

Research Article

Policy Analysis of Inclusive-Based Education: Case Study of UIN Sunan Kalijaga

Luthfi Nurul Huda¹, Linda², Muhammad Syihabuddin³

1. UIN Sunan Kalijaga Yogyakarta, luthfinurulhuda@gmail.com,
2. UIN Sunan Kalijaga Yogyakarta, lyndhalovefamily@gmail.com
3. UIN Maulana Malik Ibrahim Malang, syihabzenn@gmail.com

Copyright © 2024 by Authors, Published by Risalah: Jurnal Pendidikan dan Studi Islam. This is an open access article under the CC BY License (<https://creativecommons.org/licenses/by-sa/4.0>).

Received : October 5, 2024
Accepted : December 1, 2024

Revised : November 18, 2024
Available online : December 9, 2024

How to Cite: Luthfi Nurul Huda, Luthfi, Linda, and Muhammad Syihabuddin. n.d. "Policy Analysis of Inclusive-Based Education: Case Study of UIN Sunan Kalijaga". *Risalah, Jurnal Pendidikan Dan Studi Islam*. Accessed December 16, 2024. https://jurnal.faiunwir.ac.id/index.php/Jurnal_Risalah/article/view/1228.

Abstract: As we know, education is an essential thing for every nation, one of which is the Indonesian state, because education is an important factor in the progress or retreat of a nation. The more optimal and integrated the education system, the more advanced the nation. According to Sutrisno, in a lecture on the subject of Islamic Education Policy and Leadership in Indonesia, "education is essentially educating, which means not only teaching knowledge to students, but a teacher must be a figure like a parent, namely being an example, guiding, and directing to the path of truth." In carrying out its application, not all students have normal conditions because it is estimated that around 10% of children in the world have special needs. Over time, the number of children with special needs in Indonesia has increased, even though it has not become a constant thing. In reality, the implementation of inclusive-based education policies is still estimated to be less than optimal because there is no policy in an educational institution if there is already an institution that implements the policy but it is still not optimal in its implementation. The key to success in the implementation of inclusive education depends on integration and cooperation between the state, teachers or lecturers, parents, or students. Not a few of the educational institutions at the university level are developing an inclusive education system, but one of the research subjects that the author studied is at UIN Sunan Kalijaga, because inclusive education in the institution is one of the three core values in developing the education system and is a pioneer of inclusive Islamic religious universities.

Keywords: Education, Inclusive, Policy.

Abstrak: Sebagaimana kita ketahui, bahwasannya pendidikan merupakan suatu hal yang esensial bagi setiap bangsa, salah satunya negara Indonesia, karena dengan adanya pendidikan, menjadikan faktor penting maju atau mundurnya suatu bangsa, semakin optimal dan terintegrasinya sistem pendidikan maka semakin majulah bangsa tersebut. Menurut Sutrisno dalam perkuliahan mata pelajaran Kebijakan dan Kepemimpinan Pendidikan Islam di Indonesia, mengemukakan bahwasannya “ pendidikan hakikatnya yaitu mendidik yang bermakna tidak hanya mengajarkan ilmu pengetahuan kepada peserta didik, akan tetapi seorang guru harus menjadi sosok seperti orang tua, yaitu menjadi contoh, membimbing, dan mengarahkan ke jalan kebenaran”. Dalam menjalankan pengaplikasiannya, maka tidak semua peserta didik memiliki kondisi yang normal, karena diperkirakan bahwa sekitar 10% anak di dunia merupakan anak berkebutuhan khusus. Seiring berjalannya waktu jumlah anak yang berkebutuhan khusus di Indonesia semakin bertambah banyak walaupun belum menjadi suatu hal yang konstan. Penerapan kebijakan pendidikan berbasis inklusif secara realitas yang ada masih diperkirakan kurang optimal, karena belum adanya kebijakan pada suatu instansi pendidikan, jika sudah ada suatu instansi yang melaksanakan kebijakan tersebut akan tetapi masih kurang optimal dalam penerapannya, karena kunci keberhasilan terhadap pelaksanaan pendidikan inklusif ini tergantung dari kerjasama integrasi antara negara, guru atau dosen, orang tua, maupun mahasiswa atau peserta didik. Tidak sedikit dari lembaga pendidikan di tingkat perguruan tinggi yang mengembangkan sistem pendidikan inklusif, namun salah satu subjek penelitian yang penulis kaji yaitu di UIN Sunan Kalijaga, karena pendidikan inklusif di Instansi tersebut merupakan salah satu dari tiga nilai dasar (core value) dalam mengembangkan sistem pendidikan, dan menjadi pionir perguruan tinggi agama Islam yang inklusif

