

Chapter 4

Critical Evaluation on the Policy, Theoretical Framework, and Practice of University-Community Engagement

Development of Index for Inclusion to Assess the Inclusiveness of Islamic Schools and Islamic Universities (PTKI) in Indonesia

JAMIL SUPRIHATININGRUM

Pusat Layanan Difabel (PLD), LPPM UIN Sunan Kalijaga Yogyakarta
jamil.suprihatiningrum@uin-suka.ac.id

ROVIK

Fakultas Sains dan Teknologi, UIN Sunan Kalijaga Yogyakarta

Abstract: This document is a comprehensive document that can help everyone to find their ways in developing inclusive setting. The index offers schools/universities a helpful process of self-review and development, which refers on the views of staff, students and parents, as well as other surrounding communities. The index of inclusion involves a detailed examination of how barriers to learning, participation, and accessibility can be reduced for any student. It can be said that the index is a way of improving schools/universities according to inclusive values (including Islamic educational system). By this index, stakeholders can build collaborative relationships and improvements in the learning and teaching environment. This study aimed to develop an index for inclusion for Islamic schools and Islamic universities (PTKI) adapted from The Centre for Studies on Inclusive Education (CSIE), covering three dimensions, namely creating inclusive cultures, producing inclusive policies, and evolving inclusive practices. These three dimensions were elaborated into nine aspects, including positive attitudes and beliefs, community support, support system, infrastructure - provided specialized services and adaptive physical environment and equipment, flexibility curriculum, collaboration, learning methods, learning assessment, and student. Educational research and development (R & D) through 4D model as used to develop and validate this index. The steps of this process consist of studying research findings relevant to the product to be developed, developing the product based on the finding, and validating the product using FGD format.

Keywords: inclusion, index for inclusion, islamic universities, islamic schools

Introduction

Persons with disabilities are one of the most vulnerable groups facing the discrimination in access to education, skills training, and employment in Indonesia. In society, stigma toward person with disabilities is formed that persons with disabilities are not productive, pitied and isolated, and difficult to access basic rights, including education. This stigma must be straightened out because Indonesia has published the latest regulations regarding persons with disabilities through Act No. 8 2016. Article 5, paragraph 1 point e of this Act states that persons with disabilities have the right to education.

In line with this act, the previous government has also ratified the Convention on the Rights of Persons with Disabilities (CRPD)¹ on October 18, 2011 where since ratification, public institutions in Indonesia are required to be able to provide accessible services for the people with disabilities. Buildings, public places, and other public facilities should be adapted, fixed, or modified in order to meet the special needs of the people with disabilities.

In fact, people with disabilities have limitations because of the lack of deals and the opportunity to receive education up to continue to work and earn a decent living. According to data in general, the UN estimates that there were at least 10% of school-age children with special needs. In Indonesia, the number of school age children between 5-14 years as many as 42.8 million people. It can be estimated there were approximately 4.2 million Indonesian children with special needs and require facilities according to their needs.² In special region of Yogyakarta, statistics indicate the low level of participation in education for disabilities in elementary and secondary levels. Numbers of children with disabilities in this province reached 33381 and by 3910 are under 18 years, assuming the actual amount was more than the existing data, as it is believed there are no valid data on the number of disabilities.³ Children with disabilities are largely experienced in 60 special schools (*Sekolah Luar Biasa/SLB*), the SLB A for the visually impaired, B for hearing-impaired, C for physical impaired, D for quadriplegic, SLB E for

¹ *Convention on the Rights of the Persons with Disabilities*, at <http://www.un.org/disabilities/convention/conventionfull.shtml>

² Putro Agus Harnowo, last modified 17 July 2013, Jumlah Anak Berkebutuhan Khusus di Indonesia Diperkirakan 4,2 Juta, <http://health.detik.com/read/2013/07/17/184234/23061-61/1301/jumlah-anak-berkebutuhan-khusus-di-indonesia- diperkirakan-42-juta>,

³ Anonim, tanpa judul etd.repository.ugm.ac.id/downloadfile/.../S1-2013-300932-chapter1.pdf, 2014

mental health, SLB G for double disabilities.

