



## Social Construction of Visually Impaired Students About The Urgency of Arabic Language Education

Nurul Hikmah, Erna Herawati, Moch. Sony Fauzi, Luthfi Hakim

*Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*

*Corresponding E-mail: [taklimmsaa@uin-malang.ac.id](mailto:taklimmsaa@uin-malang.ac.id)*

### Abstract

This research aims to understand the social construction of visually impaired students regarding the urgency of Arabic language education at the State Islamic University (UIN) Sunan Kalijaga Yogyakarta. Arabic plays an essential role in Islamic academic fields; however, accessibility for visually impaired students in learning the language remains challenging. Using a qualitative approach, this case study explores the experiences, challenges, and perceptions of visually impaired students in relation to Arabic language learning. Data were collected through in-depth interviews with several visually impaired students and the head and staff of the Disability Services Center (PLD) at UIN Sunan Kalijaga. The findings reveal that visually impaired students have a strong understanding of the urgency of Arabic, both for academic purposes and for enhancing future career opportunities. However, they also voiced various barriers, including limited support facilities and incompatible technology with their needs. This study is expected to provide insights for developing more inclusive policies in Arabic language education for visually impaired students in Islamic higher education settings.

**Keywords:** *social construction, visually impaired students, Arabic language education, accessibility*

### Introduction

UIN Sunan Kalijaga has been educating as well as claiming itself as the first inclusive university in Indonesia, this title is inseparable from its commitment to students with disabilities since it was still called IAIN Sunan Kalijaga (UIN Sunan Kalijaga 2019 Disability Service Center). The college not only accepts a significant number of students with disabilities, but also proactively seeks to improve its inclusive services through the establishment of the Center for the Study of Disability Services in 2007, which is now known as the Center for Disability Services (PLD). As a structural institution under the Institute for Research and Community Service, PLD has played a consistent role in accepting 15 students with disabilities every year, in accordance with

UIN Sunan Kalijaga's commitment to create an inclusive educational environment. (2021 Disability Service Center)

The philosophy and goals of PLD, as described in the 2021-2025 Roadmap of the Center for Services for Persons with Disabilities (PLD), emphasize the equality of rights between students with disabilities and non-disabilities (Center for Services for Persons with Disabilities 2021). This aims to minimize academic and social barriers for students with disabilities, so that they can enjoy equal opportunities and participation with students in general. The success of UIN Sunan Kalijaga in achieving inclusivity is further strengthened by the progressive steps taken under the leadership of Rector Al-Makin (Juwantara, 2020)

In 2021, UIN Sunan Kalijaga opens wider opportunities for students with disabilities by accepting all types of disabilities, including intellectual disabilities. This inclusive policy significantly impacts the quota for student admissions through the special disability pathway, which has increased to 28 people. In that year, the number of students with disabilities reached 87 people, covering various

categories such as the visually impaired, deaf, and visually impaired, as well as mental disabilities such as slow learners, anxiety disorders, and autism. Interestingly, visually impaired students are the largest group, reaching 55% of the total number of students with disabilities (Rinawati et al., 2017). This success reflects UIN Sunan Kalijaga's commitment to creating an inclusive learning environment and providing opportunities for all individuals, regardless of their physical or mental condition.

In line with the spirit of inclusion, 80% of UIN Sunan Kalijaga graduates are expected to have the ability to communicate globally (Ro'fah et al., 2020). Therefore, learning international languages, including Arabic by the Language Development Center (PPB), is crucial and must be accessible to all students, including those with disabilities. However, the reality is not conducive, especially for visually impaired students, who often experience obstacles in accessing and fully participating in learning Arabic. Factors such as student limitations, lack of educator support, inadequate facilities, and social aspects are the main causes (Rosita, 2017)

The study also noted that the lack of accessible materials and a less inclusive learning approach can be a significant barrier to the optimal development of visually impaired students in understanding Arabic. Nevertheless, Muryanti and Try Mulyani emphasized that the motivation and expectations of students with disabilities are not much different from other normal students, namely to get an education and achieve their goals (Muryanti & Mulyani, 2018). Despite being faced with limited facilities and infrastructure, disabled student assistants and lecturers who have knowledge and skills in educating students with disabilities are also a key factor in responding to the needs of individual students with visual disabilities (Zakiyah et al., 2021; Maftuhaturrohman, 2021; Yuslam et al. 2023).

