

Madrasah Readiness in Providing Disabled Friendly Services: Lesson Learned from 4 Madrasahs in Central Java and DI Yogyakarta

Fatimatuz Zahro D. Putri Dani^a, Fauziah Khoiriyani^b, Rahmat Husein Andri Ansyah^c

^{abc}National Research and Innovation Agencies, Jakarta
fati006@brin.go.id

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Abstract

This study aims to investigate how far the readiness of Madrasahs in providing disability-friendly services, what are the obstacles, and how is the government's disabled-friendly services in madrasahs. This is qualitative research of 4 madrasahs in Central Java and DI Yogyakarta. Data were collected through observation and in-depth interviews and analyzed using qualitative descriptive analysis by Miles and Hubberman. This research finds several important findings. Firstly, the commitment to disabled-friendly services is already there, however, the quality needs serious improvements such as the lack of standard and user-testing of the facilities so that it can provide appropriate services as intended. Secondly, the biggest obstacle to providing disabled-friendly services is the mindset of institutions. Therefore, a change in the mindset of the institution is needed to provide disabled-friendly services aimed at improving long-term and fair services.

Penelitian ini bertujuan untuk mengungkap sejauh mana kesiapan Madrasah dalam memberikan pelayanan ramah disabilitas, apa saja kendalanya, dan bagaimana pelayanan pemerintah yang ramah difabel di madrasah. Ini merupakan penelitian kualitatif dengan studi kasus empat madrasah di Jawa Tengah dan DI Yogyakarta. Data dikumpulkan melalui observasi dan wawancara mendalam serta dianalisis menggunakan teknik analisis tematik. Penelitian ini menemukan beberapa temuan penting. Pertama, komitmen terhadap layanan ramah difabel sudah ada, namun perlu perbaikan serius dari sisi kualitas, seperti kurangnya standar dan pengujian pengguna terhadap fasilitas sehingga dapat memberikan layanan yang sesuai sebagaimana mestinya. Kedua, kendala terbesar dalam memberikan layanan ramah difabel adalah pola pikir institusi. Oleh karena itu, diperlukan perubahan pola pikir lembaga untuk memberikan layanan ramah disabilitas yang bertujuan untuk meningkatkan layanan jangka panjang dan adil.

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A. Introduction

Public services are defined as activities and services carried out in the government's capacity for the benefit of the public domain and the general public (Shittu, 2020). The implementation of public services is essential because it represents the fundamental structure of nation-building, serves the real relationship between the government and citizens, promotes the values of the nation to citizens, and ultimately serves as a bond between the state and its people (Van de Walle & Scottt, 2009). The government plays a crucial role as a public-service provider. The government's most important role is to provide public services in accordance with applicable regulations (Mellyanika, 2020), fulfill the principles of public services in terms of easy access to services (Sari, 2018), and deliver quality services to the community. The public sector is required to demonstrate that its services are customer-focused and that continuous performance improvements are being made (Ramseook-Munhurrun et al., 2010).

The ASEAN Public Service Delivery Guidelines state that a good and quality public service delivery system must be based on five principles: accessibility, participation, accountability, non-discrimination and inclusion, and responsiveness (ASEAN Secretariat, 2020). Accessibility refers to the extent to which a product, device, service, or environment is available and navigable for people with disabilities, special needs, or other functional limitations (Kulkarni, 2019). From a public service perspective, accessibility refers to everyone is the ability to access, which means using and/or interacting with a product or service, regardless of their physical, economic, or cultural situation. For persons with disabilities, accessibility is not only an inherent right but also a means to ensure that they are able to exercise all fundamental rights and freedoms and are empowered to participate fully in society in the same way as all others (Maliszewska-Nienartowicz, 2020). In reality, the lack of service facilities provided to people with disabilities, including accessibility to public services, causes them to lose their right to obtain good services (Rahayu & Dewi, 2013). This is confirmed by the findings of research conducted by Pramashela & Rachim, that several cities that are the object of research are still not optimal in terms of accessibility of public services for persons with disabilities (Pramashela & Rachim, 2021). Research conducted by Riyadi, has found that accessibility to educational services for people with disabilities remains very low (Riyadi, 2021). This is indicated by the absence of facilities that support the disabled and the absence of socialization regarding this matter (Salmah & Tamjidnoor, 2019).

