

INCLUSIVE EDUCATION FOR DOWN SYNDROME STUDENT: NARRATIVE STUDY AT BRAWIJAYA UNIVERSITY

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Abstract: Inclusive Education for Down syndrome Student: Narrative Study at Brawijaya University. This article aims to portray the role of PSLD as a study center for disability services at Brawijaya University in providing inclusive education. The method used in this article is qualitative research with a narrative approach. The results in this article include, *firstly*, PSLD volunteers are equipped with abilities that are by the needs of students and lecturers with disabilities as provisions for Down Syndrome students. *Second*, educational games are often used in the teaching and learning process, because they are considered the most effective in controlling the psychological condition of Down Syndrome students with the initials FI. *Third*, the patience of the FI's parents is also a crucial factor to facilitate externally FIs to complete their tasks optimally and completely.

Keywords: Inclusive Education, Down Syndrome Students, Brawijaya University

Abstrak: Pendidikan Inklusif bagi Mahasiswa Down Syndrome: Studi Naratif di Universitas Brawijaya. Artikel ini bertujuan untuk memotret peran PSLD sebagai pusat studi layanan disabilitas di Universitas Brawijaya dalam menyelenggarakan pendidikan inklusif secara optimal baik eksternal maupun secara internal, khususnya bagi mahasiswa penyandang Down Syndrome. Adapun metode yang digunakan dalam artikel ini adalah penelitian kualitatif dengan pendekatan naratif. Adapun hasil dalam tulisan artikel ini di antaranya adalah *pertama*, para relawan PSLD dibekali dengan kemampuan yang sesuai dengan kebutuhan para mahasiswa dan dosen difabel sebagai bekal menangani mahasiswa Down Syndrome. *Kedua*, game-game edukatif sering digunakan dalam proses belajar mengajar, karena dianggap paling efektif untuk mengontrol kondisi psikologis mahasiswa Down Syndrome yang berinisial FI. *Ketiga*, peran kesabaran orang tua FI juga merupakan faktor krusial untuk memudahkan FI secara eksternal menyelesaikan tugas secara maksimal dan tuntas.

Keywords: Pendidikan Inklusif, Mahasiswa Down Syndrome, Universitas Brawijaya

INTRODUCTION

Persons with disabilities often experience discrimination (Chennat, 2019). One form is their limited access to education for them. At the same time, the right to non-discriminatory education for

persons with disabilities is protected by the 1945 Constitution and the 2006 Convention on the Rights for Persons with Disabilities (CRPD) (Praptiningrum, 2010). Efforts to fulfil the education rights of persons with disabilities are manifested in the concept of

inclusive education. Inclusive education is an educational service system that requires people with disabilities to be served in educational institutions with their usual friends (Barnes, 1996). Consequently, inclusive education providers must make various changes, ranging from perspectives, and attitudes.

However, the reality shows that inclusive education is still far from expectations. Praptiningrum shows that inclusive education in Indonesia is not by the guidelines for its implementation, both in terms of student conditions, teacher qualifications, supporting facilities, parental support, environment, friends, parents of regular students, and the government and local authorities (Praptiningrum, 2010). At the higher education level, the concept of inclusive education has not yet received a positive response. This is reflected in the lack of universities that provide educational services for persons with disabilities. Brawijaya University is one of the universities that pioneer inclusive campuses in Indonesia (Fatmala Rizky, 2015). Although access to higher education for people with disabilities has been opened, how much opportunity do they get to play a role in academic and social life compared to ordinary people? This study seeks to explore the experience of a mentally

disabled or Down Syndrome student in his study activities at Brawijaya University.

In this study, the academic and non-academic activities of Down Syndrome students on campus will be examined how the campus curriculum design can support academic achievement. At the same level, this research is present to fill in the gaps in the narrative about the portrait of the inclusive education experience of Down Syndrome students. Because there have been many previous studies discussing inclusive education for Down Syndrome students at the elementary, middle, high school levels, and university. However, very few previous studies have examined the experience of inclusive education for Down Syndrome students at the college level. The narrative research, which was used in this study, provided a mechanism for the researcher and informants (Down Syndrome students, lecturers, and friends).

