



## Community Communication in Realizing Inclusive Education for People with Disabilities: Description of UMJ Disabled Care Community

Dhiya Sausan<sup>1\*</sup>, Dian Fitriani<sup>2</sup>, Fadhilah Putri Gemala<sup>3</sup>, Nurannisa Sawitri<sup>4</sup>

Fakultas Ilmu Sosial Ilmu Politik, Universitas Muhammadiyah Jakarta

**Corresponding Author:** Dhiya Sausan [Dhiyasausan@gmail.com](mailto:Dhiyasausan@gmail.com)

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### ABSTRACT

Physical limitations are not one of the obstacles for people with disabilities in carrying out activities, but facilities and infrastructure that are important for their lives. The spirit embedded in continuing education forms a motivation in them to always try their best in seeking knowledge. Agencies or institutions that provide educational facilities for those with special needs generate attention and attract their own interest to people with disabilities. This study aims to see the support and obstacles felt by people with disabilities regarding campus life in inclusive education. Descriptive qualitative methods using interview, observation and field study techniques became the basis for the formation of this research. Inclusive education is one of the important means for people with disabilities in carrying out learning activities, the availability of various facilities makes them feel the same opportunities as other students. However, this research resulted in people with disabilities, especially the blind, still finding it difficult with the unavailability of guiding blocks in the campus area of the University of Muhammadiyah Jakarta, so they need friends or companions to access or visit every corner of the campus. In addition, increasingly advanced technology provides online learning. It is also a challenge for blind people with disabilities by relying on their hearing ability to absorb every knowledge provided. The needs for people with disabilities, especially the blind, are means of information, achievements in academic and non-academic and also companions. Then, in terms of inclusive education, students with disabilities and non-disabilities will build mutually beneficial relationships so that communication between them will be established by understanding each other and the form of inclusive education can be carried out in accordance with its goals

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## INTRODUCTION

Disability in Law of the Republic of Indonesia Number 8 of 2016 explains that disability is any person who experiences physical, intellectual, mental and/or sensory limitations for a long period of time who in interacting with the environment can experience obstacles and difficulties in participating fully and effectively with other citizens based on equal rights. Based on 2020 current data from the Central Bureau of Statistics (BPS), the number of people with disabilities in Indonesia reached 22.5 million or around five percent. Based on data from the Central Statistics Agency for 2022, Approximately 17 million disabled individuals are of working age. Merely 7.6 million people are employed, nevertheless. From the data above, it can be seen that only a few people with disabilities in their productive age work, meaning that only a few of them receive education at university. It is very unfortunate because disabilities receive little attention in accessing education and enjoying their rights as citizens. This can hinder the realization of equal rights and opportunities for people with disabilities towards a life that is prosperous, independent and without discrimination. Inclusive education is very necessary in the 2022 era where the world is full of developing technology but is difficult to access for some people, including people with disabilities. Government Regulation Number 70 of 2019 concerning Planning, Implementation and Evaluation of Respect and Fulfillment of the Rights of Persons with Disabilities, specifically regarding the article regarding the availability of National Data on Disabilities so that an important task that must be completed immediately is compiling integrated national data on persons with disabilities, which describes the entire population with various disabilities, and the characteristics of each disability.

In 2018, the Disabled Care Community, a community for students with disabilities, was officially established at UMJ as a forum for the development of students with disabilities. DCC has made many contributions both on and off campus. DCC administrators, members or volunteers provide assistance to prospective new students with disabilities in choosing a study program, carrying out the administrative process, and officially registering as students at UMJ.

This certainly attracts the author's attention to the strategies, patterns and management of community communication at one of Muhammadiyah's private campuses in Jakarta. This community, which focuses on providing facilities or activity units for students with disabilities, is none other than an effort to make a meaningful contribution by volunteers towards the noble goal of the campus to create a superior and inclusive campus, so that students with disabilities can actively participate in activities outside the classroom and also prevent attitudes discriminatory. This is a big step towards realizing a comfortable academic life for everyone.

Inclusive education itself is not easy to realize if there is no management. The aim of inclusive education itself, namely Inclusive Education, is to create an open education delivery system so that it can provide opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in one educational environment together with the students in general. Of course, inclusive

education is very much needed in the era of globalization where the development of information and horizontal diversity is a feature of the nation's progress. As a multicultural country that is friendly to differences, of course the concept of inclusive education is very appropriate and suitable to be applied in Indonesia. Inclusive education is also projected to be able to provide equal opportunities for every child to obtain the right to education regardless of the child's condition. This allows students with special needs to attend regular schools. So with the presence of a community that supports the implementation of inclusive university education, of course in this case communication management and relationship patterns are also very interesting for further research by the author.