So at this point it is important to understand the social reality of visually impaired students in the context of developing a disability-friendly Arabic language learning model, in the midst of challenging and obstacle factors that certainly affect the

understanding of students with disabilities towards the urgency of Arabic language education. So

By understanding the social construction of students with disabilities at UIN Sunan Kalijaga Yogyakarta will provide opportunities for them to become agents of shaping their own social reality, giving legitimacy to the urgency of Arabic language education as an integral part of social construction in the higher education environment. Therefore, this study aims to open a deeper understanding of the social construction of visually impaired students at UIN Sunan Kalijaga Yogyakarta towards the urgency of Arabic language education.

## Method

This research focuses on the social construction of blind students towards the urgency of Arabic language education at UIN Sunan Kalijaga. The selection of the location was based on the considerations that UIN Sunan Kalijaga has been educated as the first inclusive university in Indonesia for various people with disabilities. This research is classified as a type of case study research with a qualitative approach, according to Lexy M. Moeloeng, a research methodology expert, qualitative case studies are the right choice of method when the research aims to explore and understand social phenomena in depth (Meleong, 1989). In the context of the social construction of students with disabilities, qualitative case studies allow researchers to gain a contextual and detail-rich understanding.

Moeloeng emphasized that case studies can help reveal social construction's complexity, which may not be covered in quantitative research. In addition, Moeloeng also highlighted that qualitative case studies allow researchers to be more flexible in designing and structuring research questions, thus allowing this research to focus on the urgency of Arabic language education from the perspective of students with disabilities. Therefore, the selection of this method can further highlight the diversity and unique context in the social construction experienced by students with disabilities.

On the other hand, Sugiono emphasized that qualitative analysis, which can be done through case studies, provides interpretive depth to the data, allowing researchers to explore meaning and social constructions in more detail (Sugiono 2019). So that in this study, the data collection method will involve a series of techniques designed to gain an in-depth understanding of the social construction of visually impaired students related to the urgency of Arabic language education at UIN Sunan Kalijaga. Here are the techniques that will be used:

1. Depth Interview:
  - a) Involving students with visual disabilities at UIN Sunan Kalijaga to explore their experiences, perceptions, and social constructions of the urgency of Arabic language education.
  - b) Involving experts and practitioners at UIN Sunan Kalijaga's Disability Services to gain an in-depth perspective on the challenges, successes, and recommendations related to Arabic language education for students with visual disabilities.

2. Observation:
  - a) Conducted to observe the setting and construction of Arabic language education at UIN Sunan Kalijaga.
  - b) Provides direct insight into social interactions, accessibility facilities, and other aspects that influence the experiences of students with visual impairments in Arabic language learning.
3. Documentation Method:
  - a) Used to collect data on the portrait of the social reality of Arabic language education being applied within UIN Sunan Kalijaga.
  - b) Involves analyzing documents related to policies, guidelines, and learning materials that can influence the social construction of students with visual disabilities towards the urgency of Arabic language education.

## **Result and Discussion**

### *Construction Theory*

In the era of increasingly intense globalization, Arabic as one of the universal languages has become an important material to learn for the people of Indonesia (Hikmah, 2019). Especially for individuals who have a special needs background, namely blind people who want to develop their ability to master Arabic in order to improve their quality of life. Along with the development of technology and the progress of the times, many parents and ordinary people in general have not realized the importance of an education for children with visual impairments. They often assume that Arabic is only one of the academic subjects that are not so important for children with disabilities. But in reality, Arabic has great potential in improving the quality of life of children with visual impairments.

Firstly, Arabic is very important in the fields of religious sciences, philosophy and humanities. Secondly, Arabic can also help children with visual impairments increase their self-awareness and self-confidence (Abuzaid, 2023). Even children with visual impairment who learn Arabic can better communicate and improve their quality of life than those who do not learn Arabic. Therefore, it is very important to raise the community's and parents' awareness about the urgency of learning Arabic for children with visual impairments (Rowin, 2018).

Thus, there needs to be a more serious effort in increasing the community's and parents' awareness and involvement in learning Arabic for children with visual impairments. In this case, non-formal education and inclusive education need to be initiated to provide opportunities for children with visual impairments to learn Arabic more effectively and efficiently. Thus, further research is needed on the potential and benefits of learning Arabic for children with visual impairments (Zakiyah et al., 2021).