Kata Kunci : Pendidikan, Inklusif, Kebijakan

INTRODUCTION

Man is a social being; in Islam, man was created by god (Allah SWT) to be a perfect being compared to other created beings, who were assigned as caliph fil al-ardh. As social creatures, humans cannot be separated from the interaction between humans and each other. As we know, the Prophet Adam (AS) and Eve were the first pair of humans created by God (Allah SWT), who became the forerunner of the growth of the earth's population to date. With the diversity that exists, outwardly no human being is the same as a whole, although twins must have differences. The majority of humans are born normally, but on the contrary, not a few of them are born less normally; this is what we can call humans with special needs.

Special illness is a general term used for a variety of diagnoses, such as a child who may have developmental delays, both physically and mentally. In biology, a child with special needs is not a little caused by the lack or excess chromosomes he has. Even in the world of education, not a few of those with special needs get proper education as usual; with these conditions, they sometimes get education and are even treated marginally. To answer these problems, an inclusive-based education system was created. Inclusive education is a management or system that provides education by providing services and educational opportunities for all children, both normal children and those with special needs, by carrying out the education process within the same scope. This is because in the 1945 Constitution, Article 32 paragraph (1) affirms that "every citizen has the right to education."

In the 1945 Constitution, Article 32 paragraph (2) also affirms that "every citizen has the right and obligation to attend basic education, and the government is obliged to finance it." Law Number 20 of 2003 concerning the national education

system, Article 5 paragraph (1), affirms that "every citizen has the same right to obtain quality education." This law is the basis for the birth of an inclusive-based education system. The learning process in inclusive education has several considerations for learning aspects that are adjusted to the learning characteristics of students. Some of these characteristics are for those who have physical, mental, emotional, social, and/or special intelligence and/or talent potential and need to get educational services that are in accordance with their needs and human rights. Special education for students who have disabilities and/or students who have potential intelligence and/or special talents can be held inclusively (Ministry of Education and Culture, 2009).

RESEARCH METHODS

This research uses a qualitative approach with critical pedagogical methods as an educational and learning theory that is constructed to build critical awareness related to social inequality. The main purpose of this critical pedagogical theory is to expose and refute the development of educational institutions in light of differences in cultural and political life. Critical pedagogy can be interpreted as critical education, namely education that always questions and criticizes education itself in fundamental matters about education, both at the philosophical level and in theory, systems, policies, and implementation. Therefore, according to researchers, the critical pedagogical method is the right method to analyze the inclusive education policy system with a case study at UIN Sunan Kalijaga. Data collection in this study used purposive sampling techniques.

RESULTS AND DISCUSSION

History and Essence of Inclusive Education System at UIN Sunan Kalijaga Before the term inclusive appeared, in the western world historically, it was still called extraordinary education (PLB). This extraordinary education in the world was introduced by Jean-Marc Gaspard Itard in 1775–1838 by providing lessons to children with special needs. In 1812–1880, Edouard Segun developed a learning program using sensory and motor activities for learning. Then came the scientists who developed PLB, namely: Jacob Rodrigues, Phillppe Pinel, Thomas Gallaudet, Samuel Gridley Howe, Dorothea Lynde Dix Lois Braille, Francis Galton, Alfred Binet, Maria Montessorri, and Lewis Terman. In Islam, this inclusive term has been proclaimed since the time of the Prophet SAW, which is narrated in the Qur'an Surat Abasa verses 1–11.

Then, the history of extraordinary education (PLB) in Indonesia was motivated by the influence of the Dutch, who introduced the education system with a western orientation. In Indonesia, the practice of providing education for children with special needs since 1901 has been organized by social community institutions (NGOs) and religious groups by establishing special schools only for the blind; in 1927, extraordinary education increased the scope of students who experienced intellectual disabilities; and in 1930, a deaf educational institution was established in Bandung. Then, special education in Indonesia is getting faster. Until finally, extraordinary schools were formed, which were grouped according to their

respective categories. SLB A (real-life son) SLB B (anak tunarungu) SLB C (anak tunagrahita) SLB D (anak tunadaksa) SLB E (anak tunalaras) SLB Autis SLB G (children with multiple disabilities) After Indonesia proclaimed its independence, the government specifically made education laws, one of which is education for children with special needs or physical disabilities, as in Article 6 Paragraph 2 of the constitution: "Special education and teaching must be provided to those with special needs."