The educational model of segregation in special school is currently considered inappropriate because of students with disabilities that should be taught in separate classes often feel unmotivated, low self-esteem, and helpless. It would be different if the students with disabilities placed in inclusive schools. Having the children with disabilities in inclusive schools can foster a positive attitude for students with disabilities who thrive on communication and interaction of friendship and peer work. Children with disabilities learn social skills and are being prepared to stay in the community for their inclusion in public schools. With the inclusive school, children avoid the negative effects of school segregation. Label defects that stigmatize children of school segregation make the child feel inferior, and little possibility for mutual cooperation and respect for diversity.

The term, inclusion, particularly in the educational setting, is still based on a deficit view. Perceptions of 'dis'-ability create barriers to true inclusion and are often reinforced through higher education training programs. To promote inclusive values, acceptance of individual and cultural differences must be included in all curricula, not solely within special education.⁴ Having a clear understanding of inclusive education is important because it depends on the principles and values that underlie the understanding that, the result can be very different. If inclusive education is defined narrowly, or based on the assumption of a 'child as a problem' and if it is then the definition is used to develop or monitor the practice, then inclusive education will fail or not sustainable.

This lack of organizational change has proved to be one of the major barriers to the implementation of inclusive education policies. Revised thinking has thus led to a reconceptualization of "special needs". This view implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupil diversity – seeing individual differences not as problems to be fixed, but as opportunities for enriching learning.⁵

⁴ Maria-Luise Braunsteiner & Susan Mariano-Lapidus, "A perspective on inclusion: Challenges for the future". *Global Education Review*, 1 (1), 2014: 32.

⁵ Anonim, *Guidelines for Inclusion: Ensuring Access to Education for All* (France: the

The definition of inclusive education is also constantly evolving in line with the deepening reflections on the existing practice, and in line with the implementation of inclusive education in different cultures and contexts widespread. The definition of inclusive education must continue to evolve if it wants to be inclusive education a real and valuable response to addressing the challenges of education and human rights.

Inclusive education is a statement of everyone's fundamental right to access education and not be excluded. In practice, many groups of people do not access this right, so key international instruments and development documents have spelled out in more detail what it means to access education rights.⁶ Increasingly, it is acknowledged that development cooperation should reflect a human rights framework, and therefore promote education for all in its funding and policy guidelines.

Finally, define inclusive education is important because many people still assume that inclusive education is just another version of the special school. Key concepts and assumptions underlying inclusive education is in fact in many ways at odds with the concepts and assumptions underlying 'great education'.

The concept of inclusive education has more in common with the concept underlying the movement of Education for All. Inclusive education is a shift from anxiety about a particular group into a focused effort to overcome the barriers to learning and participation. Inclusion in education is the process of increasing student participation and reduced separation from culture, curriculum and local school community.

The process of moving towards and implementing inclusive education requires changes in the organization, the curriculum, teaching and learning, monitoring and assessment processes, roles and responsibilities and a wide range of other fundamental areas such as community context and characteristics. It is, therefore important, beginning with current practice, for all parties to work together to agree on what inclusive education will mean for their institution; to identify and define priorities for change; to develop strategies to bring about those changes and to devise effective and clear

United Nations Educational, Scientific and Cultural Organization, 2005), 9.

⁶ Sue Stubs and Ingrid Lewis (ed), *Inclusive Education: where there are few resources*, (revised and updated from the edition first published in 2002) (Norway: The Atlas Alliance, 2008):18.

monitoring, evaluation and assessment procedures so that they can reflect on their progress during the change process.⁷

The instrument to measure the success of the process to become inclusive should be developed in a participatory manner in the culture and the local context. The size of this success can be assessed using a tool called the index for inclusion. Some approaches to develop this indicator are:

1. establishing a coordination team to participatory;
2. preparing materials to stimulate discussion based on statements about the inclusion of various International regulations, case studies, and the definition of Inclusive Education;
3. using participatory approach to create a list of values, beliefs and core principles relating to Inclusive Education;
4. getting opinions from groups that are most marginalized and excluded: women, children, the people with disabilities, the elderly and putting this into simple categories, e.g. policy issues, curriculum, training, school buildings, etc.
5. within each category, describe the behavior, skills, knowledge and concrete changes, which would indicate that, the values, beliefs or principles it is really practiced.

The Index for Inclusion is an example of a developmental, self evaluation tool which has been designed specifically to support and assist with the process of developing inclusive education. It can be modified for local use and adapted to meet the needs of individual institutions and is intended to support critical reflection and action through a process of self review and evaluation.⁸

One of the existing index that widely used was developed at the Centre for Studies on Inclusive Education (CSIE) by Booth and Ainscow in 2002. Its use has been extensively reported throughout the world and it has been translated into at least 22 different languages and modified according to various international contexts.⁹

⁷ EASPD, *Analysis of the use and value of the Index for Inclusion (Booth & Ainscow 2011) and other instruments to assess and develop inclusive education practice in P2i partner countries* (Brussels/Tilburg, Fontys OSO, 2012): 6.

