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Assessing Inclusivity of Faculties and School at Sebelas Maret University Utilizing UNS Inclusion Metric Standards

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Abstract: Assessing Inclusivity of Faculties and School at Sebelas Maret University Utilizing UNS Inclusion Metric Standards. Objectives: There are many problems in implementing inclusive education in higher education. Therefore, it was needed to conduct a research that discusses the level of inclusivity comprehensively starting from attitudes, policies, to implementation in higher education**. Methods:** This research aimed to determine the level of inclusivity of 15 faculties at UNS through a survey of lecturers, education staff and students. The instrument used was the UNS Inclusion Metric which consists of an attitude assessment and a self-evaluation report form (LED). Data analysis was carried out by calculating the total score, average and standard deviation (SD). **Findings:** The research results showed that FKIP, FMIPA, and FISIP exhibit high inclusivity scores, indicating a strong commitment to inclusivity. FEB, FH, FIB, FSRD, FIK, FK, FPsi, and FPet were in the moderate inclusivity category. Meanwhile, FATISDA, FT, and FP showed low inclusivity scores, indicating significant challenges in achieving full inclusivity. **Conclusion:** These findings highlight the importance of inclusive training for lecturers and staff and the need to overcome physical barriers to achieve an inclusive educational environment.

Keywords: inclusivity, UNS inclusion metric, higher education.

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INTRODUCTION

Several researchers stated that inclusive education has proven to be more effective and provides many benefits for students with special needs (Cologon, 2014; Cologon et al., 2019; Slee, 2010). However, this principle does not extend to post- secondary life. The results of previous research found that students from special schools showed better results than students from inclusive schools in getting jobs (Hornby, 2021). This is due to the vocational curriculum and work experience they gain in special schools, which students in inclusive schools do not receive (Hornby, 2021). Therefore, inclusive education should extend beyond school level and be maintained through higher education.

Higher education is very important in improving a person's quality of life, as well as their capacity to increase employment opportunities (Lipka et al., 2019). Accessing and graduating from university can be an opportunity for people with disabilities to improve their lives, empower themselves, get a job and enjoy life independently (Rodríguez Herrero et al., 2020). Therefore, it is essential to implement policies

ensuring access to higher education for individuals with disabilities.

In various countries, policies and strategies have succeeded in increasing the number of students with disabilities accessing higher education (Moriña & Carballo, 2017; Wray & Houghton, 2019). To ensure the rights of people with disabilities to receive quality education in higher education, the Indonesian government issued Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 46 of 2017 concerning Special Education and Special Services in Higher Education. This regulation states that higher education is open to students who experience physical, emotional, mental and social limitations such as the blind, deaf, physically disabled, mentally retarded, communication disorders, slow learners, specific learning difficulties, autism spectrum disorders, and attention deficit and hyperactivity disorders, as well as for students with potential intelligence and special talents. With the support of this policy, the number of students with disabilities joining higher education increases every year (Arini, 2020). As the number of universities accepting students with special needs increases in Indonesia, it is important to assess the quality of services and accommodation by universities to students with special needs.

However, in reality, implementing inclusive education at the tertiary level is not easy. There are many problems faced in the field. Many studies have been conducted to explore the problems of inclusion in higher education, such as the general challenges of inclusive education in higher education (Moriña & Carballo, 2017), the need to improve the perceptions and attitudes of administrative staff towards inclusive education (Helena Martins et al., 2018; Nîmante et al., 2021), inadequate accommodation in the academic field (Costello-Harris, 2019), challenges completing studies and transitioning from university to the workforce (Moriña & Biagiotti, 2022). These many problems result in the high dropout rate for students with special needs (Veitch et al., 2018).

This shows the need for research to investigate the level of inclusivity in higher education. Among the numerous existing studies, there are intriguing aspects that remain unexplored. Specifically, there is a lack of comprehensive research examining the level of inclusivity in higher education in a comprehensive manner, starting from attitudes, policies, to a complete implementation in a higher education institution. Few studies have specifically addressed institutional policies, staff training, and accommodations to support inclusivity at the tertiary level, and these issues have not been examined together in a comprehensive study. For example, in terms of perceptions and attitudes towards inclusive education in higher education (Helena Martins et al., 2018; Nîmante et al., 2021), academic accommodation in higher education (Costello-Harris, 2019), and inclusive education policies in universities (Karanja et al., 2021; Moriña & Carballo, 2017). Therefore, a research is needed that explores the level of inclusiveness in higher education in a comprehensive manner.

