

A Closer Outlook at the Curriculum Policy for Disability Students at Islamic Higher Education

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Abstract

Hidden behind insufficient data, the number of persons with disabilities is growing in surface. Like a pyramid, disability students are high at the primary level but drop off at the secondary, and particularly at the university level. An estimated data (2016) indicates that Indonesian people with disabilities have reached 12,15%. Out of 29 State Islamic Universities (*Universitas Islam Negeri* or UIN), a very limited number of campuses are inclusive. One of these universities (UIN A) is considered the first inclusive campus, while another university (UIN B) is underway. This study tries to look closer at the curriculum policy for disability students at the above-mentioned UINs. The research method applied in this study is a combination of policy analysis and case study. Sources of evidence and information are documentation (digital and printed materials), direct observation and interview with 7 informants. The research findings can be summarized into several points: *first*, inclusive practices at UINs have gradually developed to meet the global demand for education for all and national policies on disabilities. However, during their learning process, disabled students have met barriers and difficulties in communication, social interaction, and using multimedia and accessible infrastructures. *Second*, curriculum policies and strategies have already been standardized by the national law of education and adopted by UIN's authorities into syllabi and subject materials. UIN A has modified Universal Design for Learning (UDL) model, and UIN B maintains an integrated curriculum to solve the problem of disabilities. *Third*, both UINs have provided facilities and support systems, hardware and software, but need to be upgraded, and in some cases are ineffective.

Keywords: *curriculum, disabled students, higher education*

Introduction

Like an iceberg in the deep ocean, a huge number of Persons with disabilities (PWD) were hidden by insufficient and imprecise data. However, International Labor Organization (ILO Indonesia, 2017) reported that more than 15% of the world's population are Persons with Disabilities (PWDs). In Indonesia, estimated data from *Sakernas 2016 (Satuan Kerja Nasional, National Work Unit)*, indicated that for ages 15 and above of the PWDs has reached 12.15%. Education for All (EFA) Global Monitoring Report 2015 states that disability is mainly linked with poverty, marginalization, and low education access. While millions of children are excluded from basic education due to poverty, ethnicity, language, and disabilities, UNESCO estimates that 150 million children live with disabilities, mostly in developing countries (see UNESCO, 2015). This means that the number of PWDs is increasing, and they often have little hope in schooling, getting job opportunities, having their own home, building a family and children, or enjoying a real social life.

Inclusive practices in higher education in Indonesia essentially followed Law Number 10 the Year 2010, Law Number 46 the Year 2014, and Law Number 6 the Year 2016 on PWDs that suggest all levels of education should have a non-discriminatory admission policy. In spite of the existing laws that have stipulated all disabled students to enter universities, the numbers are still very limited. The low enrolment of SWDs may be caused by various factors. First, almost all physical infrastructure in colleges and universities is not built with universal accessibility for disabled students. This in itself is challenging for many SWDs. Second, most, if not all, registration and selection systems are not disability-friendly: No higher institutions have a written protocol to assist prospective students with disabilities (Ro'fah & Andayani, A. 2014). Third, it is commonly understood that disability awareness among administrative staff and lecturers is quite low. Fourth, enrolment of SWDs in the senior secondary school is much lower than their non-disabled peers as indicated by the World Report on Disability 2011 (WHO and World Bank 2011).

Unfortunately, the above-mentioned data is a general report. The detailed number of disabled students is still not clear, and previous studies on disabilities are highly concerned with classroom treatment and assistance to school students with special needs. This is understandable because the main problems faced by disabled students are their responses to the teaching and learning process, and how they interact with their friends or classmates. In addition, enrolment rates of SWDs in Indonesia are high at the primary level but drop off at the secondary level, and particularly at the tertiary level.

Further research on the university setting in developing countries is indispensable. Some limited studies on disability students at the tertiary level of

education can be referred to briefly here. Rof'ah and Andayani (2014) have focused their research on how to facilitate disability students' better understanding because they often find difficulty in comprehending mathematical symbols and written-related characters delivered by statistic lecturers. Meanwhile, Rosita (2015) focuses on the important role of student volunteers helping disabled students at Islamic State University (*Universitas Islam Negeri*, UIN). A valuable work on the accessibility of disabilities at four universities in A was held by Soleh (2016) in his Ph.D. Dissertation which stressed universities' authority policies, accessibility, and accommodation for disabilities. Feriani (2017) has concluded that social interaction between lectures and SWDs at UIN is not always based on adequate knowledge about disabilities. In relation to the academic monitoring system for SWDs, Nafisah (2021) states that the average Grade Points Average (GPA) of SWDs is often below the average GPA in their class. The study found a software tool to monitor the academic achievements of SWDs. A recent study on coping strategies used by SWDs in completing their research paper during the Covid-19 pandemic is conducted by Ratnasari (2021). The research results stated that the appropriate strategy used to overcome the problem was the problem and emotion-focused coping strategy. In dealing with deaf students, Ratriyana (2022) has developed integrated multimedia communication for deaf students in higher education.

Mel Ainscow (2020) argues that while no single model of inclusive school looks alike, still, schools are considered to support places for all students, including students with disabilities and learning difficulties. Schools need to be reformed and improved to respond positively to student diversity. This means that inclusive schools, or higher education institutions, should pay more attention to building inclusive values within students and communities. In line with Ainscow, Kris De Welde (2017) sheds light on the dramatic change in higher education in many ways, including the diversity of faculty and students in race and ethnicity that endorsed the institutions to undertake curriculum review and revision to be more inclusive of race, ethnicity, disability, and others.