⁸ EASPD, *Analysis of the use and value of the Index for Inclusion*, 7.

⁹ Chris Forlin, et al., *Inclusive Education for Students with Disability: A review of the best evidence in relation to theory and practice*. (Australia: The Australian Research Alliance for Children and Youth (ARACY), 2013): 11.

Index of CSIE has been implemented through various studies. In Indonesian context, this index was used to measure a primary school (as labeled as an inclusive school) based on the number of students with disabilities and the number of teachers who have training for inclusive learning setting.¹⁰ The results showed that average index gained inclusiveness of Primary School in Bandung was 38.58/54 (71.4%), where the index reached the highest in the class who have more than one teacher, often having training in term of how to manage students with disabilities, and fewer number of students overall. The index used in this study also adapted from CSIE index by taking 18 of a total of 41 indicators.

Inclusiveness index developed through this study adapted the three dimensions of CSIE, the cultures, policies, and practices, which were then divided into nine aspects based on relevant sources, namely Regulation of the Minister of national education (*Peraturan menteri pendidikan nasional*) No. 70 of 2009 on Inclusive Education, the National Education System Law No. 20 of 2003, and the concept of inclusive education according to some experts (Spencer J. Salend, Phil Foreman, David Smith, Mohammad T. Illahi, Dedi Kustawan and Budi Hermawan).

Methods

This study aims to produce a set of instrument called the Index for Inclusion, to measure the level of inclusivity in school/university in accordance with the cultural context of Indonesia, especially for Islamic schools. Inclusiveness index was developed using 4-D model of development (*four-D model*), proposed by Thiagarajan, Semmel, and Semmel (1974)¹¹. This study was only conducted three stages, namely Define, Design, and Development as follow.

1. Define

It can be called needs analysis, including analysis of policies, regulations and laws related to education for the people with disabilities, analysis of cultural and social values of inclusive education, analysis of the

¹⁰ Juang Sunanto, *Profil Implementasi Pendidikan Inklusif Sekolah Dasar di Kota Bandung* (translation: Profile Implementation of Inclusive Education Primary School in Bandung, Bandung: UPI, tanpa tahun): 1.

¹¹ Trianto, *Pengantar Penelitian Pendidikan bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan*. (translation: Introduction Research Education for Professional Development and Education Personnel). Jakarta: Kencana Prenada Media Group, 2011): 93.

characteristics of students with disabilities in the perspective of psychology and pedagogy, curriculum analysis supporting inclusive learning, analysis of the perception of teachers and schools on inclusive learning environment, as well as inclusiveness in Islamic studies.

2. Design

It was used to design the contents of inclusiveness index covering four aspects, namely: a) Key concepts: developing a language for inclusion, b) Review framework: dimensions and aspects, c) Review materials: indicators and questions, and d) An inclusive process (this part did not conduct).

3. Development

This phase was used to create an index that includes three aspects and conduct focus group discussion to validate the index based on the feedback and advice from experts on inclusive education, principals, teachers, and teacher assistant (*Guru Pendamping Kelas*).

4. Dissemination: this phase is the stage of field tests widely and not be implemented in this research.

Result and discussion

Index inclusiveness is a source to support the implementation of inclusive education in schools and universities. This index is a comprehensive document that can help everyone to find its way in the face of the situation related to the educational path. This index is not simply additional initiatives but rather on how to improve the role of the school is based on the principles of inclusive education. This index is also not an alternative to improve achievement but rather on how the principles of inclusive education create collaboratively with the school members (principals, teachers, staff, students, and parents). Development index has passed a series of following process.