In the context of growing demands to achieve better inclusive educational practices, there is an urgent need for clear, comprehensive and measurable standards to evaluate the extent to which an educational institution has achieved inclusivity. Without these standards, it is difficult to assess the success or shortcomings of inclusiveness efforts undertaken by educational institutions. One way that has been identified to measure the success of implementing inclusive education is through the Inclusion Index, an evaluation tool designed to provide an accurate picture of the level of inclusiveness of an institution (Prof. Dr. Sunardi, 2022).

Sebelas Maret University (UNS) has demonstrated a strong commitment to inclusivity

through various policies and programs. One of the latest efforts is the UNS Inclusion Metric Standard (Prof. Dr. Sunardi, 2022). This metric was designed to measure the level of inclusivity across faculties and schools in the tertiary environment which consists of an attitude assessment scale and a self-evaluation report form (LED). Attitude assessment is a crucial thing to explore because developing an inclusive culture requires a set of values and attitudes that respect students as diverse individuals and have different learning needs (Helena Martins et al., 2018; Nîmante et al., 2021). As such, administrative staff and teaching staff are key to success, providing support and guidance to students throughout their studies.

This research aimed to measure the level of inclusivity in 15 faculties and schools in the UNS environment based on the 2022 UNS Inclusion Metric Standards. Through this research, researchers provide a clear picture of the inclusive efforts that have been made and identify areas that still need to be improved. It is hoped that this research can provide valuable input for the development of inclusiveness policies and programs at UNS. In a global context, this research makes an important contribution to discussions regarding inclusion at the higher education level. Thus, this research supports UNS's inclusive vision and contributes to the development of better inclusive policies at the global level. It is hoped that this article will provide valuable insights for policy makers, academics, and educational practitioners in their efforts to create a more inclusive and equitable educational environment in higher education.

Based on the existing literature on inclusivity in higher education, this study hypothesizes that faculties and school within UNS that score higher on the 2022 UNS Inclusion Metric Standards will demonstrate more effective support and accommodation for students with disabilities. Furthermore, we hypothesize that faculties with higher self- evaluation scores in the inclusivity index will show a greater implementation of inclusive policies and practices, thereby providing a more supportive education environment for all students, including students with special education needs.

METHOD

This study employed a quantitative research approach utilizing a survey method to assess the inclusiveness of faculties and school within Sebelas Maret University (UNS) according to the UNS Inclusion Metric. The research design in this study was cross- sectional, aiming to compile data in time to investigate the level of inclusivity across faculties and school in UNS. This research was done in August 2023 until January 2024.

This research procedure included several steps to ensure comprehensive data collection and accurate assessment. First the researcher team scrutinized the 2022 UNS Inclusion Metric Standard to align it with the research objectives. Second, the target population was defined, and a sampling strategy was developed. Third, data collection was conducted by inviting participants to complete the survey via email, with clear instruction provided to ensure proper understanding. Data were collected through online questionnaire on the website, completed by respondents from each faculty and school, based on the 2022 UNS Inclusion Metric Standards. Data collection took place over a two-week period in December 2023. Finally, the collected data were reviewed and interpreted in the context of existing literature to provide a comprehensive understanding of the findings.

The population comprised all lecturers, administration staffs and students in 14 faculties and 1 school within UNS, totaling approximately 43.855 individuals. The sample consisted of 900 lecturers, academic staffs, and students, selected through purposive sampling to ensure the

inclusion of representatives who interacted with students with disabilities.

The instrument used in this research was the 2022 UNS Inclusion Metric (Prof. Dr. Sunardi, 2022), which was originally developed by Sunardi et al in 2020. Validation of the instrument was originally conducted by Sunardi et al in 2020, and involved a review by 10 experts in special education (Sunardi et al., 2020). Respondents completed the survey online on the UNS Inclusion Metric website (https://metrikinklusi.uns.ac.id) after reviewing the UNS Inclusion Metric manual. This metric consists of an attitude assessment scale and a self-evaluation report form.

The attitude assessment scale was designed to measure cultural standards and consisted of 32 items of statements, where respondents chose one of four response options (strongly agree, agree, disagree, strongly disagree) to explore the level of understanding, attitudes and behavior of academics towards students with disabilities. The scale components encompassed seven indicators: understanding the concept of disability, acknowledge the rights of people with disabilities to participate in higher education, promoting inclusivity over exclusivity, respecting diversity and anti-discrimination, fostering an educational environment that is supportive of diverse individuals, maintaining high expectations for students with disabilities, and willingness to provide support and assistance to individuals with disabilities.

