

The Dark Side Of Human Disabilities
Study Of inclusion Education In Building Potential With Disabilities
In Becoming Independent And Cultured Human

By: Sulthon

Sulthon@iainkudus.ac.id

ABSTRACT

Disability is a condition of where the obstacles they face in any shapes of physical, mental-intellectual, and social-emotional so that it affects all the potential possessed by that person so that it does not develop in life. Therefore, inclusive education is the most important part in improving all existing abilities in order that those people with disability are able to face life better. This research aims to: 1) identify and describe inclusive education in building disability potential; 2) describes the anatomy of the problem of not having access to education and the impact of not being educated on people with disabilities. This research uses library research and the data collection techniques is utilizing the collection of various sources of materials originating from books, scientific journal articles, literature and other publications that can be used as research sources. Meanwhile, the data analysis technique uses descriptive argumentative analysis, The research results show: 1) people with disabilities definitely require education in order to develop their potential in an inclusive manner where people with disabilities are unconditionally feel accepted, recognized, respected and treated equally without being differentiated so that their self-confidence develops to the maximum level; 2) people with disabilities who do not receive education will have their potential limited by the brilliance of opportunity and hope of life. This is led from the fact that they are limited to schools because they are not affordable. Thus emerging the urge that inclusive education is needed. This research contribution provides information, data and strategies on the importance of education for people with disabilities and equal distribution of education to develop the potential of people with disabilities to become capable, independent, happy and responsible human beings

Keywords: disabilities, potential development, inclusive education

A. Introduction

Disabled people as humans face various obstacles in life due to their own shortcomings. These obstacles will affect all elements within them by psychologically, socially and in self-development. The effect can be worsened by the community attitudes and behavior that are not inclusive, alienation in social interactions, and opportunities for self-development. All of these obstacles originate and are exacerbated by the closure of opportunities in education. Education develops and realizes all human potential. Thus, the disabled has stopped here due to the difficulty of the process in self-development through education. Therefore, the first and the foremost in developing the potential of a disability is getting a mandatory education.

Education for people with disabilities is a means that can develop their abilities and building insight and thought patterns so that they are able to manage their lives better. Education is a mean that can build a person's intelligence in facing the sustainability of life; the urgency of education so that all life needs can easily be achieved. (Supriadi, 2016). However, the problem of education for people with disabilities still has various areas that have not been resolved until now. There are still many people with disabilities who have not received education.

Based on statistical data including from the Coordinating Ministry for PKM as of June 2022, the number of disabled people aged 5-19 years is around 3.3%, the number is around 2,197,833 people, (data taken March 16 2023). Meanwhile, the data from the Ministry of Education and Culture shows that the number of children with disabilities attending both SLB (Extraordinary School – school for the disables) and inclusion schools is 269,398 children. (Syarifah, 2023).

From this calculation it can be interpreted that there are still 1,928,435 children with disabilities who have not received education. In fact, education still differentiates children with disabilities and there is no readiness to implement inclusive education (Salmah, 2019). There are still many people with disabilities who have not received education because educational services for them have not been implemented in an inclusive manner and they are still exclusive or segregated. All humans have the right to education in order to be able to develop their potential to the maximum.

Every human being needs guidance and education in his life in order to grow into a human being with a good personality. Without education, humans will be stripped off from their human nature in the sense of not understanding values, norms, rules and other meanings of humanity. In fact, humans are “homo-educandum” creatures or humans who have the potential to be educated (homo education), Education for humans is an obligation in order to imply their potential and build their rounded character(Mappanyompa, 2021). Education is the right of every human being, education is a necessity in human life in order to develop and realize their humanity.

