

CHARACTERISTICS OF PATIENCE AMONG STUDENTS WITH DISABILITIES IN HIGHER EDUCATION: A PHENOMENOLOGICAL STUDY

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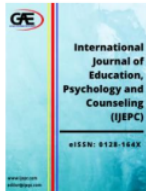
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CHARACTERISTICS OF PATIENCE AMONG STUDENTS WITH DISABILITIES IN HIGHER EDUCATION: A PHENOMENOLOGICAL STUDY

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Abstract:

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This phenomenological study aims to deepen the understanding of the characteristics of patience among students with disabilities in higher education. The basis for this research lies in the Indonesian Law Number 8 of 2016 concerning Persons with Disabilities, which is further regulated by the Government Regulation of the Republic of Indonesia Number 48 of 2023, specifically addressing the provision of appropriate accommodations for students with disabilities in higher education. The qualitative phenomenological approach was employed in this study. The research objective was to explore the characteristics of patience among students with disabilities in higher education. Two students with disabilities from the Faculty of Psychology at the University of Islamic Riau were selected as the research subjects. The study revealed that the characteristics of patience among these students were related to academic resilience, self-control, resilience, and self-acceptance. For students with physical disabilities, patience was primarily associated with limitations in physical mobility, while for students with hearing impairments, patience was linked to limitations in hearing. The implications of this research emphasize the crucial need for counseling services to support and enhance the patience of students with disabilities. Furthermore, the Indonesian government must firmly enforce Law Number 8 of 2016, as it pertains to human rights, particularly for students with disabilities in higher education.

Keywords:

Patience, Students with Disabilities, Higher Education, Phenomenological Study, Accommodations

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Introduction

This journal article examines the accessibility challenges faced by students with disabilities in higher education, focusing on a case study of Universitas Islam Riau. The Faculty of Psychology at the university has obtained international accreditation from ASIC (Accreditation Service for International Schools, Colleges & University), an international accreditation agency based in the United Kingdom. The ASIC accreditation process involves the assessment of various components, including premises, health and safety, government, management and staff resources, learning, teaching and research activities, quality assurance and enhancement, student welfare, award and qualification, marketing and recruitment, and system management. One aspect evaluated in the ASIC assessment component is the availability of facilities and infrastructure that meet the accessibility needs of students with disabilities in higher education.

Research conducted by Szumski et al. (2020) indicates that individual and class moral identities, as well as learning in inclusive classrooms, can influence negative attitudes towards individuals with disabilities. Huskin et al. (2018)'s study found that regular contact with individuals with disabilities was associated with a decrease in social distance, except in cases of autism. Research by Hikmiah and Pratiwi (2023) revealed a significant relationship between attitudes towards individuals with disabilities and the availability of disability services on campus. Psychology students attending a university that provides disability services tend to have more positive attitudes towards disabilities, as reflected in their higher scores.

The challenges in inclusive education include societal misconceptions about individuals with disabilities, inadequate campus management and human resources, and accessibility issues where campus facilities have not fully implemented inclusive principles (Muhibbin & Hendriani, 2021). Franandaka (2015) found that the fulfillment of the rights of individuals with disabilities in the environment of Universitas Negeri Surabaya is still suboptimal. This is due to the lack of accessibility features such as elevators, ramps, guiding paths, talking books, speech computers, and other accessibility measures stipulated in the Minister of Education and Culture Regulation (Permendikbud) Number 46 of 2014 concerning Special Education and Learning Services in Higher Education. Shofana (2022) explains that many higher education institutions still lack adequate and comprehensive facilities for individuals with disabilities, as required by Article 37. An analysis conducted by Jefri (2016) shows that the lecture facilities on pedestrian paths at Universitas Brawijaya still need attention, especially in terms of the availability of ramps, which are crucial for students with physical disabilities. Additionally, the accessibility of doors and elevators should also be considered to ensure accessibility for students with mobility impairments.

The purpose of this research is to find out the characteristics of patience in students with disabilities in universities that are studied phenomenologically.