Based on the above-mentioned brief literature survey, it is clear that the researchers on inclusive practices and disability students, as far as concerned, were limited to the primary and secondary level of school students, teacher's perceptions, and strategies applied to the students with special needs, and thus, rarely studied upon university students. Besides, no precise number of disabilities found in statistical data has an impact on difficulties in mapping their problems and alternative solutions. The limitations of previous research lay upon the practical dimension of disabilities such as symbols, volunteer assistantships, monitoring systems, academic achievement, and multimedia. This study tries to fill in the gap and focus on curriculum policy analysis of the right to education for disabilities from

the existing regulations for State Islamic University (UIN) students in B and A. Thus, by investigating the appropriate inclusive practices for disabled students at the selected UINs, the main objective and significance of the work are to analyze the curriculum policy product implied by UIN's authorities towards disabled students. Based on that rationale, this study tries to look closer at the inclusive practices of SWDs at UIN. The findings can be used as a reference for curriculum innovation.

Method

The research method applied in this study is a combination of policy analysis and case study. Policy research is used here for systematic evaluation of the educational viability of alternative policies, implementation of curriculum, and strategy. Since the policies and UIN's curriculum already existed, the policy analysis is an ex-post evaluation that assesses programs' efficiency and instructional design for disabled students. The procedures used in policy analysis commonly consist of five steps: define and analyze the problems, construct policy alternatives, develop evaluation criteria, assess policy alternatives, and conclusions.

While case study is needed here for describing the nature of the existing condition of disability students, identify standards against which existing conditions can be compared, or determine the relationship that exists between specific events (Louis Cohen, 1984: 83). Sources of evidence and information are documentation (digital and printed materials), observation and interview with maintaining health protocol. Participants were faculty leaders, lecturers, administration staff, disability students, and volunteers. They were observed and interviewed naturalistically. Data analysis consists of summarization, literature review, fact findings, and interpretation which involves logical meaning and policy analysis by using references and other sources. The attempt to make the study conducive to such analysis could inhibit the development of other aspects of the study. Miles and Huberman (1994) have suggested alternative analytic techniques in such situations by using arrays to display the data, creating displays, tabulating the frequency of events, ordering the information, data selection, and conclusion. This must be done in a way that will not bias the results by using several steps: defining the problems, identifying the target population (7 informants) choosing the mode of data collection through triangulation of documentation, observation, and interview, and finally: data analysis.

The places for visit and data collection were at the two selected UINsBA coded as UIN A and UIN B. The timeline for data collection has been set up from December 7th to December 30th, 2022, and the field visit schedule was flexibly arranged by the researcher and the respondents. The respondents (R) and Research Question (RQ) are described as follows.

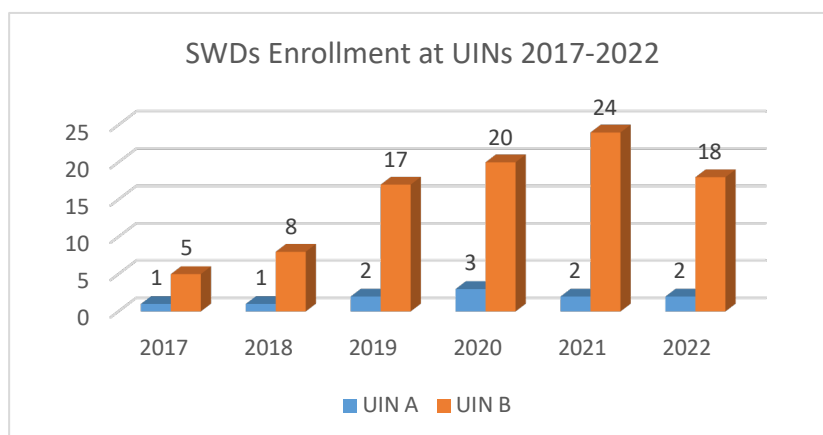
Initial	Occupation	Education
R1	Director of PLD and lecturer	PhD (Dr)
R2	Staff of PLD	Graduated (S1)
R3	Blind student of UIN A	Student
R4	Volunteer, UIN A	Student
R5	Dean of the Faculty of Dakwah, UIN B	PhD (Dr)
R6	Head of Study Program (BKI), UIN B	PhD (Dr)
R7	Low-vision student of UIN B	Student

- RQ1. What are the challenges and difficulties that disabled students may face during the learning process at the university/faculty/department?
- RQ2. What are curriculum strategies applied in UIN/Faculty/Study Program?
- How do disabled students deal with the UIN's curriculum policies?
 - How do the lecturer and the students manage and develop the classroom learning process?
- RQ3. What kind of multimedia may the disabled students use as a support system in learning process at UIN?

Results and Discussion

Disability Students at UINs

There are 29 UINs in contemporary Indonesia run by the Ministry of Religious Affairs of the Republic of Indonesia (*Kemenag*). However, not all UINs are inclusive universities. UIN AA is considered as the first inclusive campus among Islamic Higher Education (IHE) that annually serves only 30 to 40 disability students. If compared to the overall number of students that reached 16.080 students it receives around 3600 new students, and out of this amount, since the establishment of the Center for Disability Service (*Pusat Layanan Difabel*, PLD) never received more than 15 students per class or 0.004 percent per year. A similar case is found at UIN BB, where the total number of disability students never reached 5 students annually. Figures owned by Pertuni (*Persatuan Tunanetra Indonesia* or The Blind Association of Indonesia) also reflect the same thing. According to Pertuni, there are only 250 blind people annually throughout Indonesia who can access higher education. Recent developments indicate an increasing number of SWDs at several UINs. During the Covid-19 pandemic, the number of disabled students at both UINs are consistent and stable. The table below shows statistical data on disability students' enrollment from 2017 to 2022.