These studies can help raise public and parental awareness about the urgency of learning Arabic for children with visual impairments and contribute to the development of better non-formal and inclusive education programs with them as one of the International Languages used in various activities. Social Construction Theory is a sociology and other social sciences perspective that focuses on how individuals and

groups create their reality through social interaction. The theory posits that our understanding of the world is shaped by our social and cultural context, rather than by the nature of the world itself. The pioneers in this field are Peter L. Berger and Thomas Luckmann, who, through their work “The Social Construction of Reality” (1966), emphasize that reality is the result of a dynamic and continuous social process. According to them, what we perceive as “reality” results from social negotiation.

One of the key concepts in social construction theory is that meaning is created through social interaction. Language plays an important role in this process as it is the primary tool through which individuals express and shape their understanding of the world. For example, the terms and categories we use to describe people and events reflect reality and shape how we see and understand the world. In this context, the role of language in education, media and communication becomes crucial in shaping social perceptions (Efendi et al., 2023).

Social construction theory also highlights that knowledge and understanding that we perceive as 'objective' often have deep social roots. For example, concepts such as race, gender and even intelligence do not have fixed or inherent meanings but are shaped and given meaning by social and cultural interactions. This means that changes in social structures or cultural contexts can alter our understanding of these concepts. As such, this theory helps explain why and how our understanding of the world can change over time.

Furthermore, social construction theory emphasizes that social institutions, such as education, law, and family, also shape our social reality. These institutions reflect existing values and norms and reinforce and reproduce them through their practices and policies (Yuslam et al., 2023). For example, education systems can reinforce certain views of what counts as legitimate 'knowledge', and who has access to that knowledge. In this context, social construction theory is often used to analyze how power and social control are exercised and maintained.

In this study, the urgency of learning Arabic for blind students has a significant level of urgency. Arabic language learning specifically for people with blind disabilities requires special attention or a new breakthrough that is very necessary both in the field of learning methods and techniques and interesting so that the objectives of the learning are well conveyed.

In the study of visually impaired students' social construction of the importance of Arabic language education, social construction theory provides a framework for understanding how these students construct their understanding of the importance of Arabic language education. Through interactions with lecturers, fellow students and their educational environment, students with visual impairments are able to develop unique views on the value and role of Arabic in their academic and personal lives. This theory helps reveal how social and cultural factors and personal experiences contribute to their social construction of Arabic language education.

Inclusive education is an approach in the education system that seeks to accommodate all students, including those with special needs or disabilities, in the same learning environment. It aims to ensure that all students have equal access to quality education, regardless of differences in physical, intellectual, social, emotional or language abilities (Yadav, 2021). Inclusive education not only focuses on the integration of students with special needs into regular classes but also emphasizes the importance of adjusting the curriculum, teaching methods and learning environment to meet the needs of each student (Maftuhaturrohman, 2021).

The concept of inclusive education is based on the principles of human rights and social justice, which state that every individual deserves an equal opportunity to develop and participate fully in society (Saharan & Sethi, 2009). Inclusive education seeks to eliminate all forms of discrimination and segregation in education by creating a learning environment that supports and values diversity. It involves cooperation between teachers, parents, students and communities to create an education system that is responsive to the needs of all students (Hemlata, 2021).

Implementing inclusive education requires changes in various aspects of the education system, including policies, practices and school culture (Elsheikh, 2023). Schools must provide accessible facilities, such as ramps, elevators and toilets designed for students with disabilities. In addition, teachers need to be trained to develop and implement inclusive teaching strategies, which may include the use of assistive technology, differentiated instruction and alternative assessments (Alzahrani, 2020). Family and community involvement is also important to support students with special needs in achieving their full potential (Aulia & Anggraeni, 2023).

One of the key challenges in inclusive education is ensuring that teachers and school staff have the necessary knowledge and skills to teach students with diverse needs (E. Z. Khasanah, 2018). Ongoing professional training and support from government and non-government organizations can help overcome this challenge. In addition, it is important to develop an inclusive school culture where all students feel valued and accepted. This can be achieved through programs that promote awareness and understanding of disability and the importance of inclusion (Joaquina De Borba et al., 2024).