In the mid-1980s, the Helen Keller Foundation International (HKI) sponsored the establishment of mainstreaming schools, especially for blind children, in cooperation with the government. The underlying philosophy is to bring children with disabilities closer to the real world, namely society at large. A fundamental change in the world of extraordinary education on an international scale radically occurred in the early 1990s, with the birth of an inclusive paradigm full of humanistic content and the enforcement of human rights (HAM). Core to the inclusive paradigm is the delivery of educational services in diversity. Meijer et al. (1997) stated that inclusive education is the emphasis on an education system that is able to accommodate as wide a diverse community as possible by providing different educational services. In Indonesia, since the late 1990s, extraordinary education professionals have begun to talk about inclusive education in the form of discussion seminars, panels, and the like.

The Directorate of Special Education and Special Services (PKLK) has since 2012 carried out a national movement for inclusive education, with the aim that all government institutions and communities recognize, understand, and implement inclusive education. Form With the independence of the Indonesian state on August 17, 1945, education began to rise in Indonesia with the establishment of educational institutions starting from the kindergarten level, to state universities, both in general and religious, such as on August 24, 1960 the first State Islamic College (PTAIN) was inaugurated, namely IAIN Sunan Kalijaga, then on October 14, 2004, IAIN Sunan Kalijaga transformed into Sunan Kalijaga State Islamic University (UIN) When Sunan Kalijaga State Islamic University (UIN) was still an IAIN, the religious education system was still carried out like other religious institutions in general, then there were three Sunan Kalijaga UIN lecturers (Rofah, Muhrisun, Andayani) who were studying S2 at McGill University, Montreal Kanda, they studied the education system there, that, the education system there was experiencing rapid progress, therefore these three lecturers Taking the initiative after graduating to implement an inclusive-based education system, the education system is an education system innovation that provides wider space for people with disabilities and people with special needs by establishing the Center for Disability Studies and Services (PSLD), then on May 2, 2007 the institution was established which is shaded by UIN Sunan Kalijaga, and was the first institution to implement an inclusive education system in higher education Islam. Implementation of Inclusive Education Policy Inclusive comes from the equivalent of the English word, Inclusion, which means to invite entry or participation, while according to KBBI, inclusive is included or counted.

So according to the author, it can be understood that inclusive education is an open education system that embraces various backgrounds without discriminating against or even marginalizing a group or individual in the learning process, both inside and outside the educational environment (campus). The inclusive-based education system program is a new thing for Islamic higher education institutions by implementing togetherness between students with special needs and normal students without discriminating between the two and providing services, facilities, and education according to their needs. With this system, it is expected to have a constructive and effective positive impact in order to integrate them harmoniously, both within the scope of higher education institutions and outside. As we know, both male and female students receiving campus college education certainly have different educational backgrounds and personalities. With this plurality, it is possible that there are some students who have difficulty interacting socially in the campus environment, one of which is for those who experience special needs conditions.

With this inclusive-based education system, it provides learning facilities for students with special needs to develop their potential and learn to understand normal students, and vice versa, even normal students can accept the existence of and understand students with special needs. Actually, this social interaction does not only occur on campus but can continue outside the campus realm, such as doing tasks together in cafes, gathering at home, boarding, or the like, and recreation together, some even up to the marriage level. Inclusive education is a solution for students with special needs so as not to experience psychological pressure caused by the conditions they experience, so that they can raise and improve their degrees (students with special needs), that they are well accepted and not marginalized because of the conditions they experience, and that it becomes a motivation for them to provide learning space, creativity, and develop all the potential that exists in each individual. Before transforming into UIN, even before the establishment of the Center for Disability Studies and Services (PSDL), IAIN Sunan Kalijaga became one of the inclusive universities that was a pioneer of Islamic universities in developing an inclusive education system. As according to sutrisno "Actually in the 70-80s when IAIN had not yet transformed into UIN Sunan Kalijaga, the education system at UIN Sunan Kalijaga collaborated with IKIP or the Institute of Teacher Training and Education which was a higher education institution before transforming into UNY (Yogyakarta State University).

