

INCLUSIVE EDUCATION FOR PERSONS WITH DISABILITIES: THE ISLAMIC PERSPECTIVE

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Abstract

This article discusses the right to education for persons with disabilities in accordance with the special report "The right to education of persons with disabilities" United Nations General Assembly Resolution 60/251 2007. Specifically, this article discusses the definition of persons with disabilities, the definitions and purposes of inclusive education, inclusive education in the Islamic perspective, inclusive education in Indonesia, the major determinants and sustainability of inclusive education, and the state's obligation to education for persons with disabilities. In the perspective of Islam, there is a common ties or the intersection of inclusive education with Islamic teachings value that can be used as the basis of the importance of education for people including those with disabilities. The tangent point of which is education as a liability / rights, the principle of non-segregation, the holistic perspective of looking at learners and way of looking at the barriers that are more oriented to external factors, especially the school environment. This article recommends a series of policies and measures that need to be done by all parties, both government and society to realize the right to inclusive

education include all parties, both the government, the community and the parents should actively participate and cooperate in implementing inclusive education in Indonesia and the government should aim to improve the quality of inclusive education in Indonesia, both in terms of students, teachers, facilities and infrastructure, teaching, learning and evaluation.

Keywords: *Inclusive Education, Disabilities, Islamic Perspective*

A. Introduction

The right to education is a human right. It means that everyone including people with disabilities both men and women have the right to a proper education without discrimination. This view clearly stated in the Universal Declaration of Human Rights 1948 which states that “everyone has the right to education”. In Indonesia the right to education has been fully guaranteed in the 1945 Constitution, Article 28 C (1) and the 1945 Constitution, Article 31 (1). Law No. 4 of 1997 on Persons with Disabilities and the Law No.20 of 2003 on National Education System also stressed the right of every citizen to education in accordance with levels, lines, units, talents, interests, and abilities without discrimination. In other words, the formal education sector should be no longer a social divider that distinguishes people with disabilities with the general public. In this case, parents can register children with disabilities into general schools.

Law No. 4 of 1997 Article 12 obligates public education institutions accept people with disabilities as students. An obligation like this is called a model of inclusive schools. The main purpose of inclusion school is to educate children with special needs in regular classes together with other children who are non-defective. According to UNESCO (2004), Inclusive education is the core of the human right to education. The logical consequence of this right is that all children have the right to receive the kind of

education that does not discriminate against the background of disability, ethnicity, religion, language, gender, capabilities, culture, and other conditions. However, in practice, inclusive education is not yet widely accessible to people with disabilities in Indonesia. This is because the lack of information about the school inclusion, lack of funds, inadequate infrastructure and cultural conditions of Indonesian culture that tends to regard people with disabilities as a disgrace.

B. Definitions of Persons with Disabilities

People with disabilities in Law No. 4/1997 Article 1, paragraph 1, is defined as each person who has a physical disorder or mental, which may interfere with or constitute obstacles and barriers for him to do it properly, which consists of: the physically disabled, the mentally handicapped, and people with disabilities physical and mental. Persons with physical disabilities are conventionally is blind, deaf and physically disabled. While mental disabilities are tunagrahita. Those with both physical and mental disability category known as tunaganda. Persons with disabilities also acquire the same rights and opportunities as society in general. This is reflected in Law No. 4/1997 on disability Article 5, which confirms that any persons with disabilities have the same rights and opportunities in all aspects of life and livelihood.

Specifically, the rights of persons with disabilities are mentioned in Article 6, paragraphs 1-6, namely:

1. Education at all, track, type, and level of education.
2. The work and a decent living according to the type and degree of disability, education and abilities.
3. Equal treatment to have a role in the development and enjoy the results.
4. Accessibility within the framework of its independence.
5. Rehabilitation, social assistance and social welfare standard maintenance; and
6. The same rights to develop the talents, abilities, and

social life, particularly for disabled children within the family and society.

C. Definitions and Purposes of Inclusive Education

Inclusive education is defined as an approach that seeks to transform the education system by eliminating barriers that can hinder every student to participate fully in education. Such constraints are associated with the problem of ethnicity, gender, social status, poverty and others. In other words, inclusive education is a service of education of children with special needs which are educated with other children (normal) to optimize the potential.

