Second, we all, indeed, do not want if our brothers and sisters with special needs have certain certificate while they have no competence as with competence of study program mentioned in the certificate. It will be really bad if it is happened due to the certificate will only be meaningless decoration.

Third, parents who have children with special needs, indeed, also have expectation that their children with special needs will be one who has self-confidence over their competence and certificate. We are proud if they (children with special needs) can be independent people such other children with no special needs. Many children with special needs in slow learner category, actually, have high potential in the use of computer, English ability, playing music instruments, dancing, and drawing. Because of that, in the future, we expect that there will be university develops inclusive education with study program of English or journalistic; higher education or institute develops inclusive education with study program of dance art and musical art; polytechnic develops inclusive education with study program of graphic design or trade administration.

Concept of inclusive education in Higher Education is necessary to be developed based on disability. Remembering that there are various study programs, thus disability students can choose study program as their interest, as with their disability.

B. Multicultural Values in Higher Education Based Inclusive Education

Culture in Higher Education, during this time, still dominated to academic aspect. While, sociologically, culture developed in the society keeps changing in line with logic, creativity, and human's thought.

The root of multicultural word is culture. Culture values seen from cultural function aspect can be various, in which, finally it will create multicultural values (Choirul Mahfudh:75). Various cultures cannot be separated from interaction between humans, including interaction in Higher Education. Different culture is absolutely occurred wherever and whenever.

The world in Higher Education should have been made as social map miniature, social map gives life description for the students. With many developed sciences, the world in college, at least, able to give heterogeneous cultural learning based inclusive education.

Nursyam (2008:93) stated that humanity equality will create togetherness between humans. Life togetherness in plurality inside multicultural framework will unify the humans. In the context of Higher Education, togetherness, tolerance, and respecting each other value will be created if the college elements accept and give their supports for students with various disabilities.

In the lecturing process, students with special needs can be together side by side with non-disability students. Different modality between one and another keeps reinforced in the lecturing process. Lecturing service given by college or university management and lecturer should give facility supports in order to accommodate various modalities owned by all students. The inclusive education, then, should be given as with special needs owned by students in the regular lecturing class.

Students with special needs not only seen from their weakness or disability; however they also have their own potentials, characteristics, and talents in specific fields. Even, the history had noted, not few of great figures that born with special needs. For example, Agatha Christie, although since she was small, she has dyslexia (has difficulty in learning language), but her name known by many people as popular writer. And also Albert Einstein that known as great expert in physics, he ever verdict as suffered by autism.

Lecturers do not need to be afraid to teach students with special educations or disability students. Mumpuniarti (2012: 254) stated that creation of a condition will encourage students in inclusive university to learn how to implement character in their daily living. There are several models in that creation of condition. Multicultural values will be created with various characters, especially non-disability students will be able to learn much from the existence of disability students.

Based on theory review above, it can be understood that implementation of inclusive education in Higher Education can be conducted through lecturing facilities, good example, reinforcement, and habituation. Inclusive learning is learning that gives chance or opportunity to students with special needs in order to learn together with common students in the same lecturing class. Diversity in the class is representation of life which presents student individual differences, either physical, ability, needs, and others in which it can be laboratory of various cultures in the concept of multiculturalism in university.

Students can learn to give their caring, cooperate, respect the differences, respect each other, and have empathy. Although, it is not impossible to embed other multicultural values. Diversity owned by students in inclusive lecture becomes a strength as well as challenge for lecturers in order to implement more various lectures, either from media, method, or class management aspect. Lecturer is student guidance that most of time interacted with students in lecturing class, thus the lecturer has great responsibility in embedding multicultural values to students. The embedding process of multicultural values needs to pay attention on character elements including knowledge, attitude, willingness, and habits.

Therefore, students with special needs or disability – started from autism, attention deficit and hyperactive disorder (ADHD), down syndrome (DS), learning disable, slow learner, deaf, to the hard motoric disorder due to brain injured (cerebral palsy) – still can gain learning service maximally. Concept of learning based “*rahman-rahim* (beneficent-merciful)” can be alternative to be used in inclusive character learning for

students with special needs at regular lecturing class. It is in line with philosophy that each children has right to access and gain education, each children has right to gain attention, each children has right to be in social environment, and each children has right to be viewed as equal, no discrimination in education.

III. Conclusion

Inclusive education in Higher Education is necessary to become mainstream by supports of policy from Higher Education administrators or managers. Disability students need to be given by access, scope, and chance to learn together with non-disability students. Facility for students with certain disability is necessary to be guided by lecturer who has competence as with disability owned by the student with special needs.

Lecturing between disability students and non-disability students can be conducted in one class, without discrimination and differentiation physical, mental and other disability and weakness. This inclusive concept in Higher Education will bring open interaction between disability students and non-disability students to learn together. Diversity of needs and different ability has much possibility for students to learn in real about multicultural values.

Heterogeneous culture indirectly will be embedded to the students itself. Non-disability students spontaneously will develop helpful spirit when they see other friend, which is disability students who need their help. Cooperation between students, absolutely, can be realized and this is direct learning about mutual assistance, cooperation, and sincere. A students character that needs to be developed through inclusive lecturing.

Multicultural consists of values about difference in life. When non-disability students have been able to respect, being tolerance, support, and give chance to disability students then that is representation of the actual multicultural. Higher Education is very possible to be developed by multicultural values through inclusive education.

Implementation of inclusive education in Higher Education for disability students and non-disability students needs to be reinforced in order to create education for all, because the actual meaning of education is right for all children. Pluralism, tolerance, and respecting other will be stronger if the concept of education leads to educational service for all.

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