Then in 1996 which opened a special program for prospective teachers in extraordinary schools (LB) who already had good teaching, then continued their scientific maturation by studying at the Tarbiyah faculty of UIN Sunan Kalijaga " Since the year of the establishment of IKIP in 1964, there have been students with disabilities who provide special services during student admissions (SIPENMARU). Currently, UNY has graduated many students with disabilities in S1 and S2 and has been absorbed as a workforce for both civil servants and non-civil servants, but this policy is not written. UNY has a Department of Special Education that studies special education. In addition, there is an extraordinary educational study inherent in the Center for Education Studies at the Research Institute (1990-2000), where

activities are conducted in collaboration with the DIY Regional Government, and there is a disability study center under LPPM until 2018. The form of collaboration carried out by IAIN and IKIP at that time was by forming a special class called PGALD (Islamic teacher education is extraordinary) to produce teachers who teach and educate in extraordinary institutions. To implement the knowledge obtained from this program, UIN Sunan Kalijaga collaborated with MAN 2 Sleman, becoming one of the schools in Yogyakarta province that held an inclusive education system.

The urgency of this inclusive education, MAN 2 Sleman, also has a motto: *Intan Berlian* (inclusive, leading, character, and environmentally friendly). Inclusiveness is the first value echoed by this MAN, which is inclusive, which is applied by forming institutions similar to UIN but with different names, called ULD (Disability Service Unit). According to Amin who is one of the ULD facilitators said: "For cooperation between PLD institutions and ULD, this is only in the form of support from PLD, if MAN needs advice or speakers, or from MAN itself often visits if children with disabilities want to enter UIN, and in MAN itself it is new to intense cooperation between ULD and PLD because there are UIN graduates who enter ULD staff, and propose cooperation with PLD In the journal of Islamic education, an article written by Akhmad Soleh entitled "Yogyakarta State University Policy Towards People with Disabilities" describes, there are at least 4 universities in Yogyakarta that carry out inclusive education, namely: Indonesian Institute of Arts (ISI), Gadjah Mada University (UGM), Yogyakarta State University (UNY), Sunan Kalijaga State Islamic University (UIN SUKA) UIN Sunan Kalijaga Yogyakarta as an inclusive university Provide various facilities and services for students with disabilities, namely:

1. Disability Study and Service Center with Multimedia Facilities for the Blind
2. Multimedia library for students with visual disabilities (available in blind-corner),
3. Braille Qur'an (30 juz)
4. Lecturers who are sensitive to the special needs of students with disabilities:
 - a. More communicative and b. More proactive (affirmative action)
5. buildings and spaces that are constantly sought to be easily accessible
6. Technical issues related to services to people with disabilities are regulated separately by their respective faculties/units.

Impact of Inclusive Education Policy at UIN Sunan Kalijaga UIN Sunan Kalijaga has three basic foundations or core values in developing its education system: Integration and Interconnection, which is a system that combines science with one another, Dedication and Innovation, namely being dedicative, pro quality, working creatively, smartly, and innovatively Inclusive-Continuous Improvement, which is open, accountable, and committed to change and sustainable.

Because inclusiveness is one of the basic values at UIN Sunan Kalijaga, the university's response to students with disabilities (special needs) is optimally applied, one of which is that there are several study programs that apply inclusive education courses as compulsory subjects in the independent curriculum. Among the study programs that include disability issues and inclusive education at UIN Sunan Kalijaga are the Mathematics Education Study Program, Physics Education,

Chemistry Education, Biology Education, Social Welfare Sciences, by including disability issues in the Social Work and Disability course. Then in the Sociology of Religion Study Program, applying the Sociology of Disability course. Of course, we can also find similar things in the Faculty of Tarbiyah and Teacher Training, namely: Islamic Religious Education study programs, Madrasah Ibtidaiyah Teacher Education, and Early Childhood Islamic Education.