Definition of inclusive education received by many parties is removed from the definition of a seminar on inclusive education in India Agra in 1988. The results of the seminar on inclusive education is defined as follows: (1) broader than the formal education, but includes the home, the community, non-formal and informal system; (2) appreciate that all children can learn; (3) allows the structures, systems and methodologies to meet the learning needs of all children; (4) recognize and appreciate that every child has the differences in age, gender, ethnicity, language, disability, socioeconomic status, potential and capabilities; (5) the evolution of a dynamic process that continues to evolve in line with the cultural context; (6) a strategy to promote and realize the inclusive society. In Indonesia, the National Education Minister Regulation No. 70 of 2009 in Article 1 stated that inclusive education is a system of providing education that provides opportunities for all students who have the disorder and have intelligence and / or special talents to take part in education or teaching in one environmental education together with the learners in general.

The definition above shows that in Indonesia, inclusive education is more widely understood or emphasized as an effort to include children with disabilities in regular school settings. This definition is also relevant to the opinion of Staub and Peck (1995), which reveals that inclusive education is the placement of children with mild, moderate, and severe disabilities fully in the regular

classroom. This is in line with Sapon-Shevin (O'Neil, 1995) which states that inclusive education is the education service system requiring that all children with disabilities are served in schools nearby, in regular classes with friends of his age. Salamanca (UNESCO, 2006) states that the Inclusive education seeks to address the learning needs of all children, youth and adults with a specific focus on Reviews those who are vulnerable to marginalization and exclusion.

The underlying concept of inclusive education is very different from the concept underlying the special education. Inclusion or inclusive education is not another term for special education. The concept of inclusive education has similarities as the underlying concept of education for all and the concept of schools improvement. Inclusive education goals have been clearly stated in the Regulation of the Minister of National Education of Indonesia Number 70 Year 2009 Article 2. Inclusive education aims at: (1) providing the widest possible opportunity to all learners who have physical, emotional, mental, and social or have intelligence and / or special talents to acquire qualified education in accordance with the needs and abilities; (2) to realize the implementation of education that respects diversity, and non-discriminatory for all learners.

D. Inclusive Education In Islamic Perspectives

Islam teaches that the law of getting the knowledge is obligatory. This is in accordance with the words of the Prophet Muhammad:

طلب العلم فريضة على كل مسلم ومسلمة

Meaning: "Seeking knowledge is obligatory for every Muslim and Muslimah ". (HR, Ibn Abd al-Barr)

The above hadith shows the importance of education for every muslim both men and women, young or old. Likewise, people with disabilities. They also have the same right to obtain a proper education like other normal children. In Indonesia, the urgency of disabilities to education is set in Law No. 4/1997 on disability

Article 5, which confirms that each person with disabilities has the same rights and opportunities in all aspects of life and livelihood. On this basis, inclusive education offers opportunities to all students who have the disorder and have intelligence and / or special talents to take part in education or learning in an educational environment jointly with learners in general. The main purpose of inclusion school is to educate children with special needs in regular classes with other children who are non-defective. Islam considers that there is a common thread ties or the intersection of inclusive education with Islamic teachings value that can be used as the basis of the importance of education for people including those with disabilities. Santoso (2005) revealed that some points of tangency between inclusive educations with Islamic teachings include the value of education as a liability / rights, the principle of non-segregation, holistic perspective of looking at learners and way of looking at the barriers that are more oriented to external factors, especially the school environment.

Education as a liability / rights is the first point of intersection. In the teachings of Islam, seeking knowledge is obligatory for both men and women. Al-Qur'an and hadith have a lot of load instigation or liability of study. In the Qur'an, an Al-Alaq verse 1-5 is the first verse containing a read command which is an essential part of the education process. The purpose of education according to Islam is an obligation to understand Islam and build a civilization or culture. An obligation to study in Islam is not restricted by time and age. In other words, Islam strongly encourages Muslims to seek knowledge throughout life. Rasullullah as the Prophet Muhammad in the hadith narrated by Muslim:

أطلبوا العلم من المهد الى اللهد

Meaning: "Seek knowledge from the cradle to the grave". (HR. Muslim)

In the perspective of inclusion, education is a human right. States have an obligation to provide a decent education to all citizens including those with disabilities. So it is very clear that there is a matching point between the Islamic view and inclusive educations

which are equally stressed the importance of studying obligations. The second tangent point is the principle of non-segregation: education for all. Inclusive education is an implication of education as a human right. Islam also emphasizes the importance of education for all Muslims both men and women. Every human being should not be isolated and marginalized in obtaining educational services. According to God (Allah), all human beings are equal so that Islam does not distinguish them in acquiring knowledge. Thus both well within the Islamic perspective and the perspective of inclusive education equally considers that education is for all people.