Literature Review

This journal article discusses the state's obligation to create an inclusive campus for students with disabilities in order to fulfill the rights of disabled individuals to equitable and quality education. The Indonesian Law Number 8 of 2016 on Persons with Disabilities, further regulated by Government Regulation Number 13 of 2020 on Reasonable Accommodations for Students with Disabilities, and Minister of Education, Culture, Research, and Technology Regulation Number 48 of 2023, serve as the legal basis for providing reasonable accommodations for students with disabilities in Early Childhood Formal Education, Primary

Education, Secondary Education, and Higher Education. These laws aim to provide equal opportunities for education, access to quality educational services, and promote a respectful educational environment. The implementation of these laws involves Local Governments, Educational Institutions, and Units of Educational Institutions that provide appropriate accommodations (Bureau of Legal Affairs, Ministry of Education and Culture, 2020).

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However, Mauludi and Pawestri (2022) found that the fulfillment of rights for individuals with disabilities still falls short of international standards. This is due to various forms of violence or discrimination that still exist, particularly against disabled individuals in different countries. Such practices contradict the state's obligation to honor, protect, and fulfill the rights of all citizens. Sumardika et al. (2021) indicates that legal provisions addressing the legal protection of disabled individuals have been enacted, ensuring the fulfillment of their fundamental rights. However, barriers to accessing public services still exist for individuals with disabilities. These barriers include limited awareness among parents of disabled children, budget constraints, and a lack of professionalism among the human resources responsible for implementing legal protections. Ndaumanu (2020) found that the fulfillment of the rights of disabled individuals is still suboptimal due to a lack of programs and activities tailored to their needs, inadequate data and information, stigmatization, and socio-cultural factors affecting their rights. To address these issues, regional regulations outlining the obligations of local governments in protecting the rights of individuals with disabilities are necessary.

Disability refers to individuals who face difficulties, barriers, or impairments in performing specific activities or functions, requiring special aids, environmental modifications, or alternative techniques to enable them to fully and effectively participate in community life. Examples include individuals with visual impairments (blindness), hearing and speech impairments (deafness), physical-motor impairments (mobility disabilities), emotional and behavioral disorders (emotional disabilities), autism spectrum disorders, and others.

Sari (2022) found that the lack of awareness and understanding among the public regarding the importance of inclusion and accessibility is a major issue in ensuring disability rights. Therefore, broader efforts are needed to raise awareness and understanding among the public, enabling them to comprehend and support the establishment of inclusive campuses. Additionally, concrete measures are required to improve physical accessibility and campus facilities for students with disabilities. This includes constructing disability-friendly infrastructure such as ramps, elevators, accessible toilets, and other supporting facilities.

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The aforementioned studies demonstrate that the fulfillment of rights for individuals with disabilities is still not optimal. Disabled individuals are required to exercise patience in facing the barriers and challenges in obtaining their rights. Despite existing laws and protective efforts, obstacles in implementation persist. Thus, patience becomes an important quality for disabled individuals in their struggle to obtain equal and fair rights. Based on a Google search using the keywords "Law Number 8 of 2016 disabled students higher education," research on the lack of facilities and infrastructure for disabled students in higher education and the Disability Service Units in Higher Education was found. The patience exhibited by disabled individuals in response to the various challenges encountered in implementing Law Number 8 of 2016 is an interesting topic for discussion.

Research by Meilinda (2023) discovered the level of patience among 43 parents of disabled children in Special Schools (SLB) in the Harau district. The findings revealed that only 58.1% or 25 parents exhibited a high level of patience. According to Schmitker (2012), patience consists of three types: interpersonal patience, patience in dealing with life difficulties, and patience in facing everyday problems. Thus, research on patience and well-being has broad implications for improving the quality of life for individuals in various contexts. Based on the aforementioned discussions, the researcher is interested in studying the characteristics of patience among disabled students in higher education: a phenomenological study.

Research Methodology

Research Design

This research utilizes a qualitative design with a phenomenological approach. Phenomenological methodology is a qualitative research approach that describes individual consciousness or experiences regarding a phenomenon (Hanurawan, 2016). The aim of this study is to explain the experiences of patience among disabled students in the Psychology Faculty of UIR (Islamic University of Riau) in implementing Law Number 8 of 2016, based on a phenomenological study.