## LITERATURE REVIEW

Inclusive education is an educational model that provides opportunities for students with special needs to learn with other students of the same age who do not have special needs. Inclusive education was born on the basis of the principle that school services should be intended for all students regardless of existing differences, whether students with special needs, social, emotional, cultural or linguistic differences (Leni, 2008: 202). The aim of establishing inclusive schools is to reduce the impact caused by exclusive attitudes. Inclusive schools also provide opportunities for children with special needs and disadvantages to receive education.

## METHODOLOGY

This research uses a qualitative methodological approach with descriptive research type, describing community communication strategies, especially the communication management of volunteers towards students with disabilities in order to optimize service provision. The descriptive qualitative method was also considered appropriate for describing the DCC (Disabled Care Community) community management pattern in operationalizing the disabled student service program. The object of this research is the DCC community as volunteers or community administrators.

In this qualitative method there are several methods including interviews, observation and field studies. Interviews are question and answer activities between researchers and informants/resources to obtain data and information. This technique is used if researchers want to ask informants about their experiences and opinions about something in depth. This technique is considered effective for reviewing how community communication management patterns and strategies match the views of ETS administrators or volunteers who are informants in this research.

Researchers can also conduct field studies and observations by visiting the DCC community activity center or DCC secretariat to observe further regarding the community communication management system through community files, digital records or community relations.

## RESULTS AND DISCUSSION

### Understanding Persons with Disabilities

Disabilities have several types of characteristics, including physical disabilities, mental/intellectual disabilities, and multiple disabilities. Physical disabilities can be categorized into four types: First, there are individuals with movement disorders resulting from congenital neuro-muscular and bone structure issues, illnesses, or accidents. This category includes conditions such as cerebral palsy, amputation, polio, and paralysis. Second, there are individuals with visual impairments, further divided into total blindness (blind) and low vision (limited visibility). Third, there are individuals with hearing impairments, which can be either permanent or non-permanent. Finally, there are individuals with speech impairments, experiencing difficulties in expressing ideas through verbal language (speaking). Individuals who are deaf or have speech impairments rely on verbal language for communication. Intellectual disability, often referred to as mental retardation, is a condition marked by substantial limitations in both intellectual functioning (overall mental capacity encompassing learning, reasoning, dressing, eating, communication, and problem-solving) and adaptive behavior, covering various social skills and day-to-day activities. This condition occurs before the age of 18 years.

According to the International Statistical Classification of Diseases and Related Health Problems (ICD-10), intellectual disability is a condition marked by arrested or incomplete mental development, primarily characterized by the presence of limitations (impairment) in skills during the developmental period. These limitations impact all levels of intelligence, including cognitive, language, motor, and social abilities. Intellectual disability can occur with or without other mental or physical disorders. The prevalence of other mental disorders is at least three to four higher in this population than in the general population. Disabled individuals are individuals who have a combination of disorders (either two types of disorders or more) which causes serious educational problems, so that they cannot only be treated with a special education program for one disorder, but must be approached with a variety of educational programs according to the disorder. Based on Article 4 of Republic of Indonesia Law No. 8 of 2016, it is explained that there are four categories of multiple disabilities, namely people with physical disabilities, people with intellectual disabilities, and people with mental disabilities.

### Communication of Persons with Disabilities Regarding Inclusive Education

People with disabilities at UMJ are very capable of inclusive education in higher education, especially at our beloved Muhammadiyah University, Jakarta, so we conducted interviews with respondents with people with disabilities from the DCC (disabled care community) organization. The first respondent was a person with a visual impairment, low vision, who is a student. Muhammadiyah University Jakarta and members of the DCC stated that one of the supports for inclusive education is technological developments followed by developments in human resources because it is a little difficult for blind people to access education online so they need the help of friends. "The problem that blind people often encounter is guiding blocks, so it is very difficult for blind people to access certain places on the Muhammadiyah University Jakarta campus." Respondents said

that from the start they were very interested in studying at a university, but because of costs and limited acceptance of students with disabilities, they sometimes lost interest but did not give up. Respondents received information that UMJ gave a 50% discount to people with disabilities if they studied there, but since they studied at UMJ, respondents have not received this promise at all. According to respondents, inclusive education is needed to make it easier for people with disabilities to receive education.