The next tangent point is the holistic perspective of looking at learners. Islamic education and inclusive education are equally stressed education to develop the potential of all learners different from each other and form a good personality. The last tangent point is the way of looking at the barriers that are more oriented to the external factors. External factors such as the school environment have an important role in creating a conducive learning atmosphere. If the school cannot create a conducive environment then this may impede the learning process proportionally. In other words, schools should be able to adjust the system and create an environment and activities that meet the needs of all learners including those with disabilities.

Based on the points of tangency-point mentioned above, it can be concluded that in the perspective of Islam, inclusive education is deemed appropriate as a way to provide educational services to the whole human being without distinction of physical form, ethnicity, race, religion and others. Therefore, to maximize the inclusive education, Islam considers that education needs to adopt religious education by providing a correct understanding of religious education. By the right understanding, the students especially people with disabilities have the spiritual power of religion, self-control, personality, intelligence, noble character and skills needed him, society, nation and state. In addition, to guide and direct them in good morals, the necessary conditions and a conducive situation, cooperate with each other, and respect each other.

In fact, moral educations through religious education have received less attention from the government. Education managers tend to emphasize on strengthening physical skills rather than the spiritual aspect. If we observed, embodying a religious educational environment will provide a positive impact for learners with special needs as they will be more appreciated and receive his existence both advantages and drawbacks different from their friends in the neighborhood. Therefore, education managers need to provide a balanced education between the intellectual, emotional and spiritual. To achieve this requires professional and qualified teachers and educators both in academic and mentality of an educator, a good school management, modified curriculum, appropriate activities and teaching methods, educational facilities and community empowerment.

E. Inclusive Education In Indonesia

The Indonesian government has sought to implement inclusive education through various programs and activities undertaken by the Ministry of Education and education agencies in the province, the City / County. In practice, the implementation of inclusive education encounters various obstacles and challenges. These constraints often reported is the fault of understanding of the concept of inclusive education, inconsistent regulations or policies, inflexible education system and so on. Since the government introduced and implemented inclusive education in schools, the discourse about inclusive education has attracted the attention of many people, particularly the education providers. The increasing attention to inclusive education does not automatically show the implementation runs smoothly. However, the views and attitudes that could potentially hinder the implementation of inclusive education are more diverse. Therefore, the question of implementation of inclusive education in Indonesia deserves attentions.

According to Rudiwati (2011), there are a number of aspects becoming obstacles in implementing inclusive education

in Indonesian school. These aspects include:

1. Learners

There are many learners with disabilities have not been able to enroll in the school closest to their residence, as not all public schools accept the existence of children with disabilities / special educational needs. This is partly caused by the inclusive school teacher does not have sufficient competence in providing educational services to children with disabilities / special needs, and the unavailability of special teachers and tutors.

2. Educator

Based on the observations in some inclusive schools, profiles and Portrait of inclusive school teachers have not described the qualification of teachers of inclusive schools for children with disabilities / special educational needs adequately, among others are:

- a) The components of Pedagogical Competence, among others: control of the characteristics of learners with disabilities / special educational needs from the physical aspect, moral, social, cultural, emotional, and intellectual. In general, inclusive school teachers have not adequately identified or assessed the characteristics of learners with disabilities / special educational needs. It is still done entirely by special teachers and advisors; which should be done together; Therefore, the results of identification and assessment can be followed by the preparation of an individual education plan for children with disabilities / special educational needs. Implementation of individualized education program for children with disabilities / special educational needs is carried out jointly by the general teacher / regular and special education teacher / special advisor in regular classroom / inclusive or in specific guidance rooms.
- b) The components of personal competence, among

others: presenting as an honest and noble person, a role model for students and the community; as well as in treating students with disabilities / special needs. In general, the common teachers in inclusive schools tend to protect excessively against children with disabilities / special educational needs; or otherwise these teachers consider that the students with disabilities are not capable of participating in learning activities, thus less concerned actively involved in learning activities.