Research Setting

This research is conducted at the Islamic University of Riau (UIR), located in the Riau Province. UIR is the oldest higher education institution in Riau Province and has complete facilities such as air-conditioned classrooms with projectors, a library, laboratories, and various sports facilities. The UIR campus provides a comfortable and conducive atmosphere for the teaching and learning process, with facilities that support the education of disabled students. Participants

This study involves two active disabled students who are enrolled in the Psychology Faculty of UIR. The study focuses on students in the Psychology Faculty of UIR, considering that the faculty has achieved international accreditation from ASIC, which evaluates suitable facilities and infrastructure for disabled students. The participants were selected using purposive sampling technique, with the criteria that they are disabled students enrolled in the Psychology Faculty of UIR and willing to voluntarily participate in the study.

Data Collection

The researcher used semi-structured questions in interviews with the participants. The questions consisted of three parts:

- A. Demographics: Questions about the data of disabled students and disability scholarships.
- B. Experience as a disabled student: The researcher explores the participants' experiences of patience related to the suboptimal services according to Law Number 8 of 2016.
- C. Characteristics of patience: The researcher investigates the characteristics of patience among disabled students to gain a deeper understanding.

Ethical Approval

Participants were asked for their consent by signing an informed consent form before the research was conducted. The researcher ensured the confidentiality of data by using codes or

initials instead of participants' names. Participants had the right to terminate the interview if they felt uncomfortable.

Data Analysis

The researcher employed thematic analysis technique to analyze the data. Thematic analysis was used to identify patterns in the data obtained from the interviews. The interviews were transcribed verbatim. The researcher read the transcriptions multiple times to understand the data and identify significant phrases, sentences, or statements. The data were analyzed reflectively and interpreted into sub-themes. Sub-themes were then grouped into themes that depict the phenomenon of patience (Herdiansyah, 2015).

Reliability

The reliability of this research was achieved through the examination by the research team, prolonged engagement in the field, and cross-checking with other data. After the interviews, the researcher presented the data back to the participants to ensure the accuracy and appropriateness of the information provided. Prolonged engagement and the researcher's maintained comfort also enhanced the participants' trust in sharing their experiences (Lincoln & Guba, 1985).

Discussion

Puspitosari et al. (2022) discovered several challenges in realizing inclusive campuses. First, societal perspectives and discrimination that deem physical perfection as an absolute prerequisite for achieving an optimal life vision. Second, the need for policy stakeholders to provide facilities, infrastructure, human resources, and policies for implementing inclusive campuses. Third, learning management and human resources. Fourth, campus service accessibility aimed at surpassing the formal prerequisites of a higher education institution in applying the concept of inclusive campuses.

In the Journal of Psychology published by Gadjah Mada University, titled "Patience: A Psychological Concept," Subandi (2011), a professor of psychology at Gadjah Mada University (UGM), identified the following concepts of patience in his research: 1) Self-control, which encompasses restraining emotions and desires, thinking long-term, forgiving mistakes, and tolerating delays. A closely related psychological concept is self-control. 2) Endurance, demonstrated by persevering through difficult situations without complaining. A related psychological concept is Adversity Question (Resilience and Hardiness). 3) Perseverance, including persistence, working hard to achieve goals, and seeking problem-solving. In Western literature, a concept closely related to this theme is Perseverance. 4) Accepting bitter truths, demonstrated through a sincere and grateful attitude. In psychological literature, a concept closely related to accepting reality is acceptance (self-acceptance). 5) Calmness, avoiding haste. In psychological literature, concepts closely related to this category are emotional maturity and personal maturity.

Hani et al. (2021) conducted a study and concluded that the factors influencing patience in individuals with physical disabilities are religiosity and social support. Law Number 8 of 2016 concerning Persons with Disabilities, further regulated by Government Regulation Number 13 of 2020 on Adequate Accommodations for Students with Disabilities, and Minister of Education, Culture, Research, and Technology Regulation Number 48 of 2023, serve as the legal basis for Adequate Accommodations for Students with Disabilities in Early Childhood

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Formal Education, Basic Education, Secondary Education, and Higher Education. The numerous challenges encountered in the implementation of the aforementioned laws make this research focus on the characteristics of patience among students with disabilities in higher education: a phenomenological study that has not yet been conducted in empirical research in Indonesia.

Respondent Demographics

Descriptive analysis was used to explain the demographic profile of the respondents. In this study, a total of 2 individuals with disabilities agreed to participate in offline interviews. Table 2 presents a summary of the demographic information of the research respondents. To maintain respondent confidentiality, the researcher assigned each respondent an initial code.