The self- evaluation report form was an instrument designed to measure policy and practice standards. This self- evaluation report form was completed in qualitatively with descriptive explanations accompanied by evidence that must be uploaded. The self-evaluation report form within this metric comprised six components: institutional factors, SPMB, learning processes, social support, physical support, and graduation outcomes. However, this research only used three self-evaluation report components: learning processes/instruction, social support and physical support (Prof. Dr. Sunardi, 2022).

Data analysis began with the use of statistical measure of central tendency and variability, including total scores, mean scores, and standard deviation (SD), to examine the inclusivity levels across faculties and school. The collected data was processed using Excel software to ensure accuracy and efficiency. The results of the questionnaire were then organized into tables, detailing the scores for each inclusivity component. To enhance the interpretation, data visualization technique such as bar graph was also employed.

■ RESULT AND DISCUSSION

This research explored the inclusivity in 15 faculties and school at UNS utilizing the UNS Inclusion Metric Standards.

Comparison between Faculties

Data was presented graphically to compare the scores for each faculty and school. Additionally, tabular data compared the attitude assessment scale scores among the three representative respondent groups and the scores of the three standard self-evaluation report forms. Below is a graph depicting the scores for each faculty and school:

The bar graph in Figure 1 shows the distribution of inclusivity scores from lecturers, academic staffs, students, instruction, social support and physical support in each faculty. From the graph, it can be seen that the three faculties with the highest inclusiveness scores are the Faculty of Teacher Training and Education (FKIP), the Faculty of Mathematics and Natural Sciences (FMIPA), and the Faculty of Social and Political Sciences (FISIP). FKIP secured the

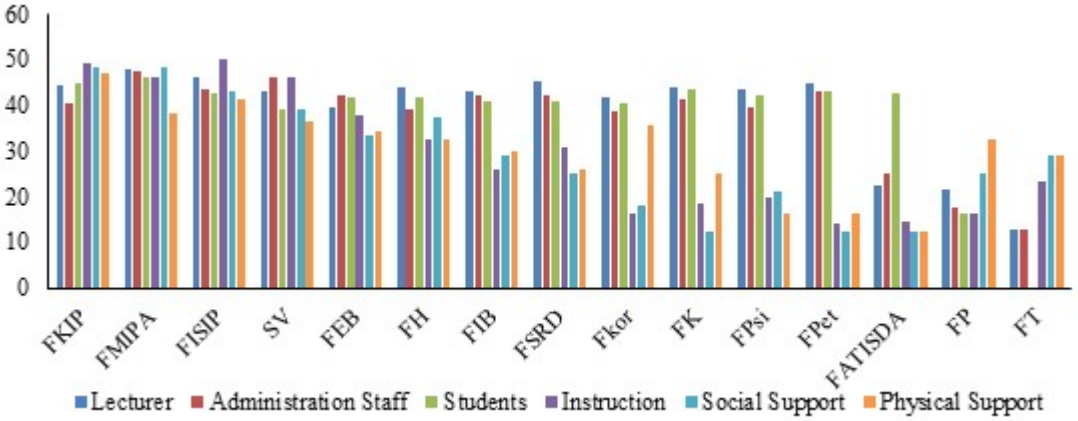

Figure 1. Faculty and school inclusivity score

highest rank with a total score of 275, demonstrating notable consistency in its inclusiveness efforts, evidenced by a low standard deviation of 3.26. FMIPA followed closely in second place with a total score of 274.96. FISIP attained the third position with a total score of 266.9. The instruction, social support and physical support scores at these three faculties are also quite high, indicating a strong commitment to inclusivity. Previous research conducted by Svendby (Svendby, 2024) highlighted the importance of mandatory inclusive training for lecturers as well as allocating time to develop inclusive skills. These results are in line with the high scores achieved by FKIP, FMIPA, and FISIP, indicating that these faculties may have implemented effective inclusive training and strategies. In addition, according to research conducted by Moriña and Carballo (Moriña & Carballo, 2017) staff knowledge about inclusion and the amount of training attended can influence attitudes towards inclusion. This could also explain why these faculties obtained such high scores, indicating that they have good training programs for their staff and lecturers.

Several faculties, including the Vocational School, Faculty of Economics and Business (FEB), Faculty of Law (FH), Faculty of Cultural Sciences (FIB), Faculty of Fine Arts and Design (FSRD), Faculty of Sports (FKor), Faculty of Medicine (FK), Faculty of Psychology (FPsi), and the Faculty of Animal Husbandry (FPet) exhibit moderate scores. These faculties achieved mid- range scores across all assessed categories. Instruction scores, social support and physical support in these faculties are also at moderate levels. Research conducted by Sandoval *et al.* (Sandoval et al., 2021) revealed that students with disabilities continue to face accessibility problems at university level. Faculties with moderate scores may still struggle with these issues, despite efforts to increase inclusivity. Dolmage (Dolmage, 2017) revealed that physical obstacles can be a challenge faced by these faculties. They have tried to increase inclusivity but have not completely succeeded in overcoming all the obstacles.