All humans have the right and need education in their lives without exception to those with disabilities. Even, their existence is guaranteed by law mentioned in article 31 of the 1945 Constitution concerning the right to obtain education. Quoted from the National Law number 8 year 2016 about people with disabilities, The law of national education ministry number 70 year 2009 regarding inclusive education, people with disabilities should receive inclusive education, So far, education for disabilities has been carried out exclusively (SLB-SDLB/ educational services special schools/ educational services special primary schools).By carrying out this way, education for people with disabilities becomes ultimately unequal and unaffordable. It means that not all people with disabilities can access education. The main problem with disabilities is the lack of education. This matter can be caused by the fact that most of people with disabilities are economically weak, the distance to school is too far, Lack of knowledge and understanding about disabilities, living without education like this will make life worse for people with disabilities.

Opportunities for people with disabilities to work are very limited due to the low education and discrimination, making it difficult for people with disabilities to get jobs. Legally, there is national law number 13 year 2003 about employment on article 31 explained that “every worker has the same rights and opportunities in choosing, getting or changing jobs and getting decent results in life”(Purinami, 2018). The existence of discrimination in employment opportunities for people with disabilities encourages them to work as little as possible and tend to have low income.

Based on predictions of the percentage of people with disabilities in the world for the last 40 years, it is explained that 20% of the poorest people in the world are disabled and close to 80% of them live in low-income countries (Novianti, 2016). In life in society, people with disabilities cannot be accepted and tend to be discriminated against, the cultural construction of society tends not to be able to accept individuals whose physical characteristics are different (disabled) from normal and are always differentiated (Rathoman, 2003 in (Putra, 2021)).

It can be understood that a person's low level of education can lead to closed access to life so that they become stuck in life, including in economic life. The problem of education for people with disabilities will not end soon because so far education for them has been carried out in segregation (separate from normal children), So that educational equality can be achieved quickly, it must be implemented in an inclusive manner so that people with disabilities can go to school in places closest to their peers to learn and play together in an inclusive manner.

Exclusive education for them only leaves endless problems and leads to unequal education for them, the next consequence is the difficulty of living with a disability and the breakdown of communication and social interaction. This results in not having social skills, and weakening psychological aspects due to the high dividing wall between disabled and normal so that they build togetherness with disabilities and mourn their disabilities with friends in the same boat as them.

The objectives of this research are: 1) identify and describe inclusive education in building disability potential; 2) describes the anatomy of the problem of not having access to education and the impact of not being educated on people with disabilities. The contribution in this research is providing information and field data about people with disabilities who have not yet been educated, the importance of education in the lives of people with disabilities and the importance of education for them in an inclusive manner.

This type of research is library research, namely research that describes in depth a phenomenon by analyzing it in depth based on literature about the urgency of education for humans, educational opportunities, disability education,

and developing disability potential by collecting library sources from books, scientific journals and related documents in the analysis. Next, the researcher collects, selects, and analyzes sources related to inclusive education, development of potential for disabilities, and cultured humans, then concludes.

B. Results and Discussion

1. Education and Development of Human Potential

Development means increasing an individual's potential or ability which allows a person to adapt to their environment, In this case, self-actualization is very urgent (Mappanyompa, 2021). Humans are creatures who have potential that can be developed, Developing potential can be done in various ways, including through education, training, or courses and the like, as well as independently (Junaidi, 2023).

Human development is influenced by heredity (heredity), environment (education), the environment here can be physical, historical, sociological, cultural, psychological (Hanafi, 2018). Development is influenced by the relationship between biological, cognitive and social-emotional processes, and the surrounding environment is an important aspect of education (Mappanyompa, 2021). Self-development can lead humans to create civilization (Aminullah, 2020).

Humans experience various kinds of development including physical, emotional, linguistic, social, personality, moral and religious development. This can be used as a basis for instilling or laying the foundation for human development such as character, personality, faith, and the like (Walidin, 2016).

In humans, what is developed is all the potential they have. Potential is the overall strength that humans have, consisting of physical, intellectual and spiritual things that grow and develop in harmony with humanity, this power in development is what leads to human perfection, towards achieving the changes expected by education (Somalia, 1995). In developing potential, humans need other people or society who provide social support and provide opportunities for development.

