

Dehumanization of Bullying Against Persons with Disabilities at UIN Sunan Kalijaga: Hadist Approach

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Abstract

The Learning Process at UIN Sunan Kalijaga for students with disabilities is hindered by communication during the learning process in class. The purpose of this study is to find out the meaning of the phenomenon of bullying that occurs in disabilities from the perspective of hadith. The method used is descriptive-analytical. The long-term implications if this continues to happen will cause a decrease in the physical and mental well-being of the victim, worse it will harm all aspects of psychological life and will last a lifetime. That way the research to be carried out because there are still many who turn a blind eye to cases of bullying, especially in people with disabilities.

Keywords: *Dehumanization, Bullying and Disability.*

INTRODUCTION

The learning process in lectures for students with disabilities, for example, deaf and speech disabilities, is certainly not very easy. It can be seen in students of Universitas Islam Negeri Sunan Kalijaga who have difficulty attending lectures because of communication barriers and assistance during the learning process. It is not only once or twice that students with disabilities do not get volunteers to accompany the learning process in the classroom. Moreover, the lecturers and other friends do not understand sign language. This is what makes students with disabilities feel alienated. Many disabled students are forced to come even though in class they can only be silent and pay attention to the PowerPoint slides displayed without being able to understand the explanation given (Rhetor, 2023). As a result, disabled students are often ostracized on campus. This negative impact on disability is unlikely to be felt by non-disabled individuals (Mega Paramita et al., 2019).

In more detail, Universitas Islam Negeri Sunan Kalijaga has provided assistance services through the Difabel Service Center (PLD) in the form of note-takers for students with deaf disabilities who need it. However, in reality, many volunteers are unable to fulfill these assistance tasks, so students with disabilities experience significant difficulties in following the learning process (Syafii, 2022). This is regulated in Law No. 08/2006 which stipulates that persons with disabilities have the same rights to obtain quality and appropriate education, especially at the education level. There is no reason to state that there is a lack of facilities because this is also regulated in Article 18 of the Constitution which states that persons with disabilities have the right to obtain proper public access in public places (Dewi Pangestuti, 2022).

Currently, there are still many universities in Indonesia that have not provided adequate facilities for people with disabilities. They deserve proper facilities as part of their rights (Afandi, 2019). The need for inclusive education for higher education has several benefits among students, especially individuals with special needs (Arthalia et al., 2022). One of the institutions that implement inclusive education is UIN Sunan Kalijaga. As an inclusive higher education institution, UIN Sunan Kalijaga strives to provide optimal services for people with disabilities by continuing to innovate in the development, implementation, and optimization of disability-friendly campus accessibility by the times (Juwantara, 2020).

According to Amin, a student with a physical disability at the Faculty of Sharia, the behaviour of lecturers and friends is very helpful in carrying out college activities and is quite good. He said no bullying or discrimination had occurred. Ahmad, a student with a visual disability at UIN, also stated that he did not experience any discrimination or bullying and that the lecturers and students were kind. Although there were instances where a lecturer or staff member was ignorant, overall, learning went well, smoothly, and fairly, both in class and in assessment (Riyadi, 2021).

Bullying has been a problem in society for a long time, people who do bullying attack the bullied physically and mentally. In this case, it turns out that many people are bullying in school circles with the argument of seniority. In campus circles, the bullying is more verbal bullying by using designations such as the slow one, the stupid one, and the Lola (old loading). The call causes the victim's mental and physical health to be disturbed so that there is excessive anxiety, always feeling afraid, and depression if they have played physically. Whereas in the Qur'an there are 7 surahs that explain about reproaching, namely surah Al Baqarah verse 212, Al-An'am verses 10-11, At-Taubah verse 79, Hud verses 38-39, and Al-Hujurat verse 11. These verses prohibit a person from reproaching by mocking, calling names with bad titles, and causing someone to be hurt by the reproach (Hasibuan & Parwanto, 2023).