The second respondent, a blind person with low vision, is a student at the Muhammadiyah University of Jakarta and a member of the DCC, who said communication is the most important thing in education, communication with friends, lecturers and people around you when pursuing education is very necessary, this does not mean that technology is not important, but communication supports so that We with visual impairments do not miss out on information because information is not only available in technology but also in communication. "Communicating with peers is fun but it is not easy for people with disabilities because there is a lack of self-confidence and a lack of feeling of blending in with others." According to respondents, inclusive education is really needed because people with disabilities need education to adapt to non-disabled people in general.

The third respondent is a person with a total visual impairment (blind) who is a student at the Muhammadiyah University of Jakarta and a member of Sp. the DCC, stating "for the visually impaired, accessing education in the academic field using a laptop with a screen reader, cellphone, and the modules that have been provided is very helpful while educated. When communicating, of course, there are many obstacles that disabled people experience when communicating with non-disabled people, one of which is when there is a feeling of wanting to join them, but the non-disabled people also feel reluctant to make jokes, and on the other hand, those with disabilities are also confused about what to do, this is an example of a blind disability. Respondents felt that there was a lack of sensitivity to the surrounding environment, because there was a lack of education about disabilities and that inclusive education was really needed so that everyone from all walks of life could still study. and the absence of discrimination.

### **Optimizing Inclusive Education at Muhammadiyah University Jakarta**

There are several support systems needed to facilitate the inclusive education learning model (Rusyani, 2009), namely: First, a friendly school (welcoming school) and friendly teachers (welcoming teachers). A university that prioritizes the well-being and optimal development of every student creates a conducive and open environment where all individuals have the right to learn and unfold their full potential. It becomes "friendly" if the involvement and participation of all parties in learning is created naturally and well. In addition to being a location where students learn, universities also allow teachers to learn from the diversity of their student body. Creating a welcoming atmosphere for both teachers and students within the classroom entails, meaning: (1) Students and teachers learn together as a learning community, (2) Positioning students at the core of the learning process, (3) Promoting active engagement of students in

the learning experience, and (4) Cultivating educators' dedication to delivering optimal educational services.

Additionally, educators in inclusive education are required to possess the following competencies: (1) Comprehend the vision, mission, and objectives of inclusive education, (2) Demonstrate proficiency in recognizing student characteristics, (3) Exhibit proficiency in conducting assessments, diagnoses, and evaluations within the realm of education and teaching, (4) Possess an understanding of and mastery in the content of instructional materials, coupled with adeptness in teaching practices, (5) Demonstrate proficiency in planning and overseeing learning activities, (6) Exhibit skill in managing student behavior and fostering positive social interactions, and (7) Display capability in engaging in communication and collaborative partnerships (UNESCO, 2004).

Second, the Resources Center. Learning services in universities and teachers will run more smoothly if they are supported by a resource center that can help provide technical assistance for inclusive education. The resource center is responsible for supplying professional special needs education teachers, referred to as visiting teachers. These visiting teachers are tasked with aiding university educators in conducting assessments, developing learning strategies, and delivering educational services to students with special needs. Additionally, the resource center is charged with supplying the necessary learning tools and media required by students with special needs.

Third, infrastructure; Inclusive education facilities and infrastructure are hardware and software used to support the successful implementation of inclusive education in certain educational units. In essence, all educational facilities and infrastructure in a particular educational unit can be used in providing inclusive education, but to optimize the learning process, it needs to be equipped with accessibility for the smooth mobilization of students with disabilities.

Fourth, support from parents and society; Parental support and collaboration with universities are very necessary in serving the learning needs of students at school in an effort to optimize children's potential. Effective cooperation between parents and teachers can yield optimal solutions for addressing the educational requirements of university students (Kremer, 1991). Significant parental engagement in their children's education within the school context is crucial for collaborative discussions in reaching resolutions concerning children's academic endeavors, whether at the university or at home. Apart from parents, important figures who influence the development of students with disabilities are the surrounding community. Acceptance and support from the surrounding community will influence the learning attitudes and motivation of students with disabilities and encourage the development of students with disabilities as much as possible.

## CONCLUSIONS AND RECOMMENDATIONS

Inclusive education is really needed for students with disabilities, at Muhammadiyah University Jakarta there are predominantly blind people so that the inclusive education needed includes information technology, companions, open access both academically and non-academically. It is not only people with disabilities who get good effects from inclusive education, but non-disabled students also benefit from the openness of education on campus.

## FURTHER STUDY

This research still has limitations, so it is necessary to carry out further research related to the topic of Community Communication In Realizing Inclusive Education For People With Disabilities: Description Of Umj Disabled Care Community in order to improve this research and add insight to readers.

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