Table 1. Respondents' Demographics

No	Students with Disabilities	M/F	Semester	Religion	IPK	Disability Type	School Origin	of
1	BAG	M	VII	Christianity	3,72	Physical Impairment	Inclusive High School	
2	AL	F	V	Islam	3,4	Hearing Impairment	Inclusive Vocational School	

There are four characteristics described by the respondents that depict the characteristics of patience in disabled students: A phenomenological study. The characteristics of patience in disabled students (physical disabilities) are as follows:

BAG, currently in their seventh semester, has achieved a GPA of 3.72. Before entering the Faculty of Psychology at the Islamic University of Riau (UIR), they attended an inclusive public high school in Pekanbaru. Currently, they are always picked up and dropped off at UIR campus by their parents using a special vehicle.

Patience related to academic hardiness:

"I feel that I have to be patient as a disabled student with physical disabilities because the Faculty of Psychology at the Islamic University of Riau does not have an elevator, and yet I also want to experience studying and practicing psychology on the upper floors. Besides, I feel that my fellow students can easily move around as they please, while I have to use a wheelchair to get everywhere. I always need someone around me to help with my mobility." (Subject 1)

Patience related to self-control:

"Outside of campus, the Indonesian society is usually indifferent towards people with physical disabilities like me. In my opinion, the government of the Republic of Indonesia still lacks attention towards us. For example, in the mall parking lot, there is a sign for 'disabled parking,'

but it is often used by the general public. The bookstores in Pekanbaru also do not provide facilities for disabled individuals using wheelchairs like me. I often encounter unfriendly places for us in Pekanbaru. My hope for the government is to create suitable facilities for physically disabled individuals, so that I can have equality with others as a citizen of the Republic of Indonesia." (Subject 1)

Patience related to resilience:

"I feel capable of being patient as a disabled student because my friends at the Faculty of Psychology, UIR, accept me as I am and do not consider my physical limitations as a problem. Additionally, the disability services provided by the Faculty of Psychology, such as disabled toilets, disability pathways in the faculty lobby, special lecture rooms on the ground floor, and the special treatment from the faculty's professors towards physically disabled students, all of these have provided support for me. I have been receiving a scholarship since the second semester, with a monthly allowance of one million rupiahs, paid every six months. The scholarship process is handled by the Vice Dean to the Islamic University of Riau (UIR). The helpful nature of my friends and psychology professors has contributed to my current achievements, and I am more optimistic about my future aspirations." (Subject 1)

Patience related to self-acceptance:

"The meaning of patience for physically disabled individuals like me is to wholeheartedly accept and embrace one's own shortcomings and to accept what has been given by the Almighty God without complaining, as I know that disabled individuals like me can never be completely 'normal' forever." (Subject 1)

"During my time at the Faculty of Psychology, UIR, I am grateful that I have never experienced bullying." (Subject 1)

The researchers found that the characteristics of patience in physically disabled students mentioned above are related to:

A) Academic hardiness, where physical disabilities are not a hindrance to achieving better academic achievements than other regular students. B) Self-control, where disabled individuals strive to control their anger due to the incomplete implementation of disability laws in society, resulting in a lack of equality for all Indonesian citizens. C) Resilience, where the support of scholarships, social support, accessible facilities, and infrastructure for disabled students enables them to be patient in pursuing their aspirations. D) Self-acceptance, where disabled students are aware that they will never become fully 'normal' and continue to learn to accept their reality.

**Picture. 1**

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Facilities For Students With Physical Disabilities (Deaf And Mute) In The Faculty Of Psychology Universitas Islam Riau- Pekanbaru - Indonesia**Characteristics of Patience in Disabled Students (Hearing Impairment)**

A, currently in their fifth semester of college, has achieved a GPA of 3.4 at the time of this research. Before entering the Faculty of Psychology at UIR, they attended an inclusive Vocational High School (SMK) in Pekanbaru. They now rely on hearing aids in both ears and cannot communicate without them. According to the doctor who examined their ears, the subject has a permanent impairment, but the doctor is surprised because the subject is still able to communicate with others without using sign language. Their speech is not like that of most people, and during interviews, they sometimes ask for questions to be repeated and request examples. When they experience sudden urges to harm themselves, they seek help from those around them and professional psychologists.