Therefore, this research must be carried out as academic jurisprudence, which is expected to be implemented in several universities in Indonesia and become state of the art in this research. So that through this research, the experience of inclusive education of Down Syndrome students in the lecture process is narrated concerning the learning process, the ability to receive lessons, and all activities in lectures. As well as the experience of inclusive education of Down Syndrome

students in daily interactions outside of studies about interactions with friends and the people around them.

METHOD

This type of research is qualitative, namely research that relies on data findings from subject or participant information; in broad scope, data collection consists of the participants’ words and analyses subjectively (Creswell and Creswell, 2018). At the same time, the research method uses the narrative form. The narrative structure is meant to photograph individual life stories related to a theme, for example, related to a disease, by analysing the reports expressed by individuals to be retold chronologically (Creswell, 2016).

Narrative stories tell of individual experiences, and they may reveal the identity of individuals and how they see themselves. Narrative stories are collected through various forms of data, such as through interviews, which may be the main form of data collection, and through observations, documents, pictures, and other qualitative data sources. Narrative stories are often heard and then organised by researchers into chronology even though the stories may not be told chronologically by the participants. There is a change in the form of time in delivery when the individual or the participants speak about their experiences and lives. They may talk about

their past, present, or future (Miles, Huberman and Saldaña, 2014).

| No. | Analysis Stage | Analysis Techniques |
|-----|--|---|
| 1. | Data analysis and presentation | Narrative |
| 2. | organisation | Creating and organising files for data |
| 3. | Reading, memoing | Read the entire text, make margin notes, form a precode |
| 4. | Describing data into codes and themes | Describe a story or series of experiences and place them in chronology |
| 5. | Classifying data into codes and themes | -identify story -identify epiphanies -identify contextual material |
| 6. | Interpret data | Interpreting the broader meaning of the story |
| 7. | Presenting, visualising data | Presents a narrative by focusing on processes, theories, and the unique and standard features of life |

Table: Narrative Methodology

Analysis in narrative methodology in various ways. A comment can be made about what is said (thematically), the nature of the storytelling structural), or to whom the story is addressed (dialogic/drama) (Riessman, 2008). In summary, the data analysis technique in the narrative method is described in table.

Data Collection Technique

Research data is divided into two categories, namely primary data, and secondary data. Primary data are data obtained through the process of observation and interviews. Observations will be made on the FI's daily activities in the external environment (social and at home), campus or other public spaces that are the FI's main activities. Interviews were conducted with FI and as a student at Langsa.

Researchers will interview research participants, such as lecturers, and parents of FI with an unstructured interview pattern. In other words, the interview will be conducted in the form of a conversation but focused on a theme that is relevant to the research topic. The data has been processed since the data collection activities were carried out. Huberman and Miles said that the analysis process consists of three interrelated sub-processes, data reduction, presentation data, and drawing conclusions or verification based on FI's stories (Miles, Huberman and Saldaña, 2014).

Research Instrument

In qualitative research, the main tool or instrument of data collection is the human or the researcher himself by observing, asking, listening, asking, and taking research data about FI and his daily life. In this section, researchers must obtain valid data based on verification through his

life, and social communication by observation and interview (Creswell, 2016).

RESULTS AND DISCUSSION

PSLD and Implementation of Inclusion at Brawijaya University

The Government of Indonesia, through PP No.19 of 2005 concerning National Education Standards, article 4 (1) has encouraged the realisation of an inclusive education system by stating that every education unit that implements inclusive education must have educational staff who have the competence to organise learning for students with special needs. Lawson inclusive education and even pilot implementation of inclusive education has been carried out. However, the question now is how serious the government is in encouraging implementing an inclusive education system for students with special needs (Rohmah, Kholish and Galib, 2021).

Many cases arise; for example, the lack of supporting facilities for the inclusive education system and the limited knowledge and skills of inclusive school lecturers indicate that the inclusive education system has not been well prepared (Dina Afrianty, 2021). Moreover, the current general education curriculum has not accommodated the existence of students with special needs. So, the program for implementing inclusive education only seems to be experimental.

This condition adds to the workload that must be carried out by lecturers who are dealing directly with technical problems at school. On the one hand, the lecturers must fight hard to fulfil the demands of their conscience to equip their students with the knowledge. On the other hand, the lecturers do not have sufficient skills to deliver the subject matter to students with special needs. Class conditions like this do not create an inclusive learning system but instead develop exclusivity requirements for students with special needs in a regular classroom environment. This is a phenomenon for lecturers with special needs students in their classes.