In contrast, the three faculties with the lowest inclusivity scores were the Faculty of Engineering (FT), the Faculty of Agriculture (FP), and the Faculty of Information Technology and Data Science (Fatisda). FT has the lowest total score at 106.94, with a standard deviation of 11.42, indicating significant variability in its inclusivity scores. The Faculty of Agriculture (FP) had a total score of 129.48 and Fatisda has a total score of 129.96. This is further reflected in the low ratings for instruction, social support, and

physical support within these faculties, suggesting significant hurdles in their efforts to cultivate an inclusive environment. Dolmage (Dolmage, 2017) stated that physical barriers could be the main barrier of low inclusivity in these faculties. A lack of prioritization of ensuring accessibility at the institutional level, as emphasized by Svendby (Svendby, 2024), could also be a contributing factor. Additionally, research by Sandoval *et al.* (Sandoval et al., 2021) revealed that students with disabilities still face inaccessibility at university level, which may be one of the challenge of low inclusivity scores in these faculties.

Attitude Rating Scale

The table below provides a comparison of the attitude assessment scale scores among three representative respondent goups (lecturers, academic staff, and students) within the UNS environment.

Table 1. Attitude assessment scale

	Attitude Score		
	Lecturer	Staff	Students
Total Score	585.78	562.55	567.51
Mean	73.22	70.32	70.94
SD	10.77	10.39	12.55

Table 1 presents a comparitive analysis of the attitude assessment scale scores across three representative groups of respondents: lecturers, educational staff, and students. The lecturer group achieved the highest total score of 585.78, with a mean of 73.22 and standard deviation (SD) of 10.77, indicating a highly positive attitude assessment with moderate assessment variations. The student group scored a total of 567.51, with a mean of 70.94 and an SD of 12.55, suggesting slightly lower attitude assessment the lecturer but with greater variability, reflecting more diverse views among students. The academic staff group had the lowest total score of 562.55, with a mean of 70.32 and an SD of 10.39, indicating lowest but more consistent attitude assessment compared to the other groups. Smaller variations within the staff groups indicate more uniform assessments among them.

The study investigated attitudes towards students with disabilities among three representative groups: lecturers, academic staff and students. Analysis of the assessment scores revealed the highest total score within the lecturer group. The education staff group exhibited a relatively high score but slightly lower than lecturers. These findings suggest a generally positive disposition among both lecturers and education staff have a positive attitude towards students with disabilities. This finding aligns with research conducted by Morina, *et al.* (Moriña et al., 2020), who found that lecturers, regardless of branch of science, have demonstrated a profile of sensitivity and empathy towards disabilities, shown interest in all students, are eager to improve their professionalism, and show extraordinary passion for teaching. They are professionals who enjoy their work and believe that the concept of inclusive education involves all students (Moriña et al., 2020). However, the results of this research contradict from previous research which concluded that some lecturers hinder the creation of inclusive education, faculty staff show negative behavior (Helena Martins et al., 2018), and do not make adjustments as they are considered favoritism (Bunbury, 2020). Furthermore, faculty staff are considered one of the main obstacles to implement inclusive education in higher education (Love et al., 2014).

The absence of a positive and supportive attitude from lecturer can hinder the academic progress of some students with disabilities (Odame et al., 2021). Therefore, it is important to have faculty who are sensitive, informed, trained, and understand strategies that can facilitate academic success for all students (Remington & Pellicano, 2019). Within UNS there is a Special Education study program which plays a major role in creating an inclusive environment for students with disabilities. High scores on the attitude assessment scale for lecturers and educational personnel may be due to the fact that these professionals have the necessary information to respond to the educational needs of students with disabilities from the training they have attended. These faculty and staff are aware of their need for training and resources to serve their students, have an open perception of differences, and are willing to new approaches to implementing inclusive education (Moriña & Carballo, 2017).

The student group showed a relatively high score but slightly lower than the lecturers. This suggests that students have a positive attitude towards students with disabilities. However, the data shows there is greater variation in attitudes among students. This could be caused by a lack of knowledge or direct experience with students with disabilities, as was also found by Nimante *et al.* (Nîmante et al., 2021), which highlights the need for more intensive education and outreach among students to increase understanding and acceptance of inclusive education. The positive influence of peer support factors greatly contribute to creating an inclusive education environment (Collins et al., 2019).