In the context of higher education, such as at UIN Sunan Kalijaga Yogyakarta, inclusive education means providing the necessary support for students with disabilities, including the visually impaired, to participate fully in all aspects of campus life. This can include mentoring services, access to adapted learning materials, and supportive technology. Inclusive education in higher education not only strengthens the rights of students with disabilities to learn and develop, but also enriches the learning experience for all students by teaching the values of diversity, inclusion and empathy.

### *Arabic Language Education in Higher Education*

Arabic language education in higher education has an important role in developing students' linguistic and cultural competence. Arabic, as a Semitic language with a rich history and culture, is crucial for a deep understanding of Islam, Arabic

literature, and the history of Arab civilization. In many universities, especially in countries with significant Muslim populations, Arabic education is not only taught as a linguistic skill but also as a key to understanding religious texts and historical documents (Anah, 2021) .

In Indonesia, Arabic education in higher education is often integrated in faculties or study programs that focus on Islamic studies, such as at UIN (State Islamic University) and IAIN (State Islamic Institute). These study programs offer a curriculum that covers various aspects of the Arabic language, ranging from basic skills such as reading and writing, to advanced studies of classical and modern Arabic literature, grammar, and linguistics (N. Khasanah, 2016). In addition, students are also taught how to translate Arabic texts into Indonesian and vice versa, which is an essential skill for those who want to become translators or academics.

The approach to teaching Arabic in higher education is usually comprehensive, involving varied learning methods such as lectures, discussions, practical exercises, and the use of educational technology. Using authentic texts and relevant learning materials, such as journal articles, literary books, and digital media, helps students better understand the context in which Arabic is used (Pamessangi, 2019). In addition, exchange or study programs in Arab countries are also often provided to give students a more in-depth and hands-on learning experience.

Challenges in Arabic language education in higher education include limited resources and competent teaching staff. Professors and lecturers who are experts in the field of Arabic and have good pedagogical skills are needed to ensure high quality teaching (Muktia, 2016). In addition, technological developments also demand the integration of modern learning aids, such as language learning apps, e-learning platforms and other digital resources, to enrich the learning process.

On the other hand, Arabic education also brings many opportunities for students. Mastering Arabic opens up a wide range of career opportunities, including becoming translators, diplomats, academics, researchers and professionals in religious fields. Arabic also enriches cultural insights and enhances intercultural understanding, which is invaluable in today's globalized world (Rahman & Maisurah, 2024). Therefore, universities play an important role in providing Arabic education that is quality, inclusive, and relevant to the needs of the times (Zainuri, 2019).

In the context of students with disabilities, including the visually impaired, Arabic education in higher education should be tailored to meet their needs. This could include providing teaching materials in Braille format, using screen reader software, and support from learning assistants. With an inclusive approach, universities can ensure that all students, including those with disabilities, can access Arabic education and achieve their full academic potential.

### **Visually Impaired Students in Indonesia**

Visually impaired students in Indonesia face various challenges and barriers in accessing higher education. Visual impairment, or blindness, is a condition in which a person experiences significant or total loss of vision. In Indonesia, the number of visually impaired students who pursue higher education is still relatively low compared

to the general student population. This is due to various factors, including accessibility limitations, lack of adequate facilities and resources, and social stigma.

Accessibility is one of the biggest challenges for blind students in Indonesia. Many campuses are not yet fully friendly to people with disabilities, including the visually impaired. Facilities such as guided pathways, signage with Braille writing, and supporting technology devices are often minimal or unavailable. In addition, lecture materials provided by lecturers are often not available in formats that are accessible to blind students, such as in Braille or digital form that is compatible with screen reader devices.

Support from educational institutions and the government is essential in creating an inclusive learning environment for visually impaired students (Zainuri 2019). Some universities in Indonesia, such as UIN Sunan Kalijaga Yogyakarta, have started to provide specialized services for students with disabilities. These services include the provision of teaching materials in accessible formats, academic guidance, as well as psychosocial support. However, many universities still lack adequate policies and infrastructure to support visually impaired students.

Visually impaired students also often face social and psychological challenges, including stigma and discrimination from the surrounding community and even from fellow students. This stigma can prevent them from interacting and participating fully in academic and non-academic activities (Muslim & Harisca, 2021). Therefore, it is important for universities to conduct programs that increase awareness and understanding of disability among the academic community to create a more inclusive and supportive environment.