The implementation of inclusive education for students with special needs should create an environment that is friendly to learning, which allows all students to learn in a comfortable and fun way—the use of various goods or learning strategies used in inclusive education recreate an active and flexible learning situation. As well as providing motivation and appreciation for students and growing self-confidence in students by using good words or tone of voice, the implementation of inclusive education requires lecturers or teaching staff who have special abilities (Neal-Boylan and Meeks, 2021). The abilities that a lecturer in implementing inclusive education must prepare must possess as follows (Praptiningrum, 2010): *first*, knowledge about the development of

students with special needs. *Second*, an understanding of the importance of encouraging student appreciation related to development, motivation and learning through positive interaction and oriented to learning resources. *Third*, a sense of student rights conventions and their implications for the implementation of education and the development of all students. *Fourth*, understanding the importance of creating a friendly environment for learning related to the content, social relations, approaches and learning materials. *Fifth*, understanding the importance of active learning and the development of creative and logical thinking. *Sixth*, understanding the importance of continuous evaluation and assessment by lecturers, and *the last*, understanding the concept of inclusion and enrichment as well as different ways of implementing inclusion and learning.

Brawijaya University as the driving force (PSLD UB) is an institution that functions as a research centre on disability issues and provides services for people with disabilities at Brawijaya University. PSLD UB was established on March 19, 2012. This is motivated by a situation where there is no access to higher education for people with disabilities, even though laws and international conventions protect the right to non-discriminatory education for people with disabilities (Pusat Studi dan Layanan Disability, 2021).

Due to the limited access to higher education for persons with disabilities, less than one percent of persons with disabilities have an undergraduate degree. In Indonesia, the education model for persons with disabilities is still segregated, namely by providing exceptional education through special schools or boarding schools (Oslund, 2015). This model separates people with disabilities from non-disabled people in different environments. After completing the study period, people with disabilities are still not ready to blend in with the environment. Access to higher education is also difficult for persons with disabilities to penetrate because of the requirement to enter higher education which reads "no disability". This also happened at Brawijaya University, where there was no infrastructure that people with disabilities could access. The knowledge of the people of Brawijaya University is also still little about disability issues, even though one of the philosophies of Brawijaya University's identity is contained in the symbol and logo of Brawijaya University, namely dynamic, universal, and justice (PSLD UB, 2021).

During the hearing process on January 31, 2012, Brawijaya University's Chancellor agreed to accept the grand design of an inclusive campus as part of the policy of Brawijaya University, so the

results of the hearing resulted in the following formulation:

- a. Establish PSLD as an institution that facilitates persons with disabilities and carries out activities in the grand design.
- b. Hold SPKPD and provide 20 quotas as one of the affirmative steps to provide access for persons with disabilities.
- c. Brawijaya University's Chancellor will also provide scholarships for students with disabilities who can't afford them, as said by the Brawijaya University's Chancellor at that time (Prof. Dr Ir. Yogi Sugito), "for students with disabilities who can't afford it, it will be prioritised to get scholarships". This statement answers the concerns of the advocacy team (researchers) related to the high cost of SPP SPP because it is equated with the cost of SPP SPMK (Selection for Acceptance of Interests and Abilities).

Finally, with the initiative of several people who formed an advocacy team consisting of Fadillah Putra S.Sos, M.Si, MPAff, Slamet Thohari, S.Fil, MA, Ir. Agustina Shinta, MP, Patricia Audrey R, SH, M.Kn, dr. Eko Nugroho, Sp.KFR, George Towar Iqbal Tawakkal, S.IP, M.Si and Ulfah Fatmala Rizky/Ms. Pay as researchers who are completing their undergraduate studies with the title Inclusive Campus Policy for People with Disabilities (Studies on Advocacy for

Inclusive Campus Policies in Brawijaya University) in collaboration with several institutions such as the Laboratory of Public Policy and Development Planning (LKP3) Faculty of Administrative Science of Brawijaya University, Center for the Study of South-South Cooperation Brawijaya University (PKKSS UB), and Helen Keller International Indonesia, to initiate an inclusive campus for people with disabilities, and make Brawijaya University a pioneer of inclusive campuses in Indonesia. The initial step taken by the advocacy team was holding an audience to include an inclusive campus program into the policies of Brawijaya University (PSLD UB, 2021).