Define Phase

This phase was conducted to examine the regulations related to the theory and policy of inclusive education at the national and international scope. Also, examined some sources discussing the practice of inclusive education and how to measure its success. Some sources became the main reference in the development of this index were:

1. Law No. 20 of 2003 on National Education System.
2. Law No. 8 2016 on Persons with Disabilities.

3. Regulation of the Minister of national education (*Permendiknas*) No. 70 Year 2009 Article 1 on Inclusive Education.
4. Csie.org.uk. Index for Inclusion: developing learning and participation in schools <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>.
5. Phil Foreman. 2001. *Integration and Inclusion in Action: 2nd Edition*. Australia: McPhersons Printing Group.
6. Mohammad T. Illahi. 2013. *Inclusive Education: Concepts and Applications*. Yogyakarta: Ar-Ruzz Media.
7. Dedi Kustawan and Budi Hermawan. 2013. *Model Child Friendly Inclusive Education Implementation*. Jakarta: PT. Luxima Metro Media.
8. Spencer J. Salend. 2005. *Creating Inclusive Classrooms: Effective and Reflective Practice for All Student: 5th Edition*. United States: Courier Kendallville.
9. J. David Smith. 2015. *Schools for All: Theory and Implementation Inclusion*. Bandung: Nuansa Cendekia.

Design phase

At this phase the design contents of the index inclusiveness, which includes four aspects, namely:

1. Key concepts: developing a language for inclusion, citing the key terms of the inclusion of a variety of sources.
2. Review framework: index divides into 3 dimensions and 9 aspects.
3. Review material: developing materials to 190 statements.

Development phase

Inclusiveness index is successfully developed through adapted index of CSIE contains 4 contents, namely:

Key concepts: developing a language for inclusion

The key concepts of the Index are ‘inclusion’, ‘barriers to learning and participation’, ‘resources to support learning and participation’, and ‘support for diversity’. These provide a language for discussing inclusive educational development.¹²

¹² Tony Booth and Mel Ainscow, *Index for Inclusion. Developing Learning and Participation in School*. (London: CSIE, 2002): 3 - 7.

Inclusion in education

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognizing that inclusion in education is one aspect of inclusion in society.

Addressing barriers and resources in schools

- What are the barriers to learning and participation?
- Who experiences barriers to learning and participation?
- How can barriers to learning and participation be minimized?
- What resources to support learning and participation are available?
- How can additional resources to support learning and participation be mobilized?

Support for diversity

The *Index* adopts a far broader notion of 'support' as *all activities, which increase the capacity of a school to respond to student diversity*. Providing support to individuals is only part of the attempt to increase the participation of students. Support is also provided when teachers plan lessons with all students in mind, recognizing their different starting points, experiences and learning styles or when students help each other. When learning activities are designed to

support the participation of all students the need for individual support is reduced. Equally, the experience of supporting an individual may lead to an increase in active, independent learning, as well as contributing to improvements in teaching for a wider group of students.

A social model of educational difficulties and disabilities

The use of the concept ‘barriers to learning and participation’ for the difficulties that students encounter, rather than the term ‘special educational needs’, is part of a social model of difficulties in learning and disability. It contrasts with a medical model in which difficulties in education are seen to arise from deficiencies or impairments in a child or young person. According to the social model, barriers to learning and participation can exist in the nature of the setting or arise through an interaction between students and their contexts: the people, policies, institutions, cultures, and social and economic circumstances that affect their lives.

Institutional discrimination

Institutional discrimination is deeply embedded within cultures and influences the way people are perceived and the responses that are made to them, including the way staff are appointed. Institutional discrimination is much wider than racism. It includes the ways institutions may disadvantage people because of their gender, disability, class, ethnicity and sexual orientation. It is a barrier to participation and in education may impede learning. Because people are often more familiar with discussion of racism or sexism than disablism, they may be less aware of the involvement of people and institutions in the creation of disability.

Review framework

Inclusion and exclusion are explored along three interconnected dimensions of school improvement: creating inclusive cultures, producing inclusive policies and evolving inclusive practices. The three dimensions¹³ were then divided into several aspects as seen in the Table 1.

Table 1. Index Inclusivity framework in dimensions and aspects

Dimensions	Aspects
Creating inclusive cultures	1) Positive attitudes and beliefs 2) Community support
Producing inclusive	3) Support system

¹³ Booth and Ainscow, *Index for Inclusion*, 8.

<i>policies</i>	4) Infrastructure - provided specialized services and adaptive physical environment and equipment 5) Flexibility Curriculum
Evolving inclusive <i>practices</i>	6) Collaboration 7) Learning methods 8) Learning assessment 9) Student

1. **DIMENSION A** Creating inclusive *cultures*

This dimension creates a secure, accepting, collaborating, stimulating community, in which everyone is valued as the foundation for the highest achievements of all. It develops shared inclusive values that are conveyed to all new staff, students, government and parents/carers.