Then at the master education level (S₂) the Interdisciplinary Islamic Studies study program also applies courses on Micro and Macro Inclusive Education Policy Analysis. PSD (Center for Disability Services Studies) which transformed into PLD (Center for Disability Services) is an institution that processes at UIN Sunan Kalijaga in the humanitarian field that facilitates students with disabilities (special needs) in developing individual potential, both academically and non-academically, this is as stated by one of the PLD members and volunteers named Elo Khoirunnisa: "I joined this PLD for humanitarian reasons, there is a sense to help friends who want to need help (Special Needs / Disability)" In participating in learning activities in PLD, members are not limited to participating in all activities from all existing divisions, if the individual is able, then they can follow the entire learning process of each division. With the existence of this PLD institution, it has a positive impact on the inclusive education system at UIN Sunan Kalijaga, this is as the researcher interviewed one of the PLD administrators who became the division chair who was the resource person for this research. "There are many positive impacts, such as improving the curriculum for disabled friends, whose system is so that children with special needs can follow, development, improving the skills of disabled friends that are expected after graduation can benefit the community."

Then several investors who cooperate with Europe, disbursement of funds and facilities, then cooperate with POLRES, ASTRA to provide scholarships. Not all disabled students get scholarships, for those who get scholarships for disabled students who cannot afford it. Students with disabilities can get scholarships, alumni can work like people in general. Then students with special needs also currently have a special empowerment institution called the NGO SIGAP, an institution engaged in disability empowerment and SABDA is a legal institution to protect students with disabilities. To succeed this inclusive-based education system, PLD has not only nine divisions, but PLD has a special room for blind students located on the 1st floor of the library, named the "Disability Corner" room, as Faturrahman Zakaria Abdilah (PLD Student) explained, "Disability Corner is one of the sub of PLD, the first floor library service is more specialized in handling PLD students, there are computers that are more used by blind students" If the researcher analyzes critically, that although this Disability Service Center (PLD) is a newly established institution, its contribution to the development of inclusive-based education has run optimally, although there will certainly be shortcomings, as the same resource person named Fathurrahman as the PLD administrator who is the Coordinator of the 2020-2022 Cue Team.

"What is not optimal for friends who wheelchairs are experiencing difficulties is that there is no elevator available, but it can still be attempted by placing classes on the first floor, lecturers and students follow the wishes of students with

disabilities, then what is not at all: the infrastructure of the tool is still simple, if there is but still a little, which freeze there is a special car for friends pld, Then the number of sign language interpreters is still not much compared to the number of events that require sign language interpreters. Then for the negative impact until now there has not been" Volunteer In KKBI, which is a non-standard form of the word that is based on volunteers, which means people who do something voluntarily (not because they are forced or obliged), PLD also has volunteers to accompany students with special needs when they need help, both in scope and outside campus.

In its implementation, they (PLD volunteers) have so far helped to succeed the inclusive education system at UIN Sunan Kalijaga by assisting students with special needs both in doing assignments and exams, but there are still shortcomings in terms of professionalism, because in one context, these volunteers are appointed by the PLD management to accompany students with special needs but not be a solution, as experienced by Faturahman Zakaria Abdillah, one of the The following 8 th semester students of the Arabic Literature Study Program: "Volunteering is based on who is ready, sometimes it is not a good thing, if the conditional volunteer is when there is a need for college exams but volunteers or volunteers are not compatible, so that it is not a solution even though volunteers are voluntary, if it can be totality and professional volunteers, in the sense of adjusting to the needs of students with disabilities" So if the author analyzes critically, then all disability facilities in the form of wheelchairs, disabled corners, braille Qur'an, and others, but it is still not optimal for the loyalty of the staff, especially to volunteers who are objective in helping students with disabilities. According to the author, the underlying lack of loyalty to the disabled students is the lack of education, guidance, existence and appreciation from the agency, as well as PLD staff for the performance of volunteers.