Bullying is divided into three types: physical bullying, verbal bullying, and psychological bullying. First, physical bullying is carried out by attacking the victim's body. This type is often carried out by a group of teenagers who bully with the pretext of reporting to the teacher for skipping school. Second, is verbal bullying, the bully mocks people by calling them bad names, such as senile. Third, psychological bullying, this type of bullying is carried out by looking at the limbs without physical touch or expression of words, for example looking at people with hatred, looking away, and looking here. The 3 types of bullying do not only occur in the school environment, bullying can also occur in people with disabilities (Nur'aini, 2022).

There have been many discussions about disability in various journals. The problem of bullying in the scope of education: a case study of students with disabilities (Frontina et al., 2023). Resiliency of people with disabilities who have experienced bullying (Laili et al., 2022), Prevention of bullying against people with disabilities and special needs among adolescents (Firmansyah et al., 2021). These journals discuss bullying that occurs in disabilities, what distinguishes this research from previous research is that the research will discuss the hadith view of bullying behaviour that occurs in disabilities. It is interesting to discuss because usually, we know that bullying that occurs a lot is only verbal but a lot of bullying against disabilities is not revealed, so not many discuss bullying of disabilities from the perspective of hadith. This study aims to analyze the phenomenon of relational bullying experienced by disabled students at UIN Sunan Kalijaga, focusing on the impact of exclusion and neglect experienced by deaf students during the lecture process. In addition, this study also aims to examine the efforts that have been made by UIN Sunan Kalijaga in supporting students with disabilities, both in terms of law, Islamic teachings, and the implementation of inclusive education.

METHODS

This research is qualitative, written to find out the dehumanization of bullying against disabilities using library research (library research). The data used in this research comes from two sources. Primary data in this study uses the reference kutubus sittah,. While secondary data in this study is taken from various literature related to disability bullying against disabilities. Data analysis by presenting data with information experienced by PLD volunteers and Faculty of Da'wah Lecturers.

RESULT AND DISCUSSION

Dehumanization is a term that describes a person's psychological view of others less humanely or unequally, resulting in a conflict that can lead to hatred and conflict. One of the dehumanizing actions that often occurs in social circles to date that cannot be resolved is bullying. Related to this, several previous articles are similar to the discussion of this article which includes Dehumanization, Bullying ,and Disability.

A. Dehumanization

According to Abdillah, dehumanization can be said to be a decline in values, values here include aesthetic values, goodness ,and truth. This dehumanization denies the value of humanity so that it degrades the target object (Rosadi, 2022). This can be done verbally (such as cursing

and insults that compare a person to other objects), symbolically (such as through videos or images), or physically (Adrian & Anggraini, 2020).

According to Nurun Najwah, the dehumanization of women takes three forms, namely subordination, violence, and stereotypes (Najwah, 2023). Inhumanity in education limits the human thought process, especially for those who are oppressed. Oppressed groups have a unique awareness of the reality around them. This group tends to be passive and resigned in the face of power (Deviar1 & Pribadi2, 2019).

According to Adrian, dehumanization is a psychological thought process that views humans as something less than human. David Livingstone Smith states, "When we dehumanize others, we consider them not human, which allows or even compels us to harm them." (Adrian & Anggraini, 2020). Dehumanization can be described as people not feeling guilty about cursing, swearing, judging, bullying, spreading slander, hatred, and fake news (Eka Nada Shofa Alkhajar, 2019).

Dehumanization is defined as a behaviour or process that dehumanizes someone or something else. This applied definition refers to seeing or treating others as people who do not have the mental abilities they have as humans (Kelen, 2022). Efforts to address the dehumanization of education in the modern era by telling educational institutions what they should do to produce qualified, professional, moral, responsible, and dignified students (Dewi, 2019).

Visible evidence is disrespect for others, lack of self-esteem, prioritizing personal interests over groups, and self-destructive relationships (Nawawi, 2021). This disability includes gender-based dehumanization that excludes discrimination in social interactions in society (Rosadi, 2022). People tend to live without the foundation of cultural nobility, culture seems to fade in society. Under these conditions, people tend to behave like wolves towards others, which can be said to loss of human empathy (Allberlinanda, 2022)..