2. **DIMENSION B** Producing inclusive *policies*

This dimension makes sure that inclusion permeates all school plans. Policies encourage the participation of students and staff from the moment they join the school, reach out to all students in the locality and minimize exclusionary pressures. All policies involve clear strategies for change. Support is considered to be all activities, which increase the capacity of a school to respond to student diversity. All forms of support are developed according to inclusive principles and are brought together within a single framework.

3. **DIMENSION C** Evolving inclusive *practices*

This dimension develops school practices, which reflect the inclusive cultures and policies of the school. Lessons are made responsive to student diversity. Students are encouraged to be actively involved in all aspects of their education, which draws on their knowledge and experience outside school. Staff identify material resources and resources within each other, students, parents/carers and local communities which can be mobilized to support learning and participation.

Review materials: forming the questionnaire

After the 3 dimensions were determined into 9 aspects, the next step was to make the statements. Formulation of the statements divided into favorable (positive statement) and unfavorable (negative statement) items. After statements were formulated, the next step was to discuss with Focus Group Discussion (FGD), involving inclusive education practitioners (2) and teacher assistant (1). The results of FDG have resulted into 190 statements

below.

Creating inclusive cultures				
Positive attitudes and beliefs	Statements	Item	Source	Page
	1. Teacher (regular) believes that students with disabilities will be successful.	+	D	43
	2. The school principal is responsible for the learning success of all students.	+	D	60
	3. All staff and students have been prepared to accept the students with disabilities (as in accordance with the Islamic values).	+	A	A1
	4. Parents can get information about the program that will be obtained by the student.	+	A	A2
	5. Parent support programs related to student with disabilities that will be implemented in schools.	+	A	A1
	6. Teacher Assistant (<i>Guru Pendamping Kelas</i>) has a commitment to collaborate in the classroom (regular).	+	G	398
	7. Staff appreciates the diversity of characteristics and students' needs.	+	E	Article 2a
	8. The staff earned the distinction of students in terms of its ability.	+	E	Article 2a
	9. School members appreciate and understand the differences.	+	E	Article 2a
	10. Differences are normal.	+	E	Article 2a
	11. Staff indicated that they love all the students.	+	D	60
	12. The staff is able to build a sense of camaraderie.	+	D	60
	13. Students with disabilities are well received by other students.	+	D	60
	14. Students with disabilities are well received by the subject teachers.	+	D	60
	15. Students with disabilities are well received by the staffs.	+	D	60
	16. The school provides classroom conditions are warm, friendly, accepting diversity and respect differences with implementing the curriculum and interactive learning.	+	D	43
	17. There is still a staff that cannot accept the students with disabilities.	-	D	60

Community support	Statements	item	source	Page
	18. The environmental community realizes that children with disabilities are an integral part of that community.	+	A	A1
	19. Organizations concerned in disability active in advocacy and public awareness campaigns.	+	H	Article 4f, 8
	20. Organizations concerned in disability provide as a bridge between students with disabilities and their peer to reinforce learning motivation.	+	A	A1
	21. Society fully supports the use of learning resources.	+	H	Article 4f, 8
	22. Inclusive education can reduce stigma and labeling of children with disabilities.	+	A	A2
	23. Community support for the implementation of inclusive education in schools.	+	H	Article 4f, 8
	24. Involving the community in planning and monitoring the quality of education for all children.	+	E	Article 11e

Producing inclusive policies				
Support System	Statements	Item	Source	Page
	25. School principals understand the special needs of students with disabilities.	+	D	43
	26. School accommodates all children.	+	E	Article 1
	27. There are a significant amount of personnel including teacher assistant.	+	E	Article 6c
	28. School policy is able to relieve the concerns of students.	+	A	A2
	29. School puts students with disabilities in regular classes.	+	F	11
	30. School receives inclusive education budget from the government.	+	H	Article 11b
	31. School receives inclusive education budget from the provincial government.	+	H	Article 11b
	32. School has a budget of inclusive education from institutions/foundations.	+	E	Article 11e
	33. School has a specific budget for students with disabilities.	+	C	186
	34. The 'differences' become priority in the determination of the budget.	+	C	186