As social creatures, humans always live together, forming groups (society) with the same goal towards achieving social order and prosperity (Bukit, 2017). In building a good society, humans must have good abilities such as good mindset, insight, knowledge, behavior, traits and character. This process is very necessary in carrying out social roles in order to adapt to social life, Therefore, developing human potential is absolutely necessary by providing access to learning in the context of self-development (Bukit, 2017). Humans are social creatures, in carrying out social roles, humans must receive guidance and direction through education.

Education as a process of liberation and awareness of its limitations, then humans are guided to behave in accordance with normative values in carrying out their limited existence in living together. Hence, humans need identification, participation in the world of proximity, and interactive communication in order to carry out self-development and social change (Tilaar, 2002).

Education is freedom or liberation, as a continuous process of action and reciprocity in developing human creativity (Paulo in (Tilaar, 2002)). Education is very important in survival as capital in order to develop human potential to the maximum. With education, humans can control themselves, spread out, develop a sense of responsibility, develop social solidarity, maintain the environment both social and physical, respecting parents, and a sense of religion that is manifested in community life (Supriadi, 2016).

Education is the main foundation in preparing and building human potential. In building this potential, individuals need support and motivation from society. Education is a societal institution that prepares future generation through training and experience so that individuals have the mindset and insight needed in life, namely being responsible and adapting to society well.

2. Discourse on Disability: Problem

Disability is a condition experienced by a person as a gift from God that he must accept. People with disabilities experience various obstacles in their

lives, which can be physical, mental-intellectual, social-emotional or communication as a result of experiencing deficiencies within himself. Humans who are born with disabilities, it is not really a choice or a request but a gift that must be received, thus treating them differently is social injustice and injustice.

Disabled people are not seen as ordinary people like others (normal) but rather as people who have shortcomings, differences, dependency (not independent), and specificity. The phenomenon of this society's attitudes and behavior place them exclusively such as educational services are not equated with others but are separated (SLB/SDLB – educational services special schools/ educational services special primary schools), people with disabilities are accommodated in orphanages, for example orphanages for the blind, orphanages for the deaf, mentally disabled, and so on.

Such treatment will cover the disability of growing and developing into a good human being but instead will mourn his life with friends in the same boat as him, developing a negative self-concept, being inferior, feeling inferior, thinking he is incapable, having low motivation to live, and the like. The public's wrong perception of disability causes treatment and actions that differentiate them in all their lives, such as in education, social life, work opportunities and so on. In such an order, social perception is needed in order to view and understand the feelings, attitudes and needs of people with disabilities (Gerungan, 2010).

The existence of attitudes and behavior in society that views disability differently is more due to prejudice, stereotypes and discrimination towards disability. Negative perceptions of individuals based on minority groups with a priori assessments are not unique characteristics. This fact is based on the existence of stereotypes (beliefs) associated with different minority groups.

This stereotype will give rise to discriminatory attitudes and behavior towards disabilities (Dayakisni, 2012). This discriminatory treatment will affect all activities in life to be different, in educational services special schools (SLB) appear which are separate from normal children. There are many exclusiveness happening in our society; in social life where there is a

disability community, in political rights one of the conditions is that not being disabled, the opportunity to work will be discriminated against. As long as everything is still perceived differently, it will be implemented in a separated space, and this makes people with disabilities confined by prejudice, stereotyped as different individuals and then there is discrimination.

In order to build a multicultural life, people with disabilities must have an equal place with normal people. Disabled people must receive education to develop all the potential they still have. This means that disabilities must be accepted, recognized, appreciated and respected in life, such as getting education without distinction, getting a decent life with the same life opportunities as when entering the world of work, and other social life roles.

Disabilities as humans have not received equality in life. It can be seen from the starting with discrimination in education; most people with disabilities have not received education so that the development of their human potential is reduced.