B. Harassment of People with Disabilities

According to M. Quraish Shihab, Bullying is derived from the sentence *Yakshar* which means mockery, in this case, M. Quraish Shihab defines mockery as conveying someone's weakness who mocks insults him. This bully behaviour can be in the form of words, behaviour, and actions (M. Quraish Shihab, 2002). Unpleasant behaviour, whether through words, physical actions, or social interactions in the real or virtual world, causes discomfort, sadness, and suffering for someone, both from individuals and groups (Yunianti et al., 2023).

Bullying is often direct and includes physical aggression such as hitting, stealing, and threatening with weapons. In addition, bullying can also take the form of verbal aggression such as intimidation, public humiliation, and bullying. In addition, bullying can also be indirect and include relational aggression such as spreading rumours, social exclusion, peer exclusion, and neglect (Made et al., 2023). Bullying is common in schools and communities, causing negative impacts on children and can lead to antisocial behaviour. Therefore, parental assistance is very important to prevent and overcome the possibility of bullying (Reni et al., 2023).

Relational Bullying is a type of bullying that cannot be overcome and is not related to power or authority (Yunianti et al., 2023). The concept of bullying behaviour is used to describe bullying between peers in an adolescent school environment. This bullying involves three main roles: perpetrator, victim, and witness or bystander (Nuraeni et al., 2023). Bullying often occurs in the environment, such as making fun of fellow friends, such as when there are friends who have weaknesses and are bullied (Reni et al., 2023).

Moral education is an innovation in education that aims to address character issues in Indonesia. It is an important part of education reform, especially in primary schools, which involves all components of the school to create learning that has deep meaning (Yunianti et al., 2023). Bullying people with disabilities can undermine their confidence and dignity. It can also affect their mental and physical well-being and prevent them from participating in social life (Abdussamad et al., 2023). [Click or tap here to enter text.](#)

The Bullying of Disability at UIN Sunan Kalijaga

Bullying often occurs in every society. The worst case of bullying can happen to someone who has physical limitations such as disabilities. A student of UIN Sunan Kalijaga who is deaf has experienced how bullying happened to her during the lecture process. During the learning process in class, he felt alone and like he was ignored. His limitations made it difficult for him to follow the learning. This difficulty was completely ignored by his friends and lecturers in the classroom because he was considered unable to follow the learning properly. This is what makes him feel that he does not get support and no one accepts his condition in the classroom (Maftuhin & Muqowim, 2020). The above phenomenon is one of relational bullying which causes the student to feel excluded and ignored because there are differences in treatment that make him not considered by his friends and lecturers during the learning process in lectures (Shidiq Al Fathoni & Setiawati Bimbingan dan Konseling, 2020).

Relational bullying is a systematic way to undermine victims' self-esteem by ignoring, ostracizing, excluding, or avoiding them. Avoidance and marginalization are the most powerful

forms of oppression (Firmansyah et al., 2021). Treatment that often ignores or ostracizes people with disabilities, which often occurs in society, further isolates people with disabilities. This act of exclusion is a violation of human rights as stipulated in Law No. 39 of 1999, particularly in Article 42 which emphasizes that every citizen, including the elderly and those with physical or mental disabilities, has the right to state-funded education and training to ensure a decent life and maintain their dignity (Mu'id et al., 2016).

The Qur'an has explained that it is not allowed to neglect disability, for example in QS 'Abasa Verses 1-2: "He (Prophet Muhammad) made a sour face and turned away because a blind man (Abdullah bin Ummi Maktum) had come to him". According to M Quraish Shihab in Tafsir Misbah when the Prophet Muhammad SAW was busy explaining Islam to the leaders of the Meccan polytheists. At that time came Abdullah bin Ummi Maktum who did not know the important activities of the Prophet, but he did not reprimand him let alone rebuke him, it was just that it appeared from his face that he was not happy, so the above verse was revealed to reprimand him (M. Quraish Shihab, 2002).