35. School has special classes for students with disabilities (special needs).	-	B	278
36. Staff development undertaken to support inclusive education.	+	E	Article 6c
37. The initial assessment is done to meet the needs of diverse learners.	+	D	113
38. School provides information related to inclusive education.	+	A	A1
39. School provides information related to students with disabilities.	+	A	A1
40. School provides information related to the proper teaching methods for students with disabilities.	+	A	A1
41. The class rules are based on respect for differences.	+	F	322
42. Students with disabilities learn with other children in regular classes with the same curriculum.	+	C	177
43. Students with disabilities learn with other children in the regular classroom in a special group.	-	C	177
44. Students with disabilities learn with other children in the regular classroom, but in certain times drawn from the class into special class and learn with their teacher assistant (GPK).	-	C	177
45. Students with disabilities learn with other children in the regular classroom, but in certain times drawn from the class into learning resources (<i>pusat sumber</i>) and learn with their teacher assistant (GPK).	-	C	177
46. School conducts awareness raising activities and a reception for the students.	+	A	B1
47. School organizes educational training for teamwork skills.	+	F	5
48. School has appropriate policies and procedures to monitor the progress of each student, especially students with disabilities.	+	A	B2
49. School has appropriate policies and procedures to assess the progress of each student, especially students with disabilities.	+	A	B2

50. School has appropriate policies and procedures to provide an evaluation related to the progress of all students.	+	A	B2
51. The difference becomes a priority in making policy.	+	A	B2
52. The difference becomes a priority in budgeting.	+	A	B2
53. School facilitates the participation of parents, communities, organizations of persons with disabilities in the planning and decision-making process regarding students with disabilities.	+	A	A1
54. Teachers have the knowledge, skills and attitudes of the material to be taught/trained for the student with disabilities.	+	D	113
55. Teachers master a number of skills related to the learning process, manage the classroom, using the methods, media, and learning resources, as well as the ability to conduct the assessment, both process and outcome.	+	D	113
56. Regular teachers have the knowledge about the unique characteristics and needs of each student.	+	D	113
57. Regular teachers have the capabilities about the unique, characteristics and needs of each student.	+	D	113
58. The assessments for all students made by experts.	+	E	Article 11d2
59. Student with disabilities receives special treatment from a psychologist.	+	E	Article 11d2
60. Therapy is done routinely to student with disabilities to assist the student in achieving its goals.	+	F	163
61. Monitoring of inclusive education periodically made to the enforceability of inclusive education (at least once a year).	+	F	494
62. The principal gets training on how to manage the inclusive school.	+	E	Article 12
63. Teachers Assistant (GPK) gets training on how to manage the inclusive school.	+	E	Article 12
64. Teachers Assistant (GPK) obtains technical training to facilitate students with disabilities.	+	E	Article 12
65. Identify the obstacles related to the physical,	+	D	93

	social, and other issues of access and learning.			
	66. Students are taught how to improve test.	+	A	C1
	67. Students are taught how to present their work at speaking, writing, or any other form, either individually or in groups.	+	A	C1
	68. Students are taught how to make a good record on what the teacher or from books.	+	A	C1
	69. Students are taught how to do research or write a topic.	+	A	C1
	70. School policy can help students to make progress in terms of knowledge and learning processes.	+	A	B2
	71. Classroom environment helps students to learn independently.	+	A	C1
	72. The staff and the government assess the abilities and needs of students.	+	H	Article 10
	73. School gets supervision of superintendent of education unit.	+	E	Article 12
	74. School receives supervision from the supervisor of Special Education (PLB).	+	E	Article 12
	75. School gets supervision of religious education supervisors.	+	E	Article 12
	76. Coaching, supervision, evaluation of inclusive education is conducted by education authorities.	+	E	Article 12
	77. School principals and the bureaucracy have yet to fully understand the vision, mission, goals, and governance inclusive education system.	-	D	43
Infrastructure	Statements	Item	Source	Page
	78. There are special services needed by students with disabilities.	+	C	186
	79. There is coordination with a teacher assistant (GPK) on special tool used.	+	D	66
	80. Adaptation/modification of the physical environment and school supplies.	+	H	45
	81. Learning materials are accessible.	+	D	43
	82. School facilities are distributed optimally.	+	C	186
	83. Instructional media used was based on the diversity of students.	+	C	176
	84. Learning resources used are based on the diversity of students.	+	C	172
	85. The learning methods used are based on the	+	D	130