Source: documentation and interview at UIN A and UIN B December 2022

Formerly, PLD UIN A was known as the Center for Research and Disability Services (PSLD), and was founded on May, 2nd, 2007. Now, PLD provides services to 55 SWDs which consist of students with visual, hearing, and physical impairments, low intellectual, slow learning, autism, and down's syndrome. PLD acts as a study center that does academic research on disability issues such as Islam and inclusive education, job opportunities for persons with disabilities, employment, policy analysis, and studies related to the rights of disabled persons (retrieved December 14th, 2022 from <http://pld.uin-suka.ac.id/p/profil.html>).

UIN A is an inclusive university and is prominent in promoting the rights of SWDs. It has already formulated a policy to receive almost all disabled students enrolled, and proactive to disabled students at schools' student recruitment as well as working with various NGOs to encourage them to register to UIN, but participation figures are still low (Maftuhin, 2014.). However, recent developments indicate that the number of enrollments at UIN A has increased to more than 30 students (Interview with staff, R2, December 7th, 2022). R2 said that if the quota is not limited, there will be more registrant enrollment. Unlike other UINs, disability students at UIN A have preferred to enroll in various faculties and study programs, in line with their respective capabilities and interests. R3, a blind student at UIN A, witnessed that his choice of the Faculty of Islamic Theology and Philosophy (*Fakultas Ushuluddin dan Filsafat*, FUF) is relevant to his interest in the Department of Qur'an-Hadith, because of his previous background as *Pesantren*. Now he is an active student in his second semester and has memorized some chapters (Juz) of the Holy Al-Qur'an.

R3 acknowledged that he was given the same opportunities by the UIN's authority as compared to non-disability students. SWDs may enroll themselves to become UIN students without limitation in their choice to any departments involved. UIN AA facilitates necessary support systems and multimedia such as a

computer with Jaws Program, voice recorder, Braille books and Braille Qur'an, wheelchairs, signs and symbols, ramps and slider for pedestrian students, scanner, software OCR (Optical Character Recognition), DTB (Digital Talking Book), loops, Difabel Corner in Central Library, and last but not least, Center for Disability Service (*Pusat Layanan Difabel*, PLD), an office where they can meet together, discuss with classmates, volunteers, staffs and even Director of PLD (observation and interview with R3, December 8th, 2022; see also Soleh, 2016).

Most SWDs visit Difabel Corner and PLD to share ideas on the learning process at UIN A. Difabel Corner is perceived to be good and satisfying (Rinawati et Al., 2017). PLD aims to minimize environmental, and attitudinal barriers and academic problems that happen to SWDs. They have the same opportunities and participation to share with other students. They discuss how to attain the best achievement in the classroom, doing assignments, consulting with supervisors, presentations, making research papers, and examinations. R2, staff of PLD, states that all SWDs receive administrative and academic services in each faculty and department, which include notification letter, filling plan of study form (*Kartu Rencana Studi*, KRS), grade and score, documents, research permit, research proposal, classroom seminar (*munaqosyah*), etc. No differentiation in administrative and academic services between SWDs and non-SWDs. Disabled students have the same rights as non-disabled students. It is common for faculty and study program staff to help them through written communication, or they are assisted by a volunteer student. Whenever they have difficulties understanding any subject matter of a lecture or examination, staff and volunteers are ready to assist them.

Frequent problems faced by SWDs, especially blind or low-vision students, are oral communication and social interaction. R3 (blind student at UIN A) and R7 (low vision student at UIN B) had the same complaint about communication. They think a lot but talk little, and they often think faster than they're able to speak. This is the most challenging problem they faced during the classroom learning process, presentation, seminar, and the like. The problem continues to oral or written examinations, where their answers were limited by vocabulary and explanation. When the interview was held, both students made slow responses and short answers. In social interactions with their classmates, lecturers, staff, and surrounding people, they are self-confident without feeling inferior.

On the other hand, non-disability students, lecturers, and staff intermingle without discrimination and treat them the same as others. Difficulties may also come from volunteers who, although there are many of them (around 300 volunteers), are still active and busy students. Sometimes, no single volunteer can come in to assist the disabled students in understanding specific subject matters in

the classroom setting, when they have scheduling conflicts. One of the volunteers, R4 at UIN A, acknowledged this hurdle is unavoidable due to his or her active status as a student that also has many activities and assignments. Moreover, they feel it is a helping job and temporary work without reward (interview with R4, volunteer student, December 8th, 2022). It is obvious that the character strength of volunteers becomes a social model of involvement and participation assistantship for disabled students (Rahajeng, 2020). Field research held by Neni Rosita on the role of volunteers in the disabled student's independency at UIN A posed similar results. The volunteers assist with lecturing activities of hearing and vision impairment students during their classroom meetings, exams, and campus mobilities without reservation. They bridge the gap for disabled students to speak in public, realize their learning processes, and read textbook materials, library collections, and assignments (see *Inklusi*, 2015: 203).