Self- Evaluation Report

The table below provides information of the three standards of self- evaluation report scores (instruction, social support, physical support) within the UNS environment.

Table 2. Self-evaluation report score

	Self- Evaluation Report Score		
	Instruction	Social Support	Physical Support
Total Score	442.50	434.50	454.00
Mean	55.31	54.31	56.75
SD	13.39	12.49	9.67

Table 2 present a comparative analysis of the self- evaluation report form scores across its three primary components: instruction, social support, and physical support. The physical support domain garnered the highest total score of 454.00, translating to the mean of 56.75 and standard deviation (SD) of 9.67. This indicates a generally positive perception of physical support with minimal variation ratings, suggesting a high degree of consensus among respondent. The instruction component exhibits a total score of 442.50, with a mean of 55.31 and SD of 13.39. Although the average rating is quite high, the greater variation in ratings indicates that there are significant differences in views among respondents regarding instruction. The social support component has the lowest total score of 434.50, with a mean of 54.31 and SD 12.49. This suggests a slightly less positive evaluation social support compared to the other components, coupled with a substantial variation rating. The higher SD for social support underscores a greater disparity in viewpoints among respondents regarding this particular aspect.

Analysis of the self- evaluation report form score revealed that the physical support component garnered the highest score. This finding suggests a strong and consistent focus on providing accessible physical facilities for students with disabilities across all faculties. Furthermore, the minimal variation observed in ratings for physical support indicates a relatively uniform level of facilities available at each university. These results resonate with Costello- Harris's (Costello-Harris, 2019) research, which identified the importance of visibility and accessibility of physical resources on campus in fostering a more inclusive learning environment for students with disabilities.

The instruction component achieved high scores. However, the distribution of rating was more varied. This indicates potential differences in instructional practices across faculties or within faculties themselves. This explains that although there are positive efforts in developing inclusive curricula and learning methods, there are still differences in perception and implementation in the field. Research by Morina and Carballo (Moriña & Carballo, 2017) also found that challenges in inclusive learning are often related to the need for better training and support for lecturers in adapting their teaching methods. Research conducted by Remington and Pellicano (Remington & Pellicano, 2019) identified the most beneficial academic accommodations for students with disabilities are extra time for exams, learning materials in various formats, and assistive technology. This seems to have started to be done by lecturers at UNS. The results of this study are in line with the opinion of Cage *et al.* (Cage et al., 2022) and Odame *et al*. (Odame et al., 2021) which states that universities must offer service, quality individual accommodation to meet student needs. In order to enhance the overall quality in learning, it is crucial to prioritize the support of teacher effectiveness (Mufidah et al., 2025).

The social support component yielded the lowest overall score and exhibited the most significant variation in rating across faculties. This finding indicates that social support for students with disabilities needs improvement and demonstrate inconsistency in its implementation across different academic units. This challenging social support can be triggered by a lack of knowledge about how they can support students with disabilities socially (Becker & Palladino, 2016). The results of previous research also identified a lack of faculty training which could be the factor of a lack social support (Moriña & Carballo, 2017). The implementation of this training program is expected to equip faculty members with the necessary skills to provide students with disabilities with practical and comprehensive support from various sources within the university.

■ CONCLUSION

This study aimed to measure the inclusivity in 15 faculties and school in the UNS, employing the UNS Inclusion Metric Standards developed by the UNS LPPM PSD Team. This finding revealed that FKIP, FMIPA, and FISIP have demonstrably established inclusive environment across various dimensions. Conversely, FT, FP, and FATISDA require more focus to increase their efforts in creating a more inclusive environment. The finding of this research also yielded insights into lecturers, education staff and students attitudes towards inclusive education. While generally positive, these attitudes exhibit significant variation, particularly among students. Analysis of the self-evaluation report instruments indicated positive results in physical support and instruction, whereas social supports requires more attention to ensure more holistic approach to inclusivity. These findings resonated with extant research that underscores the ongoing need for advancement in inclusive education within higher learning institution. The inclusive implementation of training program and practical support for students with disabilities.

Future research projects could delve deeper into the experience of student with disabilities at UNS to gain more nuanced understanding of the effectiveness of the university's current inclusive education initiatives. An investigation of specific training programs on inclusivity practices could offer valuable insights to guide future improvement. Finally, a sustained commitment to the efforts in fostering inclusive education is essential.

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