Patience related to academic hardiness:

"The meaning of patience for a hearing-impaired student like me is always being patient in understanding the material presented by professors because I can't understand everything. During exams, there are times when I can't answer the questions, but I will approach the relevant professors to request additional assignments in order to earn extra credit. Most professors provide these additional assignments, but sometimes there are professors who refuse." (Subject 2)

Patience related to self-control:

"I often feel sad when I gather with friends because I am hearing impaired, making it difficult for me to understand their conversations. I will approach the faculty professors at UIR, who are also my psychologists, to seek psychological assistance when I have the urge to harm myself." (Subject 2)

Patience related to resilience:

"I sometimes have to be patient in attending classes because I feel embarrassed to ask professors when I don't understand the material being presented in class. Additionally, when communicating with someone wearing a mask, I want to ask them to remove the mask so that I can understand what they are saying. If friends whisper, it makes me very sad. I believe that the Faculty of Psychology at UIR cares about hearing-impaired disabilities because they have helped me with my scholarship. I feel comfortable studying at the Faculty of Psychology at UIR because most of my classmates have accepted me as I am and treat me like a normal person." (Subject 2)

According to them, patience for the hearing impaired is about accepting one's limitations, striving to overcome them, accepting reality, and not allowing others to underestimate their existence. They believe that hearing-impaired individuals must face life's challenges with sincerity. If God grants a miracle in the form of healing, they aspire to become a motivator for children with disabilities. (Subject 2)

Patience related to self-acceptance:

"I find it difficult to be patient when it comes to classroom activities because I feel embarrassed to ask professors when I don't understand the material being presented. Additionally, when communicating with someone wearing a mask, I want to ask them to remove the mask so that I can understand what they are saying. If friends whisper, it makes me very sad. I believe that the Faculty of Psychology at UIR cares about hearing-impaired disabilities because they have helped me with my scholarship. I feel comfortable studying at the Faculty of Psychology at UIR because most of my classmates have accepted me as I am and treat me like a normal person." (Subject 2)

The researchers found that the characteristics of patience in hearing-impaired students mentioned above are related to: A) Academic hardiness, where the physical limitation of limited hearing can be overcome by requesting additional assignments for extra credit. B) Self-control, where individuals with hearing impairments seek help from trusted individuals or professional psychologists to manage their urges to harm themselves. C) Resilience, where the support of scholarships and social support makes them feel comfortable and motivated to continue their studies. D) Self-acceptance, where hearing-impaired students are aware of their limitations but do not allow others to underestimate their existence.

According to Meilinda (2023), the fulfillment of the rights of children with disabilities in terms of religious rights, health, and education is still not maximized. However, when viewed from the perspective of Islamic law and Law Number 8 of 2016 concerning Persons with Disabilities, there are clear regulations regarding the fulfillment of the rights of children with

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disabilities that bind families, the government, and community leaders who have an obligation to fulfill, respect, and guarantee the rights of children with disabilities.

Conclusion

The characteristics of patience in disabled students in higher education are related to academic resilience, self-control, resilience, and self-acceptance. Patience in physically disabled students is more related to physical limitations, while patience in hearing-impaired students is more related to hearing impairments that affect their psychological well-being. Law Number 8 of 2016 concerning Persons with Disabilities, further regulated by the Government Regulation of the Republic of Indonesia Number 48 of 2023, serves as the legal basis for providing reasonable accommodations for students with disabilities in higher education, which should be implemented accordingly.

This study has limitations. Many higher education institutions in Indonesia, especially in the Riau province, do not yet have disability service units, which limits information on how the implementation of disability laws in those institutions should be carried out. Considering these limitations, a suggestion for future research is to explore the state's obligation to enforce disability laws firmly and measurably in order to ensure equal rights and uphold the spirit of human rights for the sake of humanity itself.

Implications

The implications of this research are that counseling services are greatly needed to maintain and enhance patience in disabled students. Additionally, the Indonesian government should enforce Law Number 8 of 2016 firmly, as it concerns human rights, especially for disabled students in higher education. Furthermore, further research can explore other factors that contribute to the inadequate implementation of disability laws in Indonesia, as well as the penalties for anyone who fails to comply with these disability laws.

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