In contrast, UIN B has not yet established this program. The disability students at this campus only consist of visual impairment, hearing impairment, and handicap students. The total number of SWDs never reaches 5 students annually. Most SWDs are students at the Faculty of *Dakwah*. According to one of the low vision students, R7, among the various reasons behind her choice to study at that faculty are her capabilities in her learning process and interests. R7 stated that the faculty supports her interest to achieve her ideals of becoming a good communicator as *da'i/da'iyah* and understanding Islamic teachings better, while other faculties necessitate special capabilities, such as laboratory skills in the Faculty of Science and Technology (*Fakultas Sains dan Teknologi*, FST), or teaching competencies in the Faculty of Islamic Education and Teacher Training (*Fakultas Tarbiyah dan Keguruan*, FTK). R7 formerly was an alumnus of a public senior high school somewhere in Waru, Sidoarjo, East Java. Now, she has to accomplish her research paper (*Skripsi*) as part of the requirements needed for the graduation ceremony (*wisuda*).

Since 2019, UIN B has initiated a disabled-friendly university and has tried to progressively implement the Government Act Number 70 of the Year 2019 on procedures for fulfilling the rights of persons with disabilities. At that time, limited access was provided by the university authority for disabled students. GF, an initial name for the third-semester student in the study program of English literature, confessed difficulties in climbing stairs to the third floor of the faculty. He is a handicapped student in a wheelchair, and he reported that only several buildings were equipped with accessible facilities. A similar case was experienced by a candidate student of UIN B when participating in a written selection test. The disabled student was placed in the same room with non-disabled candidates. No staff or volunteers were provided to help him find the chair or read the

questionnaire that he needed as a blind person. The local committee has no reference on how to deal with him, but in a short while, the wise decision was made to separate the blind person and accommodate him in a special room.

The problems of disabled students at UIN B vary in accordance with their impairments, both in communication and social interaction. General difficulties in communication were felt by all disabled students, many of them felt different and are slow learners when compared to others. However, their social interaction with non-SWDs or civitas academics continues uninterrupted with both positive and negative impacts. Among the positive effects is driving motivation to other individuals to accompany and assist them in every program of activities, so that the disabled students are open-minded with their classmates. Their passion and tenacity, as well as motivation, can be accepted by others without inferiority or superior attitudes. SWDs participation in groups represent their willingness to work together and collaborate. Their limitations do not hinder their abilities to cooperate with others. On the other hand, a negative aspect could be raised from the discriminatory attitudes towards SWDs, seeing them as weak and underestimating them. Limitations in communication could be another factor in social processes that are influential to self-adaptation. Herewith, communication commonly happens in chit-chat, and few people become closer friends with disabled students. Another limitation is the lack of detailed information obtained by SWDs. It explains why they rarely involve themselves in extracurricular programs and activities. Less social interaction and many barriers faced by SWDs could be considered unfavorable conditions for most disabled students (Aini, 2020). A similar research result was realized by Danri Hester Delpont at South African University which confirmed that although Higher Education Institutions have come a long way in including students with disabilities, many students still experience exclusion or “otherness” among their abled peers (see Danri: Inklusi, 2021).

Not long after the grand opening of the second campus of UIN B at Gunung Anyar, inaugurated and formally opened in early 2022, more disabled-student-friendly facilities were built and made education in the university as well as faculty level comfortable to access (retrieved December 15th, 2022 from Mediaweb [https://www.mediasolidaritas.com/masih-menunggu-empat-tahun-untuk-UIN B-ramah-disable/](https://www.mediasolidaritas.com/masih-menunggu-empat-tahun-untuk-UIN-B-ramah-disable/),). After several years of efforts to make the campus inclusive, on 17 November 2022, the Faculty of Dakwah and Communication (FDK UIN B) signed a Memorandum of Understanding (MoA) with PLD UIN A. The reason behind the agreement is that more students with special needs were registered at UIN B which requires closer attention and services without discrimination. Education is for all parties without differentiation of physical and motorically impairments, and without social, economic, and cultural discrimination. This commitment marks a

turning point in establishing inclusive universities so that no SWDs feel left out or excluded from university services. In line with the Government Act Number 4 of the Year 1997 on disability services for all dimensions of societies, including education, the faculty has initiated to establish Center for the Study of Inclusive Dakwah (*Pusat Studi Dakwah Inklusi*, PSDI). PSDI is expected to play a pivotal role in academic studies on various issues of disabilities and Islam, inclusive education, employment, and policy studies on the rights of SWDs, and inclusive practices at university levels (Retrieved December 15th, 2022 from Muhamad Thohir <https://uinsby.ac.id/informasi/berita/penandatanganan-moa-psdi-fdk-uin-sunan-ampel-B-dengan-pld-uin-sunan-kalijaga>),).

UIN B has proven that its attention to PWDs has brought real results with the graduation of a disabled female student, her initial name is RAHB, who achieved excellent rank and cum laude. She was a student at the Faculty of Dakwah and was granted as one of the best graduates (2021). She hoped that the other disabled students could have self-reliance and self-confidence in their abilities. Her colleagues, family, lecturers, and even the Rector of UIN B expressed their pride and admiration of her great achievements beyond the average (see Boy Ardiansyah. <https://jatim.nu.or.id/metropolis/hebat-mahasiswi-difabel-ini-bakal-wisuda-sarjana-XqPQu>; accessed at December 15th, 2022; 11:55). The Dean of the Faculty of Dakwah (R5) proudly told the successful story of the graduated student and hopes to pay more attention to disabled students in the future with various programs and policies. The faculty plans to establish a center, an academic journal on disability studies, and develop a disability-friendly curriculum (interview with R5 on October 15th, 2022).