This weakness will affect civilization and culture in their lives. With low education for people with disabilities, it will then have an impact on all of their lives, such as economic weakness. The prove is based on predictions showing that the poorest people in the world are disabled because they live in low-income countries (Novianti, 2016). Low civilization, low creativity, poor social status and tend to work inappropriately and make the economy weak. This worrying condition of disability is predominantly due to the low level of education available, while the low level of education for disabilities is due to the lack of equal distribution of education. In developing disability abilities, the first and foremost must be considered:

- 1) Treating people with disabilities as human beings who have the same rights and obligations as humans who must be respected, recognized and accepted as normal human beings;
- 2) Providing inclusive education
- 3) Providing equal opportunities in all lives without discrimination or specialization;
- 4) Provide opportunities for equal social roles and good social interaction.

All of this will build all the potential for disabilities to develop, then they will organize their lives according to their conditions and live in peace, harmony and culture.

Disability as a human being who is less fortunate because he cannot feel his existence as an independent, free and recognized human being. Exclusivity in life is a reality that must be accepted without any reason. By being born with a disability, all of one's life will automatically be imprinted in an act of exclusion, whether in social life, education, relationships, work, etc. political rights, and the like, in the sense that all of life is experienced exclusively.

In social learning theory, the environmental conditions that shape a person to get and maintain negative responses, in fact most of a person's behavior is obtained from the results of learning by observing the behavior displayed by other individuals as a model. Thus, social modeling is a method that directs a person's behavior (Dayakisni, 2012). In observing individual behavior as a model of showing negative attitudes, a person will construct themselves with negative self-values.

For years, people with disabilities have lived in an excluded life, considered as different humans and thus differentiated in all the lives they experience. People with disabilities receive less inclusive treatment, Even in the implementation of inclusive education, there are still exclusionary practices by constructing people with disabilities as the differences (the other)(Azzahra, 2023).

Exclusionary education, apart from making schools for people with disabilities unequal, also makes people with disabilities less social skills as a result of always meeting and hanging out with friends who are in the same boat as them in education and also with exclusion schools not being affordable for all people with disabilities, this reality makes people with disabilities less likely to develop their potential and live with a lack of independence and culture.

A good life for every human being is inclusion, with inclusion, individuals will develop their full potential well. It helps them building

human capabilities must provide opportunities to develop by learning from a conducive environment. Therefore, providing life in an inclusive manner is a must. So far, education services for people with disabilities have not been inclusive.

Inclusive schools are still not running optimally because they face many problems such as, 1) the number of special guidance teachers is very small, 2) teachers in schools on average do not have the skills to teach children with special needs, 3) there is still resistance from normal parents to study with normal children (Marannu, 2022).

When people with disabilities are in inclusive schools, there are still some normal students who are indifferent to children with disabilities, ignoring them, considering disabled children differently, to the point of bullying them (WahyuDwi, 2020). Not all parents or guardians of normal children can accept children with disabilities who go to school with normal children (Riana, 2021).

Acceptance of children with disabilities in inclusive education is not based on rights and needs but rather out of pity. In fact, people with disabilities do not need to be pitied but given opportunities and rights and their existence acknowledged in a humane way.

3. Inclusiveness in Life and People with disabilities

Inclusion is a building that provides a pattern of human equality as human beings who have human rights who must be treated equally, accepted and recognized for their diversity. By implementing the inclusion, all problems of national and state life will be resolved and a peaceful, harmonious and comfortable life will be achieved.

Inquisition is a paradigm that moves to open the veil of human exclusivity, by providing attitudes and behavior to accept, respect, recognize human existence without being differentiated and considered the same.

Humans in their lives need appreciation and opportunities to realize their existence. Inclusion in life will provide calm, peace, looseness, togetherness, and unity bound by ties of human brotherhood and tolerance.

Tolerance for differences is an obligation for all humans. Living in a diverse, diverse and multicultural country like this country Differences make life colorful if everyone can accept various differences as a blessing (Fibrianto, 2022).