	diversity of students.			
	86. Learning strategies used are based on the diversity of students.	+	C	168
	87. Classroom management is based on the diversity of students.	+	C	187
	88. Schools provide a suitable place for students with disabilities.	+	C	186
	89. School guarantees the condition of students with disabilities can hear very well.	+	C	187
	90. Schools guarantee the condition of students with disabilities can be viewed properly.	+	C	187
Flexibility Curriculum	Statements	Item	Source	Page
	91. The curriculum used is the regular curriculum.	+	B	278
	92. The curriculum used is the regular curriculum modification.	+	B	278
	93. The curriculum used is an adapted curriculum.	+	B	278
	94. The curriculum used is a functional curriculum/vocational (may affect quality of life).	+	B	278
	95. The curriculum is developed based on the needs of children.	+	E	Article 2a
	96. The curriculum is dynamic.	+	C	167
	97. The curriculum is constructive.	+	C	172
	98. Modified passing standard.	+	C	172
	99. The curriculum is modified based on the difference in age of the student.	+	C	172
	100. There are modifications to the curriculum objectives.	+	C	172
	101. There are modifications to the content of the curriculum.	+	C	172
	102. There is a material modification to the curriculum.	+	D	131
	103. There is a process modification to the curriculum.	+	C	173
	104. There are modifications to the curriculum assessment.	+	C	177
	105. Teachers do not follow a rigid curriculum.	+	C	167
	106. Adjustment of curriculum-oriented differences (capacity, condition, physical, social, economic, ethnic, religious).	+	H	Article 32
107. Learning program designed to meet the needs	+	E	Article	

	of students believed.			2a
108.	Learning program implemented is believed to meet the needs of students.	+	E	Article 2a
109.	The learning objectives can be negotiated.	+	C	172

Evolving inclusive practices					
Collaboration	Statements	Item	Source	Page	
	110.	Teacher assistant (GPK) setting up Individualized Education Program/IEP for students with disabilities.	+	C	17
	111.	Teacher assistant (GPK) is part of the teaching team in the regular classroom.	+	A	A1
	112.	The team approach is used for troubleshooting.	+	A	A1
	113.	There are communication and collaboration between teachers' partnerships.	+	G	398
	114.	The staffs know each other's strengths.	+	A	A1
	115.	A team approach is used for program implementation.	+	A	A1
	116.	Regular teachers, teacher assistant (GPK) and other specialists collaborate (e.g. in co-teaching, team teaching, teacher assistance teams).	+	G	398
	117.	Decentralized participation mechanisms (centralized).	+	A	A1
	118.	There is a real participation of the various parties.	+	F	158
	119.	There is a team dedicated to cope with the diversity of students.	+	F	158
	120.	There is a feedback communication between the teacher and teacher assistant (GPK).	+	F	158
	121.	Master regular and teacher assistant (GPK) communicate intensively.	+	G	398
	122.	Experts work optimally in the face of student diversity.	+	F	161
	123.	The school principal to work optimally in the face of student diversity.	+	F	158
124.	Regular teachers optimally in the face of student diversity.	+	F	159	
125.	Teacher assistant (GPK) works optimally in	+	F	159	

	the face of student diversity.			
126.	There is a division of labor between subject teachers, homeroom, and teacher assistant (GPK).	+	F	5
127.	Learning programs planned together.	+	G	398
128.	Schools offer a choice to the regular teacher if necessary.	+	G	398
129.	The school offers a special selection of the teacher assistant (GPK) if necessary.	+	G	398
130.	Regular teachers offer choice to students if needed.	+	G	398
131.	Teacher assistant (GPK) offers choice to students if needed.	+	G	398
132.	There is intensive cooperation and involvement in lesson planning.	+	F	5
133.	There is intensive cooperation and involvement in the implementation of learning.	+	F	5
134.	There is intensive cooperation and involvement in the evaluation of learning.	+	F	5
135.	Teachers are collaborating with the profession or other natural resources in lesson planning.	+	G	398
136.	Teachers are collaborating with the profession or other natural resources in the implementation of learning.	+	G	398
137.	Teachers are collaborating with the profession or other natural resources in the evaluation of learning.	+	G	398
138.	Teachers meaningfully involve parents in the educational process.	+	G	398
139.	The staff and the government are responsible for learning appropriate to the needs of students.	+	E	Article 2a
140.	The school has a network of cooperation with other relevant institutions.	+	E	Article 11e