Curriculum Policy for SWDs

a. National Policies on Inclusive Education

Indonesia has formulated policies and strategies to optimize inclusive education. Soon after the Salamanca Statement 1994, Indonesian Government took a real step in making national policy level on disabilities through Law Number 4 the Year 1997 Disabilities. It declared that attempts to achieve social prosperity for disabilities should be based on *Pancasila* (Five Principles) and the 1945 Constitution of Indonesia as well as based on faith (*keimanan*) and deity (*ketaqwaan*) to the Only One Almighty God (*Tuhan Yang Maha Esa*), benefit, familiarity, justice, and democracy, etc., to materialized prosperity and self-reliance for disabilities (see article 1-4). It is also stated that every person with disabilities has equal rights, obligations, and opportunities in all aspects of life and living, including the right to education in all units, paths, and particular

types of education; and to gain proper employment and living in accordance with their education and competency (see article 6). Law Number 4 of 1997 also stipulates: "Citizens with a disability shall have the right for attending education at all types and levels of school." This law is then strengthened by the next coming Law Number 20 of 2003 on the National Education System that states that every citizen has the right to a quality education, and every citizen with physical, emotional, mental, intellectual, and/or social abnormalities has the right to achieve special education as stated in Chapter IV part 1 article 1 and 2; (See Assegaf, 2005).

Soon after the United Nations (UN) enacted Resolution Number A/61/106 on December 13th, 2006, on the Convention on the Rights of Persons with Disabilities (CRPDs), the Indonesian Government ratified it on March 30th, 2007, in New York without reservation to honor, protect, fulfill, and advance the rights of disabilities, and to fulfill the well-being of PWDs. In reality, the Government makes various rules for supporting disabilities (see Law Number 19 the Year 2011 on Ratification of CRPDs). This ratification marks Indonesia's commitment to pay more attention to PWDs in various fields of life, such as child welfare, child protection, human rights, friendly building for disabilities, employment, national system of education, sport system, public transportation system, social welfare, public service, health protocol, and poor treatments.

More details about national policy on disabilities in Indonesian higher education come lately in 2014 under Ministerial regulation number 046 which stated that students with disabilities include blind, deaf, quadriplegic, and autistic (autistic spectrum disorders), special intelligent students who demonstrate academic achievement and/or the potential for above average, smart students and talented students (See Regulation Number 40 the Year 2014 Chapter III Article 6 on Special Education). It is worth noting here that the law facilitates college (or university level) lecturers to understand, control, and apply learning techniques for students with disabilities, while the college facilitates educational personnel to understand, master, and apply the techniques of administrative services and academics for students with disabilities (*Ibid.*, article 7). In fact, this regulation is not supported much by adequate facilities and infrastructures as can be seen in most universities in Indonesia. Most universities are designed for common students without anticipating any possibility of disabled students' enrollment. Furthermore, public facilities such as the bus, train, car, and other transportation devices, are not equipped with support systems for disabilities. People with physical or mobility challenges still find it difficult to go out on the streets or pedestrian

walks in big cities like Jakarta, A, B, etc. Barriers such as uneven walkways or dangerous cracks or holes are everywhere. Public transportation, such as buses or trains, has no accessibility accommodations. Persons with Disabilities (PWDs) also find it difficult to participate in religious ceremonies, as only very few mosques, churches, and temples are aware of the needs of PWDs (Adioetpmo, et al., 2014:29).

The latest policy on disabilities was enacted in 2016 which described the implementation and fulfillment of PWDs based on respect for dignity, individual autonomous without discrimination, full participation, human diversity and humanity, equal opportunity, equity, accessibility, developing capacity and the identity of child, inclusive, special treatment and more protection to disabilities (see Law Number 8 Year 2016 article 2 on Disabilities). Herewith, disabilities were not only defined as physical impairments, but intellectual, mental, and sensory disabilities. Because of this, the Law has a wider scope of understanding of disabilities and their impacts on real life. PWDs have equal rights to life, freedom from stigmatization, privacy, justice and law protection, education, job opportunities, entrepreneurship and cooperation, health care, political rights, religious life, sport, culture and tourism, social welfare, accessibility, public service, protection from disaster, rehabilitation, and concession, freedom of expression, communication, discrimination, exclusion, torture, and exploitation as non-PWDs (see article 5).

An interesting point in the policy is touched upon in article 53 which states (1) The Government, Regional Government, State-Owned Enterprises (*Badan Usaha Milik Negara*, BUMN), and Regional-Owned Enterprises must employ at least 2% (two percent) of persons with disabilities from the number of employees or workers. (2) Private companies must employ at least 1% (one percent) of persons with disabilities from the number of employees or workers. Violations of the quota provisions are considered as criminal acts with the threat of imprisonment for a maximum of 6 (six) months and/or a maximum fine of Rp. 200,000,000 (two hundred million rupiah).

Unemployment disabilities for severe disabilities raised to amount to 8,40% of the total population of persons with disabilities which amounts to 1,6 million people (approximately 1.662.249 people) and mild disabilities amount 2,26% or 0,4 million (approximately 447.224 people) (BPS, Statistical Yearbook of Indonesia, 2018), The poverty rate is higher than non-disabled people where the rate amount to 9,49% compared to 11,04% accumulated from 15,38 % (3,04 million people) of severe disabilities and 10,63% (2,1 million people) mild disabilities. (Hastuti. et al., 2019). The Ministry of Manpower said from 440 companies in Indonesia there were 2.760 disabled workers from 230.000

workers which only amounts to 1,2 % and this is just a company that has been recorded by the government.