- c) The components of social competence, among others: being inclusive, acting objectively and not discriminating against students with disabilities / special educational needs; due to the consideration of gender, religion, race, physical condition, family background, and socioeconomic status. In general, the common teachers in inclusive schools still tend to be objective and discriminatory in providing an opportunity to participate in learning for children with disabilities / special educational needs.
- d) The components of professional competence, among others: developing learning materials of teaching creatively; developing professionalism in a sustainable manner by taking reflective actions; and utilizing information and communication technologies to communicate and develop themselves in the learning of students with disabilities / special educational needs. In general, the common teachers or regular teachers are lack of developing the teaching and learning materials creatively in inclusive schools which are suitable to the conditions and needs of children with disabilities / special educational needs. In general, the common teachers or regular teachers in inclusive schools are lack of professionalism developments in a sustainable manner by taking

action in a reflective learning of all students, including children with disabilities / special educational needs. The existence of children with disabilities / special educational needs in the class is still inclined as an additional burden or problem; not as a challenge or enrichment; they are still reluctant to take action reflectively. In general, the common teachers in inclusive schools have not utilized the advantage of information and communication technologies yet to communicate and develop themselves in the learning of students with disabilities / special educational needs.

Rudiyati (2011) also mentions the various problems faced by inclusive schools in the repair and improvement of teacher competence. Those problems include:

- a) The dense school schedule making it difficult for the regular teachers leave school to take part in the repair and improvement of teacher competence in inclusive school.
- b) The low interest of regular teachers in developing professionalism in a sustainable manner by taking action in a reflective learning of children with disabilities / special educational needs.
- c) There are many regular teachers feel the presence of children with disabilities / special educational needs in the class as an additional burden or problem; not as a challenge or enrichment; they are still reluctant to take action reflectively;

c. Infrastructure

Infrastructures of inclusive schools in Indonesia have been inadequate, to implement inclusive schools need to examine things as follows:

1) Flexible or Adaptive Curriculum

Curriculum imposed in inclusive schools is not in line with the conditions and needs of children with disabilities,

regular teachers are reluctant to learn through collaboration with colleagues teachers / special teachers continually in doing the learning of children with disabilities / special needs and these teachers in inclusive schools are lack of utilizing information and communication technologies to communicate and develop themselves in the learning of students with disabilities / special educational needs. In addition, the guidance of teachers from the government is still not effective to support the needs of teachers of inclusive schools.

2) Adequate Means:

In general, media, resources and tools that support the occurrence of children with disabilities / special educational needs is still inadequate. For example: textbooks in the form of Braille and talking-books for blind children; as well as special equipment in accordance with the conditions and needs of children are still rare in inclusive schools. In general, the accessible school environment is still inadequate, both schools buildings, roads leading to the school is difficult to access, as well as other facilities in accordance with the conditions and needs of children with disabilities / special educational needs.

d. Teaching and learning process

Most regular or general teachers implement learning strategies which are not much different from the children's learning in general in inclusive schools; they pay less attention to the limitations and needs of students with disabilities / special educational needs. The limitations in receiving information or visual and audio as well as the need for information that can be accessed by non-visual and non-audio as a compensation for loss of function or a visual and auditory function; have not been adequately addressed. Most regular or general teachers used learning methodology to children with disabilities / special educational needs in inclusive classes with the same steps as children in general or duplication. The teachers in inclusive classrooms rarely used modified steps in teaching.

The use of media, sources and equipment used by teachers in learning for children with disabilities / special educational needs in inclusive schools is considered important. In fact, most teachers are reluctant to use the media, sources and special equipment that can be used at a time of learning in accordance with the needs and conditions of blind children. In addition, teachers are still lacking to utilize the presence of special education teachers to jointly provide the media, sources and special equipment that can be used at a time of learning in accordance with the needs and conditions of blind children.

In general, the steps undertaken by the regular or common teachers in children's learning disabilities / special educational needs in inclusive schools are still the same as learning steps of other children. It is paramount to develop the specific steps conducted by teachers in teaching children disabilities / special educational needs. The barriers faced by most regular or common teachers in blind children learning in an inclusive school is in explaining the lesson of teaching so that children with disabilities / special educational needs are better able to understand the subjects taught. The solution that has been adopted by most of the regular or general teachers to overcome the problems mentioned above is by providing accommodation of learning, utilizing peer tutor / classmates to help in explaining and rereading the material that has been presented by the teacher.