Despite the challenges they face, many visually impaired students in Indonesia demonstrate outstanding academic achievement and positive contributions to their communities. Their success is often supported by personal determination, family support, and assistance from non-governmental organizations that care about inclusive education. These success stories prove that visually impaired students can reach their full potential and contribute significantly in various fields with the right support and an inclusive environment.

Overall, efforts to improve access and quality of education for visually impaired students in Indonesia require collaboration between the government, educational institutions, non-governmental organizations, and the wider community. With the right policies, adequate infrastructure, and an inclusive culture, visually impaired students can enjoy their right to equal education and achieve academic and professional success on par with other students.

#### *Arabic Language Learning for Students with Disabilities*

At UIN Sunan Kalijaga, Arabic language learning is one of the important aspects in the curriculum, especially for new students in semester 1. This can be seen from the compulsory Arabic language course that must be taken by all students, regardless of their chosen major. This Arabic language learning is intended for students majoring in Islamic studies or languages and for all study programs. The main goal is to provide



basic Arabic language skills to all students, given the importance of this language as a tool to uncover all Islamic knowledge that is written in Arabic. And it is included in the academic tradition of Islamic universities.

This compulsory Arabic course is scheduled for two meetings each week. With this frequency, students are expected to build a deeper understanding of the basics of the Arabic language, including reading, writing, listening and speaking skills. Each meeting is intensively designed to maximize the time available and ensure each student gets effective and progressive learning. The materials taught in the meetings cover various basic aspects of the Arabic language, such as grammar (*nahwu* and *sharaf*), basic vocabulary, as well as practical skills in understanding simple texts. In addition, students are encouraged to participate actively in the class.

This Arabic language learning not only aims to fulfill academic requirements, but also to strengthen students' ability to understand Islamic literature using classical Arabic. Therefore, in addition to being taught by lecturers who are experts in their fields, the material is also tailored to the academic needs and basic competencies that students in Islamic-based universities must possess.

With this compulsory Arabic language course in semester 1, UIN Sunan Kalijaga is committed to producing graduates who excel in their respective scientific fields and have language skills that support them in understanding Islamic literature. This is expected to be an important foundation in students' intellectual and spiritual development during their education at UIN Sunan Kalijaga.

At UIN Sunan Kalijaga, Arabic learning materials in compulsory courses do not use a special guidebook that is uniformly determined, but each lecturer has the freedom to determine the source of material to be taught to students. This gives lecturers the flexibility to adapt the material to their teaching style as well as the needs of students, both in terms of difficulty level and topic relevance.

The absence of a specific book also allows lecturers to combine a variety of references, both from classical books, modern books, and relevant digital sources. They can choose teaching materials that are more suitable for the classroom context and enrich learning with various approaches. Thus, learning becomes more dynamic and can be adjusted to the actual situation in the classroom.

However, this freedom also demands lecturers' creativity and skills in designing effective learning. Lecturers must ensure that the material taught still refers to the main objective of learning Arabic: to equip students with the basics of good language skills.

At UIN Sunan Kalijaga, Arabic language learning classes for disabled and non-disabled students are not differentiated. This policy is based on the principle of inclusivity, where all students, regardless of physical conditions or limitations, have equal rights in accessing education. By combining disabled and non-disabled students in one class, it is expected to create an atmosphere of equal learning and mutual support, so that disabled students feel no form of discrimination.

This equality aims to ensure that students with disabilities do not feel excluded or treated differently from their peers. UIN Sunan Kalijaga believes that every student, including those with physical or sensory disabilities, deserves equal learning

opportunities. In Arabic classes, lecturers are expected to provide learning methods that are friendly to all students and adapt to the needs of students with disabilities without separating them from the wider academic environment.

With this arrangement, it is expected that students with disabilities can be more confident in interacting and actively participating in learning. They not only learn Arabic, but also experience an inclusive and equal academic experience, which can support their personal and professional development going forward.

Students with disabilities at UIN Sunan Kalijaga have strong motivation to learn Arabic, including religious motivation. Arabic as the language of the Qur'an is important for those who want to deepen their understanding of Islam. By mastering Arabic, they can read and understand religious texts directly, without having to rely on translations. This gives them a deeper spiritual connection and the ability to better understand religious teachings authentically.