Down Syndrome Student Inclusive Education Experience in the Lecture Process

The learning methods used for the Islamic Education material are discussions, demonstrations, exercises, and questions and answers related to the pillars of faith and Islam. In the implementation of the learning process, there are several components that influence each other and are closely related in guiding the FI to achieve the learning objectives, one of these components is evaluation as a measure of the success of the FI in understanding the material for 90 minutes. From the evaluation results, lecturers and volunteers

provide follow-up on the results of FI's achievements.

According to the data obtained from this study, the evaluation used by Islamic Religious Education Lecturers in the learning process is that students only use multiple choice tests. The use of this form of multiple-choice test is intended to make it easier for FI to evaluate with the same question indicators. The question sentences are made as simple as possible so that the FI can easily understand the question material and be able to answer it correctly.

Praptiningrum, in a study entitled "The Phenomenon of Providing Inclusive Education for Students with Special Needs", stated that the implementation of inclusive education is not all by the implementation guidelines, both in terms of student conditions, lecturer qualifications, supporting infrastructure, parental support and support from the central government and the government. Area. Implementing inclusive education for students with special needs is still homework for most educational institutions (Praptiningrum, 2010). However, the pessimism expressed by Praptiningrum (2010) above is refuted by the portrait of inclusive education implemented by Brawijaya University as one of the largest campuses in Malang and Indonesia. The existence of Brawijaya University is genuinely a disabled-friendly tertiary institution. Various types of people with disabilities are given opportunities

openly by Brawijaya University. From the blind, deaf, and physically handicapped to the mentally disabled, they are given the right to access education at public universities. However, of the various types and types of disabilities, mental retardation is experiencing quite complex problems; in the context of this study, the author will present the narrative experience of a person with Down Syndrome.

In the perspective of the Cambridge Dictionary, Down Syndrome is conditioning in which someone is born with an extra chromosome (one of the rod-like structures found in all living cells which is part of an animal's or plants genetic material), which results in them having learning difficulties (Cambridge University, 2012). terminology that is not much different is also put forward in the Oxford Dictionary according to which Down Syndrome is a medical condition that some people are born with, caused by a fault with one chromosome, which result ins in learning (Oxford University, 2012).

Based on the variety of terminology above, the students with special needs Down Syndrome (DS) are students who are significantly different in several critical dimensions of their human functioning. They are physically, psychologically, cognitively, or socially hampered in achieving their goals (needs) and potential to the fullest. Includes those deaf, blind,

disorders, physical disabilities, mental retardation, and emotional disorders. Gifted students with high intelligence can also be categorised as classified because they require training to be handled by professional staff (Dina Afrianty, 2021). Students are people who study in tertiary institutions, whether at universities or institutes; students must know and understand the role and function of the student as it should be.

The portrait and symptoms of Down Syndrome above are directly proportional to one of the informants who experienced Down Syndrome psychological disorders, namely a student named FI. He explained that to know and understand the roles and functions of students; they must often study so that a disciplined and more independent personality is formed (results of the researcher's interview with FI accompanied by his parents, Mrs Ussy Andawayanti, on September 26, 2020, at FI's house), because studying It is a process of change in humans. In the learning process in the classroom, FI students also experience problems that hinder and hinder learning like students in general. Learning problems in class can come from internal factors or external factors,

As a person with Down Syndrome, FI as a student is very dependent on PSLD volunteers. Based on the interviews between researchers and their parents, FI

often loses concentration in learning, so good synergy between lecturers and PSLD volunteers becomes necessary. Existence special assistant from PSLD becomes a lecturer partner responsible for the development of FI students. Start their cognitive, affective and motor development. Professionalism in service can be seen when the volunteer/companion helps calm him down in a separate room. This closeness is not limited to class interactions but can continue in informal meetings or social media outside the classroom. Companions create WhatsApp or Line groups to consult and motivate FI students every day, whether related to learning material, religious, emotional or social (Greenhow, Sonnevend and Agur, 2016).