Through these policies, it is clear that Indonesia pays much attention to PWDs and provides inclusive practices in the job market, social life, and education. Unfortunately, the idealistic dimension of policies written on paper is not always parallel with the realistic dimension. Gaps between the two can be seen in the budget, facilities, and support system provided for disabilities. In 2017, the Indonesian government spent more than 188 billion rupiahs on the social rehabilitation of persons with disabilities (Frian et al., 2019), a number that seems at the top margin but is very inadequate at the grassroots level. No doubt that disabled persons are a constituent unit of humankind and humanity which have the same rights and obligations to education. But, in reality, facilities, policies, and opportunities for disabled persons are considered significantly less than their non-disabled counterparts (Soleh, 2015). Likewise, at the university level, the discrepancy exists from registration entry, learning process and curriculum policies. Below is a closer outlook at UIN's experiences.

b. Curriculum Policies for Disability Students at UINs

Curriculum implementations at the UINs is, basically, the national standard with local adjustments. Even though, due to many obstacles experienced by disabled students, the national standards of the curriculum should be developed, accommodated, and modified to university needs. The modified curriculum is assumed to be able to meet all the demands and interests of disabled students and becomes a curriculum for all (Soleh, 2016). In this context, UIN A modifies Universal Design for Learning (UDL), and UIN B maintains an integrated curriculum to solve the problem of disabilities.

Disability issues cover many things, and it is not all UINs that are disability-friendly and equipped with adequate support systems, facilities, and curriculum policies conducive to the inclusive learning process. In relation to classroom learning processes, it is commonly the case that no lecturers are trained by programs held by UINs in handling students with disabilities. The classroom learning process is run like "business as usual" without distinctive treatment between SWDs and non-SWDs. This places challenges on the lecturers to adapt their instructional design to be familiarly understood by all the students. Whenever the lecturer speaks in front of the class and uses projectors and PowerPoints with pictures, animation, and even video clips, he or she treats all the students equally, whether or not they understand the presentation. Some other students are apparently helpful to SWDs and assist them in entering the class or sitting on a chair. Feriani (2017) confirmed that even some professors at UIN A do not understand disability issues well. The

social interaction between professors and SWDs is not associative or dissociative, it is more likely influenced by their knowledge of disabled students (Feriani, 2017).

Generally speaking, curriculum policies for all UIN students are the same, whether they are SWDs or non-SWDs. Subject matters in each faculty and department have been scheduled for all students, including their classroom learning process, activities, and assignments. Specific treatment and curriculum strategies were endorsed to disabled students whenever they need assistance. In this context, each UIN has its own policy and strategy. UIN A has decided on a Universal Design for Learning (UDL) that is compatible with all students and teachers. Basically, UDL has three principles, namely: first, providing several alternatives and representative infrastructures, and displaying information and content in various ways. Second, providing several alternatives, actions, and expression devices so that all students are able to demonstrate and express what they have known. Third, giving alternatives to participation methods, stimulate interest and motivation for their learning process (see Jimmy Trianto Utomo, 2015). In simplified words, UIN A adopts UDL into three principles: first, multiple means of representation; second, multiple means of action and expression; and third, multiple means of engagement (PLD, 2021).

PLD has made the three principles into unit lessons or plans for instructional design procedures: first, describing goals and instructional objectives- finding relevant content in every subject. Second, providing action and expression on how the subject will be conducted. Active communication and collaboration with peers are needed here to get interactive instructional strategies. Third, providing representation methods where the students are able to access materials, textbooks, slides, websites, videos, and even webinars, podcasts, and virtual laboratories. And fourth, using various methods of measurement and evaluation (see PLD, 2021: 68-72). These procedures ensure that learning processes consist of four main components in the curriculum: goals, strategy, materials, and evaluation. These procedures should be broken down into unit lessons implemented in the classroom setting. Besides principles and procedures, PLD has completed the guidelines with examples of appropriate unit lessons for lectures.

For UIN A, UDL is a framework that handles the existing hurdles in educating the students and enabling them in whatever learning milieu they live in. In spite of the implementation of the curriculum, Learning Freedom (*Merdeka Belajar*) is not flexible and accessible to all students, especially disabled students, and UIN A opted for UDL as a solution to this problem. In

realizing inclusive campuses, UDL is adapted as part of the planning and architecture of UIN's buildings to make it physically accessible for disabled students, for instance, having wheelchairs for handicapped students or physical impairment. Furthermore, curriculum policies can be adapted as they see fit. Curriculum modification has dynamic and sustainable processes for accommodating special needs for disabled students.