In addition, many students with disabilities are motivated to learn Arabic because they see opportunities in the world of work. Mastery of Arabic can open career doors in various fields, such as translation, education, da'wah, or working in religious institutions. They realize that Arabic language skills are an important asset that can increase competitiveness in the professional world, especially in Islamic-based environments or in Arabic-speaking countries.

Students with disabilities are also aware of the position of Arabic as one of the main languages of the world's people. As one of the official languages of the United Nations (UN), Arabic has an important role in international diplomacy, culture and communication. By learning Arabic, they feel more connected to the global community and have the opportunity to interact with the wider world, both in religious and social contexts.

Students with disabilities at UIN Sunan Kalijaga often listen to world news broadcast in Arabic through their cellphones or social media. This habit helps them enrich their vocabulary and understanding of Arabic in a broader and more actual context. By listening to news about politics, economics, and global issues, they not only learn Arabic formally in class, but also get used to the use of language that is more dynamic and relevant to world developments.

Because of their understanding of foreign news in Arabic, these disabled students feel more confident when discussing international issues. When invited to talk about global events, they do not feel inferior or left behind, because they already understand many terms and information related to the outside world. This not only improves their Arabic language skills, but also broadens their horizons and strengthens their position in intellectual discussions on campus.

Students with disabilities at UIN Sunan Kalijaga also benefit greatly from mastering Arabic, including participation in various events, such as the Musabaqoh Tilawatil Qur'an (MTQ) competition. In the event, students with disabilities showed their ability to read and chant the verses of the Qur'an beautifully using Arabic. Good mastery of Arabic is the key to participating in this competition because they are required to understand the meaning of the verse and recite it fluently with tajweed.

The success of one of the disabled students in winning third place in the MTQ competition at UIN Malang is proof that Arabic language skills open up opportunities for achievement for them. This achievement not only shows individual talent, but also proves that physical limitations are not an obstacle in achieving academic and religious achievements. Mastery of Arabic gives them the confidence and platform to compete and be recognized in prestigious events at the university level. This achievement inspired many other disabled students to study Arabic more and participate in other religious or academic activities. Through success in MTQ, it is clear that Arabic not only helps in learning and understanding religious texts, but also provides opportunities to showcase their abilities and be rewarded for their dedication. This further confirms that students with disabilities have equal opportunities to excel in various fields.

Students with disabilities at UIN Sunan Kalijaga face different challenges in the learning process, especially in Arabic courses. Unlike non-disabled students, they often need special treatment from lecturers to help them understand the material better. The difficulties faced by disabled students can vary, depending on the type of disability they experience. This causes them to expect lecturers to better understand their conditions and provide more personalized attention.

In learning Arabic, students with disabilities feel that the teaching techniques used by lecturers still do not fully meet their needs. Many of them find it difficult to follow conventional teaching methods that are applied to all students without any adjustments for those with disabilities. Therefore, they hope that lecturers can develop special techniques that are more inclusive and adaptive so that learning Arabic becomes easier and more effective for them (Yusma Sari & Masruri, 2021).

Not a few students with disabilities suggested that lecturers receive special training in teaching Arabic to students with disabilities. According to them, this training will help lecturers understand more about disability-friendly teaching methods. Lecturers who are specially trained will be able to create a more inclusive and supportive learning environment and provide more appropriate solutions according to the type of disability that students have.

Specialized training for lecturers is considered important by students with disabilities because each disability requires a different approach to teaching. For example, blind students may need audio or braille materials, while deaf students may need more detailed visualizations. With proper training, lecturers are expected to be able to design learning materials and methods that suit the needs of each disabled student, so that they do not feel left behind in the learning process.