Inclusion further opens up human plurality and diversity as something that is accepted wisely without considering differences, because indeed God created his creatures in two kinds, male and female, night and day, good and bad, smart and stupid, normal and abnormal, handsome and ugly, and so on, so that abnormality (disability) is something that should not be differentiated.

In social relations it must be accepted inclusively, in worship it must be accepted inclusively, Education must also be inclusive, with inclusive education it is hoped that it will foster self-confidence, independence, interaction and adaptation to the environment (Riana, 2021).

Through inclusive education with disabilities, all potential will be awakened towards the development of a better life. People with disabilities have the right to be respected and have their abilities developed through education that accommodates their learning needs in a humane way so that they can develop. (Dwi, 2020). Inclusive education has a close relationship.

Conceptually, it is the same as providing opportunities in terms of providing educational services for people with disabilities in a fair and wise manner, thus contributing to improving education in Indonesia (Irawati, 2020).

An inclusive attitude in all human life is highly recommended. Because with inclusion, life will run in rhythm with the flow of life's flow, just as the Ferris wheel will look beautiful because of the mixture of various colors, life will be sustainable because of the unity of various ethnicities, races, cultures, and so on.

People with disabilities actually still have various potentials that can be developed in their lives towards independence and culture.

Opportunities for self-development for them are still not well implemented, the majority of people with disabilities are at a low level in

many ways, such as in education, economics, knowledge and creativity. This is because the majority of people with disabilities have low levels of education, and have never even received an education. The lack of education for them is because it is not affordable for them due to being far away, economically lacking, or other reasons.

In this case, inclusive education is needed so that people with disabilities can go to school where they are with their peers and do not have to be far away. In this way, people with disabilities can develop their abilities through the education they attend. With disability education, people will build a better life because they have insight, mindset, skills and creativity.

Inclusive education, allows all people with disabilities to have equal opportunities in education, with education they can develop all their potential openly, independently and creatively, Then they can organize their lives better, independently and with culture so that people with disabilities are truly free from the bonds of discrimination, injustice and exclusion. Education implemented in educational institutions can be a medium for humanization and culture (Juherna, 2020).

Inclusive education has psychological effects for people with disabilities, namely providing opportunities to develop self-confidence by having a disability, increasing self-esteem, Considering oneself valuable will then respect oneself and accept existing shortcomings (Setiawan, 2019). Psychologically, inclusive education builds the soul's self-confidence, self-esteem, self-acceptance, and self-concept so that people with disabilities increase their abilities and consider their shortcomings as something that must be accepted and then developed through inclusive education.

C. Conclusion

People with disabilities definitely require education in order to develop their potential in an inclusive manner where people with disabilities are unconditionally feel accepted, recognized, respected and treated equally without being differentiated so that their self-confidence develops to the maximum level

People with disabilities who do not receive education will have their potential limited by the brilliance of opportunity and hope of life. This is led from

the fact that they are limited to schools because they are not affordable. Thus emerging the urge that inclusive education is needed. This research contribution provides information, data and strategies on the importance of education for people with disabilities and equal distribution of education to develop the potential of people with disabilities to become capable, independent, happy and responsible human beings