With the nine divisions in the Disability Service Center (PLD), it is hoped that it can succeed the inclusive education program at Sunan Kalijaga UIN, but in its application there is still a shortcoming, namely the signal division, even though the division has an active learning schedule, as the results of an interview with one of PLD's active members in the field of signals named Elo Khoirunnisa " There are several classes, intensive 1 week 4x, ordinary class 1 week 2 times, the intensive class is taken from the elementary class observed by seniors who are efficient in capturing the material, after several months of entering the intensive class, there are observations from pld staff, and the training is free " The cause of the lack of effectiveness of the division is due to the lack of participatory participation of PLD members, especially for members of the signal division to follow existing learning activities, so according to Fathurrahman "There are actually many sign language interpreter services out there, but PLD has not been able to produce many sign language experts" Then the obstacle of the Disability Service Center (PLD) in general is the lack of loyalty from every student companion or volunteer in helping students with special needs (Disability), as according to Elo Khoirunnisa "The lack of consistency in the schedule, the service of the companions is still lacking, if I can do a lot when I am in residence to accompany PLD. According to the researcher, in its application, although PLD has helped students with special needs get the same

rights as non-special needs students, there is still partialization because each student with special needs also has a different background, such as being blind, deaf, speech-impaired, and so on.

So PLD members or student volunteers with special needs are considered to be less balanced with the assistance provided to PLD students. As Faturrahman Zakaria Abdilah (PLD student) argues, "Actually, I myself don't have too much benefit because I am visually impaired, so interaction with companions is rare, in contrast to the deaf ones they often, even every day." Inclusive education does not only come from educational institutions but actually starts from inclusive education in the practice family, where parents and other family members have the same opportunity to develop their potential according to the wishes of each individual. Strengthening family relationships and inclusive families can contribute to improving the self-development of a child, even when it is outside the scope of the family.

In the long term, this will have a positive impact on the mindset and growth of the child, which makes him an independent person. One effective way is when children with special needs are face-to-face with their parents. This is an important activity that is useful in implementing family inclusive education, but family inclusion is much broader than this. Family inclusion is achieved through active involvement of families in decision-making about their children, transparent communication between families, and the proper and correct provision of rights and obligations between parents and children. To achieve this goal of inclusive education, UIN Sunan Kalijaga formed an institution that facilitates students with special needs with the same rights as normal students in general without having to be marginalized. The institution is called the Center for Difiable Studies and Services (PSLD), which is now transformed into a Difiable Service Center (PLD), dividing tasks by forming 9 divisions: Mentoring Division. Mentoring is a program that must be followed by volunteers. Every volunteer who registers at PLD is required to take lecture assistance for friends with disabilities for at least 2 credits (1 course).

Second is the Cue Division, which provides services to students who are deaf (unable to hear). Volunteers affiliated with sign training will be given access to learn sign language with facilitators from the Monthly Coffeability Division. Monthly Coffeability is a monthly discussion related to disability issues held once a month by PLD. Media Division. This division is in charge of managing PLD's social media. Gita Difana Division. Gita Divana is an inclusive choral program that combines voice with sign language. E-literacy division. This division has a plan to support the various needs of blind students with disabilities at UIN Sunan Kalijaga to access books or the like, such as scanning lecture materials and providing Jaws training for blind students with disabilities. This division carries out programs related to religious materials for Deaf students, which are carried out once a month. Futsal Division. Which is the only division engaged in sports. This division aims to strengthen the relationship between volunteers and people with disabilities through sports. Acoustic Division. This division is a forum for students with disabilities at UIN Sunan Kalijaga who have talent and an interest in music. This division combines various talents, both from students with visual disabilities who are proficient in using the piano, ukulele, cajon, bass, violin, and others.

CONCLUSION

Education is an essential thing for every nation, one of which is Indonesia, because education is an important factor in the progress or retreat of a nation. The more optimal and integrated the education system, the more advanced the nation. As data from the Central Statistics Agency states, the Indonesian state in 2020 is 1.25%, then in 2021 it is 1.22%, and finally in 2022 it is 1.17. Of these, there are children born with disadvantages or advantages compared to children in general, so we can call them children with special needs. They also experience an increase along with the growth of the population rate. With so many children with special needs, an inclusive-based education system was born, which is a new paradigm in the world of education. Inclusive education is an education system that involves students with special needs learning together with normal students in the same scope. There are at least 4 universities in Yogyakarta that run inclusive education, namely: the Indonesian Institute of Arts (ISI), Gadjah Mada University (UGM), Yogyakarta State University (UNY), and Sunan Kalijaga State Islamic University (UIN SUKA). UIN Sunan Kalijaga is one of the pioneers of the inclusive education system of state Islamic religious universities. The education system developed by UIN Sunan Kalijaga is through an institution called PLD (Disability Service Center), which was established on May 2, 2007.