Tia is a deaf student at the Faculty of Social Sciences and Humanities among the twenty students in her class, the only one who is deaf. One afternoon, Tia missed a lecture because there were no volunteers available to accompany her. Tia revealed that being a deaf student is not easy. In class, her lecturer was also not skilled in communicating using sign language, when there were no volunteers to accompany her she was confused about what to do to understand the delivery of her lecturer. So he felt isolated in class because no one could understand him using sign language (Rhetor, 2023). The limitations and obstacles experienced by disabilities in the classroom require a way of learning to make it easier for disabilities to understand what is explained by the lecturer. Lecturers in their PPTs must reproduce visual materials and information, namely images, videos, photos, and writings (Supena, 2017). One of the Islamic teachings that Allah commands to his people is an attitude of caring and sharing. This teaching is not only good but also included in one of the pillars of Islam that must be practiced (Ajeng Triani, 2021).

Helping is an activity that results in mutual benefit to one another to ease one another's burden. Everyone in social life must have experienced difficulties in life. Problems start from household (family) affairs matters related to larger issues of taking care of society and even the state. When someone is bullied, human instinct requires others to help overcome the difficulties he faces (Amin, 2022). The prohibition against social neglect and hostility can be found in the hadith narrated from Abu Hurairah that the Prophet said: "Avoid prejudice, for prejudice is the

most false speech. Do not look for rumors: do not find fault: do not compete with each other: do not envy each other: do not scold each other: and do not turn your backs on each other; rather, be servants of Allah who are brothers. UIN Sunan Kalijaga established a PLD for people with disabilities so that there is someone to accompany the lecture process and so that they do not have difficulty understanding the class lesson.

UIN Sunan Kalijaga has a community that is very instrumental in serving or accompanying people with disabilities during lectures, namely PLD volunteers. One of the activities carried out by PLD volunteers is assisting the learning process in class with sign language. This disability community uses two languages, namely SIBI (Indonesian Sign Language System) and BISINDO (Indonesian Sign Language) with sign language making it easier to assist those with disabilities (Sri Nugraheni et al., 2021).

Fulfilling the rights of people with disabilities is essentially part of an effort to apply the values of justice and civilization, which is one of the five precepts in Pancasila. Currently, many government policies have not been equitable across all levels of society, and some of them can be considered discriminatory. One of the groups whose rights have not been fully recognized by the government is the disabled. The social model approach has changed the paradigm that previously emphasized the individual by considering disability as a shortcoming that must be borne by the individual himself. This social model changes the way disabled people are viewed from the perspective of their functional, psychological and cognitive deficiencies to a structural issue in society (Fajar, 2019).

Educational services, which are the rights of people with disabilities, must be provided in an inclusive manner that makes it easy for people with disabilities to access all facilities (Riyadi, 2021). At UIN Sunan Kalijaga itself has implemented Inclusive education since 2007, this aims to reduce the occurrence of exclusion in the campus environment and people with disabilities get the right to learn and pursue proper education on a par with others.

Pendidikan Inklusi di UIN Sunan kalijaga

The Center for Disability Studies and Services was established on May 2, 2007, starting from the initiative of three lecturers, Muhrisun, Ro'fah, and Andayani, who were studying for their master's degree at McGill University, Montreal, Canada. Their experience at the university inspired the establishment of PSLD at UIN Sunan Kalijaga, to provide various services and facilities suitable for students with disabilities in the lecture process (PLD UIN Sunan Kalijaga, n.d.). The establishment of the Center for Disability Studies and Services in 2007 was a significant contribution from UIN in the field of disability and inclusive education. In 2013, the

name change to the Center for Disability Services (PLD) reflected a further political contribution (Aisyah et al., 2019). Inclusion is a fundamental value at the university, so efforts to accommodate the rights of people with disabilities at UIN Sunan Kalijaga have hardly encountered any significant obstacles. The main obstacle comes from the availability of resources and knowledge, but there has never been a significant obstacle in realizing this inclusive campus substantially (Aisyah et al., 2019).