External learning factors experienced by FI include the following: lecturers as learning coaches must understand the character of students with Down Syndrome, and it is not uncommon for lecturers to delve into the psychology of FI. Various stories and feelings expressed by FI must be able to be responded to by a lecturer. Lecturers who teach people with Down Syndrome are not only a lecturer and students. (Oslund, 2015) argued that a lecturer must be able to be a friend, parent, sibling and so on.

Furthermore, the academic burden borne by Down Syndrome students is a particular problem for FI. From the

perspective of FI, students are often assumed to be someone who has complex roles and functions in the teaching and learning process in lectures. FI, with its limitation, tries to interpret every material, even though its focus is often divided. But in other contexts, some lecturers also neglect to strengthen their understanding of FI because the time allocated is not so much. Computers usually take other alternatives to help FIs stay focused on the courses delivered. For example, when the FI loses its focus, some lecturers do the trick of inviting other friends to motivate the FI to stay focused on the subject.

FI felt several positive effects after the alternative method was applied. He explained, "I like and enjoy being on campus. My friends are very excellent have difficulties related to mentoring services. The PSLD team always helps" (results of an interview with FI on September 26, 2020). As a student, FI felt very pleasant on campus during the learning process. This is also because some of the active teaching and learning activities are filled with positive and valuable things (Neal-Boylan and Meeks, 2021), which can motivate FI both externally and internally.

With a fun learning design, of course, FI can better master and understand its role as a student with a pattern system of assistance from PSLD UB, which several volunteers support. For FI, as stated by PSLD volunteers, educational games are an

effective lecture material for Down Syndrome students. In the context of this research, they are also equipped with the ability to handle students with Down Syndrome. These efforts are carried out to humanise humans as the goal of humanism education. People with Down Syndrome are no longer the trash of society, but they also have the same opportunities as ordinary people.

Institutionally, PSLD also includes FIs in various student organisations such as UKM (Student Activity Unit) to pump out FI's potential or talents and many learning facilities such as libraries and labs as friendly learning facilities for FIs. For example, FI is more interested in music and memorises songs and writes them into a collection of pop songs, dangdut, kasidah and the like; several lecturers and volunteers often direct them to engage in the field of music.

The results of the explanation above confirm that the existence of policies must be kept in mind so that the rights of persons with disabilities are fulfilled or adequately conveyed, as in Ulfah Fatmala Rizky's study, which seeks to assist in the implementation of inclusive education policies at Brawijaya University Malang, with an action research model that produces several policies within the scope of efforts to become a pioneer of inclusive campuses. Some of these policies are establishing the

Center for Disability Studies and Services (CDSS), which is an institution that focuses on services and studies on disability issues. Brawijaya University also opens a special need for students with disabilities and provides a quota for students with disabilities as many as 20 people (Fatmala Rizky, 2015).

Besides, the health aspect of the learning environment also needs to be considered (Oslund, 2015). From the perspective of several lecturers, they found that an excellent way to help FI meet the demands of studying at a healthy and clean university is to be supported by cleaning staff and several lecturers and volunteers who have a good understanding of a healthy learning environment. In addition, several volunteers also did not forget to pay attention to the place of study that must meet several requirements, such as aspects of calm and lighting to increase the FI's concentration in learning.

Learning activities are critical to be improved in students with Down Syndrome, which aims to make them trained to solve a problem from various points of view and be able to give birth to many ideas and ideas (Fagan *et al.*, 2021). There are two categories of Down Syndrome student learning activities: active learning and non-active learning (Fagan *et al.*, 2021). As stated by several volunteers that some students are engaged in learning

on their own accord; on the other hand, students who are not active in their learning activities must be encouraged by people considered close so that students are enthusiastic about learning. In this case, the essentials need to supervise and accompany Down Syndrome students learning in class. The researcher found that the role of the closest person in providing learning encouragement to Down Syndrome students with a persuasive approach is the most effective. For example, they give love, attention, and supervision to students.

Therefore, an appropriate curriculum is needed to accommodate the curriculum for students with Down Syndrome. As stated by Maghfiroh in his study entitled "Inclusive Education and Higher Education: The Urgency of Implementing Inclusive Education Courses in All Study Programs in the Tarbiyah Department of STAIN Pamekasan". This highlights the importance of including courses in the inclusive education curriculum in the Tarbiyah department. This study found that the implementation of inclusive education at STAIN Pamekasan was adequate but not comprehensive. Not all students get knowledge about inclusive education because only two study programs have given inclusive education courses to students (Maghfiroh 2018).