To succeed in this inclusive education system, it divides its main tasks and functions (TUPOKSI) into nine divisions, namely: the mentoring division, cue, monthly caffeine, media, gita difana, e-literacy, religious, futsal, and acoustics. In undergoing the process of developing an inclusive education system, PLD is still experiencing several obstacles, such as limited funds and supporting facilities for students with special needs, but from various sources that the author gets, PLD as an institution providing an inclusive education system has been running optimally by providing scholarships for students with special needs who are less fortunate. Students with special needs also have a legal protection institution, if at some point in the future there is one student with special needs who has problems with the legal process, and other things that support students with special needs in carrying out education. If the author analyzes critically, then all disability facilities in the Disability Center Service are in the form of wheelchairs, disabled corners, braille Qur'an, and others. In practice, it is still ineffective. This is due to the lack of loyalty of the staff, especially to volunteers who are objective in helping students with disabilities. And what underlies the lack of loyalty to the disabled students, due to the lack of education, guidance, existence, and appreciation from the agency, as well as PLD staff, to volunteers and students with special needs?

BIBLIOGRAPHY

- Budiyanto. (2007). Pengantar Pendidikan Inklusif Berbasis Budaya Lokal: PRENADAMEDIA GROUP
- Farhan Alfikri, DKK. (2022). ANALISIS KEBIJAKAN PENDIDIKAN INKLUSIF: Syntax Literate

- Kate Davie. DKK. (2023). Family inclusion in child protection: Knowledge, power and resistance: ELSEVIER Journal, Children and Youth Services Review, Science Direct
- Liana Aisyah, Arif Maftuhin. (2019). KONTRIBUSI UIN SUNAN KALIJAGA YOGYAKARTA DALAM STUDI DISABILITAS DI INDONESIA. PANANGKARAN, Jurnal Penelitian Agama dan Masyarakat, Volume 3, Nomor 1.
- Muhamad Romadhon, DKK. (2021). Kebijakan Pendidikan Inklusif Sebuah Solusi di Sekolah Dasar: Jurnal Elementaria Edukasia
- Pilipus M. Kopeuw. (2021). Pedagogi Kritis : Sejarah, Perkembangan, dan Pemikiran. Tim Penyusun Direktorat Sekolah Dasar. (2021). Buku Saku Penyelenggaraan Pendidikan Inklusif di Sekolah Dasar : Direktorat Sekolah Dasar, Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
- Fathurahman, PLD Management Interview, offline on 29-03-2023
<http://pld.uin-suka.ac.id/p/sejarah.html>, accessed 02:26, 31-03-23
<http://pld.uin-suka.ac.id/2021/02/pengenalan-divisi-kepada-relawan-pld.html?showComment=1661913422153>. accessed 01:05, 31-03-23
- Elo Khoirunnisa. PLD Member/Volunteer Interview. Online 06-04-2023
- Faturrahman Zakaria Abdillah, Interview of PLD / Special Needs Students. Online on 07-04-2023
<https://www.uny.ac.id/id/berita/filsafat-dan-akar-teori-pedagogi-kritis>, accessed 23:40, 07-04-23.
<https://meenta.net/sejarah-plb/>, accessed 8:55 PM May 8, 2023
- Arina Alfiani & Sulaiman. (2022). Hak-Hak Kaum Difabel Dalam al-Qur'an (Meneladani Kisah Pada QS 'Abasa (80)1-10). Jurnal Studi Islam, Vol. 7, No. 2.
<https://katadata.co.id/agung/berita/6245f02c37198/pengertian-sikap-inklusif-dan-contohnya-di-kehidupan-sehari-hari>, diakses pada 22.15, 12-05-2023
- KBBI Online, accessed at 22.25, 12-05-2023
- Sutrisno, "PAI Master Lecture on Policy and Islamic Education Leadership in Indonesia", on May 12, 2023
<https://www.uny.ac.id/id/berita/sharing-knowledge-layanan-disabilitas-uny-dengan-uin-maulana-malik-ibrahim-malang>, accessed at 5:08 PM, 2023-05-12
- Amin, ULD MAN 2 Sleman Facilitator , Interview on 05 May 2023
- Akhmad Soleh. (2014). Kebijakan Perguruan Tinggi Negeri Yogyakarta Terhadap Penyandang Disabilitas, Jurnal Pendidikan Islam :: Volume III, Nomor 1.