	Statements	Item	Source	Page
Learning methods	141. Teachers have the knowledge and skills necessary to select and adapt the subject matter and teaching according to the specific needs of each student.	+	D	113
	142. Used in a variety of classroom management strategies (e.g., team teaching, cross-grade grouping, peer tutoring, teacher assistance teams).	+	C	173
	143. Teachers create a cooperative learning environment.	+	A	B2
	144. Teachers create a learning environment that promotes socialization for all students.	+	A	B2
	145. Lesson activities provide opportunities for students to practice/trial or find something through observation, research, and so forth.	+	A	C1
	146. All students without exception given the opportunity to develop skills and talents.	+	H	Article 12
	147. Teachers explain the purpose of learning or study group.	+	A	C1
	148. The learning activities are designed based on individual differences.	+	A	B2
	149. The learning activities are designed based on the needs of students.	+	H	Article 12
	150. The learning activities are designed based on student interest.	+	H	Article 12
	151. Teachers explain the purpose of learning or study group.	+	C	172
	152. Environmental classes, exhibitions, and other resources help independent learning.	+	A	C1
	153. The learning activities are designed based on student age difference.	+	C	172
	154. Teacher use varied learning methods.	+	D	113
	155. There is a modification of Graduate Competency Standards (SKL) on Lesson Plan.	+	C	172
	156. There are modifications Competency Standards in Lesson Plan.	+	C	172
	157. There is a modification of the Basic	+	C	172

	Competency (KD) on Lesson Plan.			
	158. There is a modification of the indicators of learning at Lesson Plan.	+	C	172
	159. There are modifications to the learning objectives on Lesson Plan.	+	C	172
	160. Learning strategy that is used to enhance the activity of students in learning.	+	D	111
	161. Learning strategies used can increase the cooperation of students in learning.	+	C	172
	162. Schools have props that can facilitate students understand the material taught.	+	D	116
	163. Instructional media used adaptively.	+	D	113
	164. Teacher assistant (GPK) carry-face learning at least 6 hours / week.	+	F	494
Learning assessment	Statements	Item	Source	Page
	165. Assessment is set up to assess the cognitive domain.	+	D	127
	166. Assessment is set up to assess the affective domain.	+	D	127
	167. Assessment is set up to assess the psychomotor domain.	+	D	127
	168. Assessment involves the portfolio assessment model.	+	D	128
	169. Students with disabilities have a special report.	+	C	188
	170. Teacher use authentic assessment.	+	F	507
	171. Assessment is set up in a sustainable manner.	+	F	507
Student	Statements		Source	Page
	172. Teachers know the capabilities and the inability of students to grasp the subject matter.	+	C	182
	173. Teachers know the speed or slowness of students to absorb the subject matter.	+	C	182
	174. Teachers know the characteristics of the students.	+	C	182
	175. Teachers know the behavior of the students.	+	C	182
	176. Students are not discriminated against because of the differences they have.	+	E	Article 2b
	177. Students are not discriminated against because of its incompetence.	+	E	Article 2b

178.	Diversity used as a source of teaching and learning.	+	C	182
179.	All students are given opportunities sufficient time to complete the task.	+	D	130
180.	Students with disabilities offer assistance to other students.	+	A	A1
181.	Students with disabilities receive help students to other students.	+	A	A1
182.	Students have a sense of empathy for students with disabilities.	+	D	65
183.	Students can work well with other students who have special needs.	+	F	5
184.	Students contempt for children with special needs.	-	D	65
185.	All students can access the library or information technology resources independently.	+	D	43
186.	Students are given the option to determine its activities.	+	C	183
187.	Students are involved in finding ways to overcome the obstacles he has overcome.	+	C	183
188.	Students consult the acquired learning activities.	+	A	C1
189.	Students consult the necessary support.	+	A	C1
190.	There are special programs for students with disabilities.	+	C	17

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Conclusion

This study has successfully developed index for inclusion that consists of 190 statements in accordance with the cultural context in Indonesia, especially for Islamic schools. This index developed by adapting the three main dimensions of CSIE, namely Creating inclusive *cultures*, Producing inclusive *policies*, Evolving inclusive *practices*. Creating inclusive cultures encompass aspects of attitude and positive belief and community support; Producing inclusive policies include aspects of system support, infrastructure, and flexibility curriculum; while Evolving inclusive practices include aspects of collaboration, learning methods, evaluation of learning and student. This index was elaborated by inclusive education practitioners and was given feedback by the teacher assistant. Therefore, to ensure the validity and reliability, empirical testing needs to be conducted on a larger scale.[]

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