The core values of UIN Sunan Kalijaga are divided into three, namely Integrative-Interconnective, Dedicative-Innovative and Inclusive-Continuous Improvement (CTSD Team UIN Sunan Kalijaga, 2015). Of the three core values, one of them is inclusion combined with continuous improvement. PSLD was established in 2007 based on these core values. This step was taken because people with disabilities are often marginalized in higher education settings and face barriers to accessing available facilities (Aisyah et al., 2019). Based on available information and regulations, UIN Sunan Kalijaga is considered a higher education institution that is highly committed to inclusively supporting students with disabilities. In this context, it is important to continue to develop, implement, and improve the accessibility of disability-friendly campuses by the times (Juwantara, 2020). [Click or tap here to enter text.](#)

Provision of disability services, the Center for Disability Services in providing services to students with disabilities has been supported by presenting media facilities for learning for disabilities in the form of talking computers, dezy players digital book readers, Band Braillemachines even though at that time the number was very limited. The provision of non-physical disability services, namely reading services, volunteer exam assistants, and socialization to lecturers about learning for disabilities (Siti Aminah, 2022).

Aamdan Daulay, a lecturer in the Islamic Communication and Broadcasting Study Program shared his experience of teaching in an inclusive class containing four students with disabilities. They are Rama and Alud who are deaf students, and Adinda and Karno who are blind students. Rama and kKarno are diligent, intelligent, exemplary, and enthusiastic students in attending lectures. It is different with Adinda who is very loud until she does not want to be accompanied in class, so in lectures, Adinda finds it difficult to understand what is conveyed by her lecturer (Maftuhin & Muqowim, 2020).

UIN Sunan Kalijaga is the first inclusive university in Indonesia. At this university, all members of society have the opportunity to obtain higher education. Not only those who do not have disabilities, but students with disabilities also have the same opportunity to access education (Safri, 2022). The success of inclusive education cannot be separated from the

important role of PLD faculty and volunteers who provide services and modifications for students with disabilities. This modification is related to learning, lecturers are the main role in the success of students with disabilities in participating in class lessons. Social interaction that applies to inclusive education is an obligation for lecturers to teach students with disabilities (Feriani, 2017).

Disability services at UIN are not only about classroom learning but at UIN Sunan Kalijaga has implemented a library that is friendly to people with disabilities. So the library standards issued by the International Federation of Library Associations commonly called IFLA are realized in the field of accessibility. This service supports facilities that will be used for students with disabilities. This activity is none other than the development of an inclusive campus developed by the UIN Sunan Kalijaga Library Technical Service Unit, in 2007 UIN prepared itself to establish an inclusive campus, so that library visitors without looking at differences (Hridyananda1 et al., 2020).

Some adaptive aids that need to be provided in libraries include scanners, optical character recognition (OCR) software, closed-circuit televisions to enlarge text in printed books, digital books that can be read by voice, braille books, and printed books with enlarged fonts. Research library assistance services are also important in facilitating students with disabilities. They use the online public access catalog to search for the books they need, and the research library support staff help find books according to their needs. The presence of disability-friendly library services can increase the learning mobility of students with special needs by facilitating their access to learning resources (Muhibbin, 2021).[Click or tap here to enter text.](#)

CONCLUSION AND RECCOMENDATION

Bullying against disabilities at UIN Sunan Kalijaga is based on the experience of PLD and Lecturers of the Faculty of Da'wah, their experience of teaching and guiding during class, the results found that there is a lot of exclusion because they do not understand the sign language conveyed by deaf students. Even though at UIN itself there are PLD volunteers to make it easier for students to understand what is conveyed by lecturers in class, there are some volunteers who do not have time to accompany students with disabilities so it is difficult to understand what is conveyed by their lecturers. Deaf students who have this difficulty also prefer not to enter because they think that the class is only silent and friends do not understand sign language. Further Researcher Recommendations, in terms of Improving Inclusive Facilities and Infrastructure UIN Sunan Kalijaga needs to ensure that all facilities and infrastructure for

lectures are disability-friendly, including providing hearing aids, lecture materials in formats that are accessible to the deaf, and physical facilities that support disability.

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