PLD services include practices in a number of programs. First, services for new student admission, beginning from registration, for their choice of study, program, department, etc. Sometimes, their choice is the same with their seniors which causes an accumulation in certain study programs of certain types of disabled students. Second, pre-university entry, academic culture, and socialization of higher learning strategies. Third, service for inclusive classes which include classroom learning assistantship, and notetaking from student volunteers both in online meetings during the Covid-19 pandemic or offline in face-to-face learning. During Covid-19, beginning in 2020, online learning assistance for disabled students was challenged by a lack of student volunteers but then solved by parents volunteering as companions. In fact, the Covid-19 pandemic has affected the psychological condition and caused tremendous challenges for disabled students, especially low vision and blind students. The students felt alienated because of their limited direct interaction and physical distancing in exercising health protocols (see Widayanti, 2021). Fourth, service in assignments for disabled students who feel difficulty in doing tasks. During offline meetings, the assistantship was held in PLD Office, while it was done online in post pandemic classes. Fifth, examination assistantship was provided for blind or low vision students by helping to read and write questions and answers. Sixth, community service programs (*Kuliah Kerja Nyata*, KKN) as an important stage for disabled students to enter community engagement and accomplish their studies at UIN. Seventh, services in academic writing and research papers. From early semesters, the students receive academic assignments, whether it is an article or a final research paper (*Skripsi*). It becomes an unavoidable requirement to graduate from UIN. This academic writing often causes trouble for most students, particularly disabled students. Blind and deaf students are challenged with reviewing the literature and understanding textual contents and vocabulary. Usually, they will meet difficulties in field research and data collection. At this point, PLD realizes how to accommodate this by providing basic skill training on how to comprehend the Indonesian language, academic writing, quotations, and references (see PLD Roadmap, 2021).

What about UIN B? Not too much inclusive data is found at UIN B. Generally, UIN B adopts a Twin-Tower Model of knowledge paradigm which integrates science and Islam as part of the curriculum design and learning process. All faculties and study programs have formulated their subject matters in this framework. The Twin-Tower Buildings symbolize the encounter of two different entities, namely science and Islam, faith and knowledge (*iman, akhlaq* and *'aqf*), worldly affairs and hereafter (*dunya* and *akhirat*), classical knowledge and modern sciences, and so on and so forth. Integrated curriculums combine Islamic studies with modern sciences, and vice versa. Islamic education's subject materials, for instance, discuss education in Islamic perspectives within Qur'an and Hadith values, Muslim scholars' opinions on Islamic education, and at the same time, discuss modern sciences and contemporary inventions on educational theories prescribed by Western scholars. With all this said, however, there is no specific curriculum enacted for disabled students; they have to follow the same regular curriculum policies designed by university authorities.

Since the number of SWDs is so limited, with only two students per year with one volunteer, the classroom learning process and strategies are held in average treatments. The technical difficulties felt by disabled students are not as complex and complicated as those experienced by UIN A's. As far as UIN B is concerned, social approaches to disabilities are more prevalently applied to UIN students than medical approaches. Hence, the role of volunteers, friends, classmates, and lecturers or people factors, are significant to resolve these problems. Social interaction and good communication between SWDs and non-SWDs may reduce the gap and make the bridge closer. This phenomenon can answer the question of why SWDs never feel inferior in hanging out with their classmates. On the contrary, the climate of togetherness in social interaction does not cause them to look down on disabled students. An inclusive campus is formed in an atmosphere like this. Brief comparisons of inclusive practices at both UINs could be summarized below.

Inclusive Practices at UIN A and UIN B

UIN A	UIN B
<p>Average number of SWDs (2017-2022)= 20</p> <p>Types of SWDs: visual, hearing and physical impairments, low intellectual, slow learning, autism and down syndrome</p> <p>Number of volunteers (2022) = 300</p> <p>PLD was founded in 2007</p> <p>Organizational structure: under LPPM</p> <p>Curriculum policy: Universal Design for Learning (UDL)</p> <p>Support system and facilities: adequate in all buildings</p>	<p>Average number of SWDs (2017-2022)= 2</p> <p>Types of SWDs: visual, hearing and physical impairments</p> <p>Number of volunteers (2022) = 1</p> <p>PSDI was initiated in 2019 and founded in 2022</p> <p>Organizational structure: under Faculty of Dakwah</p> <p>Curriculum policy: Integrated</p> <p>Support system: available in new buildings</p>

The figure above indicates inclusive practices at UIN A and UIN B. It appears that UIN A has more experience in dealing with SWDs, adequate facilities and professional human resources. In the learning process, UIN A has modified UDL Model, while UIN B used an integrated curriculum. Support systems and facilities for disabled students were provided at both UINs.

Common difficulties are felt by some of UIN's disabled students whenever they interact with people around the campus and use public infrastructures. In relation to "accessible congregation," or accessibility in the places of worship, it is important to know how accessible Indonesian mosques are for disabilities. Modifying what are considered to be more relevant indicators of accessibility for mosques in Indonesia, Maftuhin studies four main mosques in UIN A to see how accessible the places of worship are for disabled people. This study found that most mosques are not accessible and one mosque is only somewhat accessible, meaning that no mosque in UIN A is fully accessible (Maftuhin, 2014,). This indicates that while there are several mosques surrounding the campus, the disabled students do not have good access to congregate as the other students do.

Kurniawan reported that since the early planning phase of the Trans-Jogja Bus, its accessibility has been taken into account. Elements concerning the bus and its shelter try to facilitate what is needed by disabled students in its plan, but in reality, the Trans-Jogja's accessibility is still far from what is hoped. The Life Design Project of Environmental Accessibility Elective Course Academic Year has evaluated

and—at the same time—proposed the Trans-Jogja bus shelter's accessibility improvement (Kurniawan, 2014). The UIN's students coming from distant areas of living usually take the Trans-Jogja Bus to and from UIN without any support system and priority seats available on the bus.

Accessibility is a very impactful discourse for people with disabilities as it encourages their equal participation and independence in society. Accessibility can be divided into two kinds, which are physical and nonphysical. Physical accessibility refers to accessibility in relation to buildings and the physical environment, whereas nonphysical accessibility corresponds to communication, information, and technology. Syafei, in his study on *accessibility fulfillment for disabled people*, concludes that even though Indonesia has enacted regulations on accessibility to people with disabilities, its implementation is ineffective and discrimination still occurs in the population (see Syafei 2014). The study result is in line with the fact that UIN's students confessed that besides the openness of campus regulation and government policies on disabled students, the support systems and other accessibility devices are far from effective.