REFERENCES

- Aminullah, M. A. (2020). Konsep Pengembangan Diri Dalam Menghadapi Perkembangan Teknologi Komunikasi Era 4.0. *Komunike*, 12(1), 1–23.
- Azzahra, D. (2023). Eksklusi Anak Berkebutuhan Khusus di Sekolah Inklusi. *Media Komunikasi FPIPS*, 22(1), 46–58.
- Bukit, E. A. (2017). *Pengembangan Sumber Daya Manusia, Teori Dimensi Pengukuran dan Implementasi dalam Organisasi*. Zahr.
- Dayakisni, H. (2012). *Psikologi Sosial*. UMM. Press.
- Dwi, E. al. (2020). Persepsi Mengenai Inklusi dan perilaku Prososial Siswa Reguler di Sekolah Inklusi. *Sukma : Jurnal Penelitian Psikologi*, 1(1), 81–89.
- Fibrianto, E. A. (2022). Membangun Karakter Inklusif Sejak Dini (Penanaman Sikap Toleransi terhadap Perbedaan Bagi Siswa SD). *Jurnal Praksis Dan Dedikasi (JPDS)*, 5(2), 54–60.
- Gerungan. (2010). *Psikologi Sosial*. Refika Aditama.
- Hanafi. (2018). Perkembangan Manusia Dalam Tinjauan Psikologi Dan Alquran. *Jurnal Pendidikan Islam*, 1(1), 84–99.
- Irawati, W. (2020). Urgensi Pendidikan Multikultural, Pendidikan Segregasi dan Pendidikan Inklusi di Indonesia. *Instructional Development Journal (IDJ)*, 3(3), 171–176.
- Juherna, E. A. (2020). Implementasi Pendidikan Karakter pada Disabilitas Anak Tuna Rungu. *Jurnal Golden Age, Universitas Hamzanwadi*, 4(1), 12–19.
- Junaidi, E. A. (2023). Pengembangan Manajemen Sumber Daya Manusia pada Lembaga Pendidikan Islam. *Journal on Education*, 5(3), 10040-100 52.
- Mappanyompa, H. (2021). Psikologi Perkembangan Manusia Dalam Pendidikan Islam. *IBTIDA'Y : Jurnal Prodi PGMI*, 6(2), 31–41.

- Marannu. (2022). Dinamika Sekolah Inklusi bagi Berkebutuhan khusus. *Mimikri*, 8(2), 375–399.
- Novianti. (2016). Pemberdayaan Masyarakat dalam Meningkatkan Pemenuhan kebutuhan Pendidikan Anak dengan Disabilitas. *Inclusive: Journal of Special Education*, 2(1), 31–44.
- Purinami, E. A. (2018). Penyandang Disabilitas Dalam Dunia Kerja. *Focus : Jurnal Pekerjaan Sosial*, 1(3), 234–244.
- Putra, E. A. (2021). PESAN KESETARAAN PENYANDANG DISABILITAS MELALUI INTERAKSI SIMBOLIK MEDIA SOSIAL. *Interaksi: Jurnal Komunikasi*, 10(1), 1–11.
- Riana, E. A. (2021). Penerimaan Sosial Lingkungan Inklusi terhadap Siswa Berkebutuhan Khusus. *Jurnal Pendidikan*, 6(10), 1520—1526.
- Salmah, T. (2019). Aksibilitas Pendidikan bagi Kaum Disabilitas Pada Madrasah Ibtidaiyah (MIN)di Kota Banjar Masin. *AL-BANJARI*, 18(1), 127–152.
- Setiawan, A. (2019). Pendidikan Inklusif: Upaya Mewujudkan Kesetaraan dan Non Diskriminatif di Bidang Pendidikan Bagi Anak Dengan Disabilitas (Add). *Sosio Informa*, 5(3), 188–198.
- Somalia. (1995). *Konsep Pengembangan Potensi Ma-nusia*. 52/X/1995.
- Supriadi. (2016). Peranan Pendidikan Dalam Pengembangan Diri Terhadap Tantangan Era Globalisasi. *KREATIF | Jurnal Ilmiah Prodi Manajemen Universitas Pamulang*, 3(2), 92–119.
- Syarifah, F. (2023). *Jumlah Anak Berkebutuhan Khusus Terus Bertambah tapi Hanya 12 Persen yang Sekolah Formal*.
- Tilaar. (2002). *Perubahan Sosial dan Pendidikan*. Grasindo.
- Walidin. (2016). Arah Pengembangan Sumberdaya Manusia Dalam dimensi Pendidikan Islam. *Jurnal Edukasi*, 2(2), 147–163.