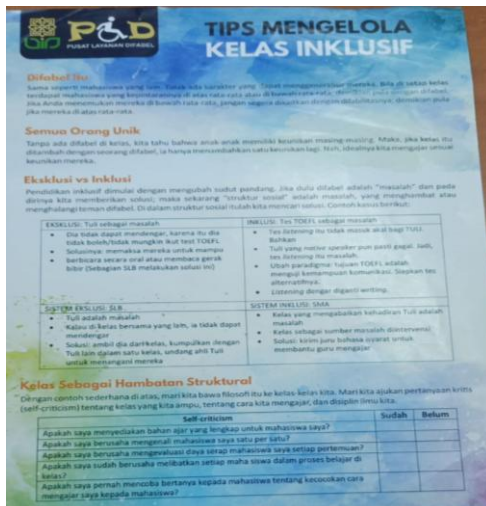
This great expectation of students with disabilities shows the importance of inclusivity in the world of education, especially at UIN Sunan Kalijaga. With the attention and adjustments from lecturers, students with disabilities can follow Arabic lectures better and achieve optimal results. Special training for lecturers will also strengthen the institution's commitment to providing fair and equal education for all students regardless of physical or sensory limitations (Maftuhin & Aminah, 2020).

Some Arabic lecturers at UIN Sunan Kalijaga sometimes feel confused in determining the right techniques and methods to teach Arabic to students with

disabilities. They realize that students with disabilities need a different approach from non-disabled students, but limited knowledge about the best way to meet these needs often becomes an obstacle. This makes lecturers feel that they cannot provide truly inclusive teaching that suits the individual needs of students with disabilities.

Lecturers also understand that each type of disability requires different teaching methods. For example, lecturers may not know how to effectively teach Arabic to deaf students who require more visualization, or to blind students who rely more on hearing. In the absence of adequate guidelines and training, lecturers feel the need to continuously develop their teaching skills and strategies to include all students, including those with disabilities.

Therefore, these lecturers felt the need for specialized training in teaching Arabic to students with disabilities. They hope the training will enable them to understand more specific and effective techniques and methods to use in an inclusive classroom. This training will help them overcome confusion and give them confidence in facing diverse teaching challenges, so that all students, including those with disabilities, can have an optimal learning experience.



Picture 1. PLD General Guidelines

UIN Sunan Kalijaga through the Center for Disability Services (PLD) has provided brief general teaching guidelines to assist lecturers in teaching students with disabilities. These guidelines provide an overview of how to create an inclusive learning environment and how lecturers can adjust their teaching style to be more friendly to students with various types of disabilities. However, the guidelines provided are still general in nature and do not touch specifically on teaching methods in certain scientific fields, including Arabic.

Although the general guidelines from PLD are helpful in providing initial direction, many lecturers feel that these guidelines are not detailed enough to be applied in teaching Arabic to students with disabilities. Arabic has unique characteristics in terms of grammar, pronunciation, and other skills such as reading and writing, which require separate teaching techniques. With limited specific guidelines, lecturers often have to find their own ways to bridge the needs of students with disabilities in understanding Arabic, which is not always easy to do without more in-depth guidance.

Therefore, many lecturers at UIN Sunan Kalijaga hope that PLD can provide specific guidelines related to teaching Arabic for students with disabilities. These guidelines will greatly assist lecturers in understanding the most effective techniques and methods for each type of disability. With specific guidelines, the learning process will become more targeted and measurable, and students with disabilities will feel more cared for in the specific aspects of Arabic learning that they face.

### **Accessibility and Support**

Visually impaired students at UIN Sunan Kalijaga face accessibility issues, such as the lack of Braille materials and limited compatibility of Arabic texts with screen readers. Despite these challenges, students exhibit remarkable resilience and creativity in navigating these barriers.

### **Motivation and Perception**

Arabic is perceived as vital for academic success, religious practice, and career prospects. Students' motivation is driven by their aspirations to engage with classical Islamic texts and participate in professional opportunities requiring Arabic proficiency.

### **Institutional Efforts**

While PLD's initiatives, such as providing assistants and adaptive learning tools, have been impactful, there remains a significant need for specialized training for lecturers in inclusive teaching methods.

## **Conclusion**

The social construction of the urgency of Arabic language education among visually impaired students is influenced by various factors, including personal experiences, interactions with lecturers and fellow students, and support from the university. Visually impaired students show high adaptability and develop creative learning strategies to overcome the challenges they face in learning Arabic. Visually impaired students at UIN Sunan Kalijaga consider Arabic language education as an important component in their education. Arabic is seen as the main tool for understanding classical Islamic literature, which is an integral part of the curriculum at this university. In addition, Arabic language skills are also recognized as important in supporting other academic studies as well as in daily religious activities.

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