Experience of Inclusive Education of Down Syndrome Students outside Class.

From the external dimension, social factor interaction with peers in the home environment is essential in shaping the development of FI. In the researchers' observations, FI, interacting with his friends, often uses chat via WhatsApp or Line and even if there is an opportunity to visit friends' houses without their parents' knowledge. With the help of volunteers, FI also participates in student activities with disabilities at Brawijaya University. Despite its limitations, FI often holds activities together, such as discussing, walking to the mall, talking on the phone, listening to music, playing games, and making jokes. The games he plays with friends tend to be not traditional games that require a lot of people. Moreover, they prefer individual games such as computer games, PS, and others. This is because technological advances make it easier for them to play, and feel the environmental situation (Lee, Neil and Friesen, 2021).

In addition, FI's social interactions with their peers in the neighbourhood around the house tend to be less because their friends who are the same age as FI are in their respective places of study during school hours. In addition, this is also influenced by the environment where FI lives. Based on observations made by researchers, it was found that FI's place of residence is in an environment far from the crowds of his friends. His house is located in a residential complex on Jalan Bukit

Hijau 101 Tlogomas, Malang city, where his peers do not inhabit residential neighbourhoods. On the other hand, the campus activities are crowded, so the subject does not have the opportunity to socialise with his peers in his village.

As Dina Afrianty (2021) mentions, one thing that leads to social interaction with peers is living in the same environment. Realising FI's parents chose Brawijaya University for the subject, a campus with a curriculum adapted to the concept of inclusive education, which they think is good. From the perspective of FI's mother, she said that the campus is not a place for learning but is like a playground for subjects to meet their needs to socialise with other people. Likewise, he lives in a housing complex with FI that rarely has friends the same age as the subject. The subject only plays with family at home, but sometimes some friends come to the house on certain days, for exams.

(Grech and Soldatic, 2016) revealed that humans would instinctively relate to one another. As a person with a disability with DS, FI has friends in his study (classroom) or other places of learning outside his home, but he rarely has friends in his neighbourhood. His friends varied in age, and the majority were older than the subject. In general, FI students are willing to play with anyone, both with younger friends of the same age or older friends, but

FI students tend to open themselves up to friendships with older people. FI said he prefers to play with older friends because he can play outside (siblings or even parents). Furthermore, FIs have more free time at home.

During the interview, the researcher also found that FI's parents felt less pressure and were a little emotional when they found out about their child's condition. When interviewed with their parents, they showed feelings of sadness and destruction, which described the parents' reactions that first appeared when they found out that their child had a disorder were feelings of surprise, inner turmoil, and denial, namely not believing the reality that had happened to FI. In this condition, they do not only feel sad but also worry about their children's future (Lee, Neil and Friesen, 2021). It's no wonder that FI parents try to send their children to college and collect information for provisions related to FI's upbringing.

On the other sides, FI parents also sometimes experience psychological conditions in the acceptance phase (Lee, Neil and Friesen, 2021). This was done because they assumed that acceptance of the FI conditions was critical. They also think that Down Syndrome children like FI need more attention than normal children. They believe that if there is acceptance in the family, especially the mother, it will make parenting easier and affect the

development of children with Down Syndrome (Lee, Neil and Friesen, 2021).

In contrast, sometimes the parents of the FI also feel happy with the presence of the FI and feel grateful for the birth of the FI. They believe that there is no problem with FI's needs because blessing for them is always exist on the presence of FI brings blessings to their families. This contrasts with the feelings felt by previous FI parents, who said that almost every time they experienced persistent sadness after knowing FI's condition, sometimes they thought they needed additional income to pay for other therapy for their children.

Based on interviews and researchers' observations, FI's parents have provided democratic parenting so far, as (Fagan *et al.*, 2021) expressed. Democratic parenting is a way of educating children where parents determine the rules but by paying attention to the circumstances and needs of the son. Thus, this approach is a right and obligation of parents as the main person in charge of educating FIs. Participants apply discipline to their children according to their abilities and follow FI's wishes but are still directed and supervised not to harm themselves or others. Especially during this pandemic period, FI is mostly at home, and sometimes he feels bored, so his parents let him do activities that FI likes so that FI doesn't get depressed.