F. Main Determinants and Sustainability of Inclusive Education

In implementing inclusive education, all parties need to consider the main determinants and sustainability of inclusive education. Stubs (2002) describes these factors as follows:

1. The existence of a strong framework: Inclusive education needs to be supported by a framework of values, beliefs, principles, and indicators of success. It will evolve with implementation and does not have to be 'perfected' before. But if the parties involved have a conflict of values and the conflict is not resolved and unconscious,

then inclusive education will easily collapse.

2. Implementation is based on the local culture and context: inclusive education is not a blueprint. One major mistake is the assumption that the solution that is exported from a culture or context can solve the problems in the cultures or other contexts is completely different. Various experiences show that solutions must be developed locally by utilizing local resources; otherwise, the solution will be useless.

3. Sustainable participation and self-critical reflection: inclusive education will not succeed if it is only a dead structure. It is a dynamic process, and in order to continue well inclusive education, it is necessary to do the continuous participatory monitoring, involving all stakeholders in critical self-reflection.

G. State's Obligations on Education for Persons with Disabilities

States have an obligation and responsibility to education of persons with disabilities, one of which is inclusive education. Vernor Munoz (2007) in his special report on the United Nations (UN) on the right to education for persons with disabilities stated that human rights obligations place three main states of the right to education.

First, the state should not tarnish or hinder the success of the right to education. Second, the state must protect its citizens, against discrimination and provide equal educational rights of both men and women. Third, the state must take steps by maximizing the available resources with the aim at fulfilling the right to education as a whole.

At the central government level, responsibilities for education for persons with disabilities are at different institutions, such as social ministry or the ministry of health, and the ministry of education. In this case, the Ministry of Education is responsible for guaranteeing the right to inclusive education for all people including those with disabilities. UNICEF states that there are three main keys that support the social aspects in the implementation

of inclusive education, including the involvement of parents, communities and teachers or educators. They are all responsible for protecting and promoting the rights of inclusive education. In addition, appropriate government policies also support the implementation of inclusive education. The policy includes: recognizing inclusive education as a right of citizens; identifying minimum standards regarding the right to education for citizens; identifying minimum standards related to critical success factors of education; identifying the parties responsible for education; providing maximum resources, including funds and relief; and establishing a mechanism for monitoring and evaluation.

The major challenges to the implementation of inclusive education include: the persistence of negative attitudes and behaviors aimed at people with disabilities, lack of attention to the special needs of disabled women, lack of expertise among teachers and staffs, lack of accessibility of education, especially in schools buildings and the difficulty in reaching qualified learning materials, limited funds, and others.

H. Conclusion

Education is a right for all citizens including those with disabilities. Therefore, each state is responsible for the education of its citizens. Law No. 4 of 1997 Article 12 obligates public education institutions accept people with disabilities as students. An obligation like this is called a model of inclusive schools. The main purpose of inclusive school is to educate children with special needs due to disability in regular classes with other children, who are non-defective, the support according to their needs, at school in her neighborhood. Islam considers that there is a common thread ties or the intersection of inclusive education with Islamic teachings value that can be used as the basis of the importance of education for people including those with disabilities. The tangent point of which is education as a liability / rights, the principle of non-segregation, the holistic perspective of looking at learners and way of looking at the barriers that are more oriented to external

factors, especially the school environment.

There are several aspects to consider in implementing inclusive education, including students, teachers, facilities and infrastructure; teaching and learning process and evaluation of learning outcomes. In addition, countries also need to consider the main determinants and sustainability of inclusive education such as: the existence of a strong framework, implementation is based on the local culture and context, and continuous participation and critical self-reflection. Some recommendations that can be described include all parties including government, community and parents should actively participate and cooperate in implementing inclusive education in Indonesia, the government should make it easier for people with disabilities to enjoy and access inclusive education by providing inclusive schools throughout the area and the government should strive to improve the quality of inclusive education in Indonesia both in terms of students, teachers, facilities and infrastructure, teaching, learning and evaluation.

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