Support System in Learning Process at UIN

The physical buildings and campus environments are important factors for students' academic activities. Classrooms, laboratories, libraries, offices, mosques, parking systems, and every infrastructure should be accessible to all students with safety and convenience. Due to the limited mobility of disabled students, the infrastructure should be helpful, and comfortable and support all students' learning processes. With reference to the regulation of the Ministry of Public Works Number 30/PRT/M/2006 on the guideline of technical facility and accessibility of physical buildings and environment, UINs should properly follow the prescribed instructions.

Besides physical infrastructures, instructional media for lecturer-student learning processes should be well-equipped and adequately provided on inclusive campuses. Multimedia consists of two types, hardware and software. As hardware, multimedia is useful for mediation and message delivery in classroom settings. The impact of multimedia on disabled students is irrefutable. UIN A and UIN B have already facilitated the necessary support systems and multimedia such as computers with Jaws Programs, voice recorders, Braille books and Braille Quran, wheelchairs, signs and symbols, ramps and sliders for pedestrian students, scanners, software OCRs (Optical Character Recognition), DTBs (Digital Talking Book), loops, etc., for their learning purposes. It is most unfortunate if these facilities and multimedia are not utilized optimally by disabled students.

Furthermore, maintenance and updating attempts are also important in keeping the supporting facilities working. Bearing in mind that every academic year, when the disabled students change generations, it is necessary to maintain and improve these supporting facilities as needed.

On the other hand, software media also plays pivotal roles in the learning process for UIN's disabled students. Hardware alone is meaningless without software. Delivery systems, learning strategies, subject matters, instructional designs, and curriculum policies are among the influential software to support disabled students' learning processes. When the lecturer presents his or her materials in front of the class, they tend to use the lecturing method, sometimes with visual explanation through PowerPoint, pictures, schema, slides, animations, and videos. Verbal communication is not sufficient for students with hearing impairment, as pictures mean little, if nothing, to blind students. For some lecturers, multimedia provides a potential solution for communication with deaf students. In this situation, Focus Group Discussion, among other methods, is acceptable and beneficial for better communication with deaf students (Ratriyana, 2022).

Learning strategies that can be applied in classes with UIN's disabled students, especially for blind, deaf, and handicapped students, are information searches, the power of two, snowballing, small group discussions, jigsaw learning, poster sessions, critical incidents, active debates, card sorts, poster comments, and billboard rankings. Meanwhile, the learning strategies that can be applied to heterogeneous classroom students with adjusted treatment for disabled students are lecturing methods, verbatim approaches, and audio-based learning strategies. Herein, the audio source should come from one way: the lecturer. Classrooms with deaf students should be taught slowly with a clear voice and visible movement of the lecturer's lips (Soleh, 2016). Whenever possible, the learning process is to be assisted by volunteers who understand sign language and can translate the message for deaf students. On several occasions, the classroom learning process and Friday sermon at UIN A were supported by sign language translators. Although the effectiveness of sign language for deaf students in Friday sermons is questionable, because of the sitting position, the capacity of interpreters, no printed materials of the sermon, and the lack of religious understanding of the deaf (Mustarjudin, 2017), the sign language has provided more communication means to all parish.

Conclusion

Based on the above-mentioned analysis, this paper can be briefly concluded on several points: the first, inclusive practices at UINs have been conducted by giving the same opportunities and policies for candidates and active students, including disabled students, in gaining the tertiary level of education. However, during their learning processes, disabled students have met barriers and difficulties in communication, social interaction, and using multimedia and accessible infrastructures. Students with physical impairment, low vision or blind students, and deaf students, need more support systems and facilities to empower their capacities and competencies in participating in classroom meetings, university/faculty/department programs, and activities.

The Second, curriculum policies and strategies have already standardized by national law of education and adopted by UIN's authorities into syllabus and subject materials. National policies on inclusive education for disabled students have been enacted since pre-independence in Indonesia and are in continuous progress to realize education for all. At the higher education level, through Ministerial Regulation Number 40 the Year 2014, and Law Number 8 the Year 2016 on disabilities, UIN A and UIN B tried their best to implement the regulation and law by designing disability-friendly curriculum strategies. UIN A has modified Universal Design for Learning (UDL) model, and UIN B maintains an integrated curriculum to solve the problem of disabilities. Within this curriculum policies, lectures and students develop their learning process in active interaction and participatory model of learning.

Third, UIN A has been equipped with an adequate support system and facilities, hardware, and software. Hardware media consist of devices, physical infrastructures, and instructional media for the lecturer-student learning process. While software media consists of delivery systems, learning strategies, subject matters, instructional design, and curriculum policies, among others, which were designed to optimize disabled students' learning process. Although it cannot be said to be fully adequate and effective, the availability of these support systems and facilities is very helpful for SWDs.

"There is no ivory that is not cracked", is an appropriate saying for summing up the inclusive practices at UINs. Even though there are many government policies and implementations of the inclusive curriculum at UINs, many things are left behind as homework yet to be accomplished. Research on disabilities should pay more attention to specific impairments experienced by disabled students within integrative, cultural, and medical approaches than limit itself to just social interaction or educational outlooks.

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