FI parents think that education is critical to making their children more independent. Almost all interviewees said that their parents always taught FI to be independent, especially such as bathing, eating, and dressing. His mother considers this teaching very important to support the life of FI in the future. However, when FI has started to be independent, such as being able to play or interact with other people, the thing that FI never forget is monitoring every activity. Monitoring the activities of FI is a manifestation of the more attention that parents give to their children. Thus, the fulfilment of love and supervision of children is also fulfilled. This case is also in line with what was conveyed by (Lee, Neil and Friesen, 2021) that the abnormal condition of the syndrome in children must be faced with full of empathy and sympathy so that children do not rebel or feel pressured.

When parents are trusted to care for and care for a child, they face various obstacles, whether giving birth to an average child or a Down Syndrome child who requires special attention. This condition is also confirmed by Lee *et al.* (2021) said that the situation can be challenging for parents to understand the problem they have faced. In the results of interviews with participants, the barriers felt by participants were dividing time by taking care of one child with another, splitting time with work, and dealing with

children's emotions. As stated by FI's parents, it is difficult to divide their time taking care of their children with one another because their children still need more attention; besides that, FI's parents find it difficult to separate their time between work and dealing with FI's emotions which are sometimes not normal. In this case, according to his mother, maintaining a work-life balance is one of the significant stress factors in raising Down Syndrome children as a working mother. Maintaining a balance between work, household needs, time for children, and time for themselves in daily life is a formidable challenge.

At the time of parenting, there are several obstacles experienced by parents, and they will make various efforts so that these obstacles can be overcome. Like the acknowledgement of FI's parents, they have tried several times to overcome the challenges that occur in the condition of FI's cognitive development. In the interview, it was found that the results of the effort were encouraging FI to socialise outside the house, playing with friends such as cycling, or to a relative's house so that they were not bored at home. According to them, playing is an activity to socialise and can provide opportunities for children to explore, discover, express feelings, be creative, and learn fun. Not only that, but the effort also that can be made is to let the child calm

down first when the child rebels or fights, as expressed by the FI's parents that if approached, the child will become angry, so it would be better if he was silenced first to calm down. Therefore, all lecture assignments given by lecturers through PSLD are directly connected to parents. Still, the FI learning mood, which sometimes goes up and down, must be understood psychologically by parents. Hence, FI's mother is always patient and never forces FI to learn when his psychological condition is not in as normal condition as usual.

CONCLUSION

Based on the description and discussion above, several conclusions can be drawn that the implementation of inclusive education must pay attention to two main aspects, which are as follows; *first*, the role of PSLD as an institution appointed by Brawijaya University as a centre for the study of disability services plays a significant role in the implementation of inclusive education at Brawijaya University. PSLD provides many volunteers for disabled students and disabled lecturers to facilitate the process of education, learning, and teaching. PSLD volunteers are equipped with abilities that suit the needs of students and lecturers with disabilities. In the context of this research, they are also equipped with the ability to

handle students with Down Syndrome. People with Down Syndrome are no longer the trash of society, but they also have the same opportunities as ordinary people. *Second*, based on FI's learning experience as a Down Syndrome student in lectures, it cannot be separated from the role of PSLD volunteers who work closely with lecturers, FI's parents, and friends. As a student with Down Syndrome, FI relies heavily on PSLD volunteers, the material provided by the lecturer is presented in the form of fun games. These materials become more optimal when the volunteers translate the lecturer's language into the mental atmosphere of Down Syndrome students. For FI, as stated by PSLD volunteers, educational games are an effective lecture material for Down Syndrome students. *Third*, if in lectures, the learning process of a Down Syndrome student must depend on PSLD volunteers, the intelligence and patience of a lecturer. Outside of classes, Down Syndrome students are very dependent on the role of parents and families. All lecture assignments given by lecturers through PSLD are directly connected to parents. Still, the mood of learning FI that sometimes goes up and down must be understood psychologically by parents. FI's mother was always patient and never forced FI to study when her psychological condition was unavailable.

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