The commitment of the Ministry of Religion to provide disability-friendly public services has increased in recent years. Based on Law No. 8 of 2016 which guarantees the fulfillment of rights for citizens with disabilities, the Ministry of Religion declared the provision of disability-friendly service facilities (Kementerian Agama RI, 2019), specifically in building an inclusive work environment in Madrasas

(Kementerian Agama RI, 2020b), encouraging all education units to be disabled-friendly (Larasati, 2021; Muhammad, 2021), and conducting a review of inclusive Madrasahs' guidelines (Masykur, 2022). Unfortunately, this commitment has not been followed by organizationally binding regulations. The implementation is still sectoral, depending on the initiatives of each work unit. For instance, the Ministry of Religion-Bali Office (Andrios, 2022), Ministry of Religion-Bantul Office (Kementerian Agama Bantul, 2022), and the Integrated Hajj and Umrah Service Center (Kementerian Agama RI, 2020a). Likewise, in religious education institutions, implementation is still very limited, such as in MAN 1 Gorontalo (Vhany, 2020) and MI Al Ma'had An-Nur Bantul (Kementerian Agama Bantul, 2021). The implementation is still limited to the scope of PermenPANRB No. 17 of 2017 about the Performance Assessment of Public Service Providers.

PermenPANRB No. 17 of 2017 has become a reference for every government unit, particularly in the context of building Integrity Zones (ZI), Corruption Free Areas (WBK), and Clean and Serving Bureaucratic Areas (WBBM) with SERVQUAL model assessment. This model aims to measure the quality of service in the public sector, it is necessary to consider the expectations of users as well as their perceptions of the service (Wisniewski, 2001). The service quality measurement method (SERVQUAL) has been applied widely in various sectors. Brysland & Curry (2001) state that the literature clearly supports the use of SERVQUAL in the public sector (Brysland & Curry, 2001). Parasuraman et al. (1985) define service quality as an organization's ability to meet or exceed customer expectations (Parasuraman et al., 1985). SERVQUAL is a method developed by Parasuraman et al. (1998) which proposes that customers evaluate service quality on five dimensions: reliability, responsiveness, assurance, empathy, and tangibles (Parasuraman et al., 1988). The SERVQUAL instrument consists of 22 statements that assess consumer perceptions and expectations regarding service quality. If expectations exceed performance, perceived quality is unsatisfactory and therefore customer dissatisfaction occurs.

Integrity Zones Evaluation has 39 performance appraisal items developed by SERVQUAL model, but only one represents disability-friendly services: The Eligibility of Facilities for Service Users with Special Needs (Item 24). It assesses the provision of step lobby/ramp facilities for wheelchair users, special toilets for the disabled, special counters, special officers, wheelchairs, among others. Service units under the Ministry of Religion that are not moving towards ZI, WBK, and WBBM have no formal obligation to provide the facilities mentioned above. Work units that pursue ZI, WBK, and WBBM provide those facilities only as formal requirements. Thus, with 82,418 Madrasahs throughout Indonesia, the question of the readiness of Madrasahs to provide disability-friendly services is important.

The existing studies about disability-friendly public services are clustered into policy, service process, and service factor. These clusters were obtained from an

analysis of the global publication database of Scopus using the VosViewer ver. 1.6.18. Using the keywords 'accessibility', 'disabled', and 'public service', 76 publications were obtained from 2013-2019.

Firstly, the policy perspective. These studies emphasize the analysis of the extent to which public policies have fulfilled the right access to public services for people with disabilities (Carey et al., 2019; Ferri & Giannoumis, 2014; Ganle et al., 2016; Gris e et al., 2019; Lamont et al., 2013; Malbon et al., 2019; Matsumoto et al., 2016; Tomata et al., 2015). The difference between these studies lies in the focus of the target group (elderly people, people with mobility disabilities, women, and children) as well as the service areas that are the object of research (transportation, social services, health services, web and digitization, and community service systems). Secondly, the perspective of the service provision process. It emphasizes the dynamics and various challenges of providing public services to people with disabilities, such as the impact of the pandemic (Lund, 2020), service barriers to particularly vulnerable groups (Clarke & Gallagher, 2013; Gonzales et al., 2017; Ronneberg et al., 2015; Smith et al., 2015), as well as the adaptation of public service processes for disability as an effect of socio-economic change (Chetty & Hanass-Hancock, 2016; Malbon et al., 2019).

Thirdly, the service factors perspective. It focuses on factors that affect accessibility and can improve the quality of public services for disabled groups, including technical factors, namely, the development of information technology in the public services (Fontes et al., 2017; Pomputius, 2020), education, employment, and income (Lee et al., 2020), facility and service capacity (Buliung et al., 2021; Friedman et al., 2015), as well as more macro social factors such as level of knowledge, history of stigma, the competence of public service providers (Magasi et al., 2019; Ramos-Gomez et al., 2014), system universality services, attitudes, environmental and structural issues (Aarhaug & Elvebakk, 2015; Welch Saleeby & Hunter-Jones, 2016).

This study contributes to the literature in two ways. First, it provides evidence about the paradigm that underlies the public service policies in Islamic educational institutions. This paradigm has still been under-investigated in previous studies, owing to the lack of research focusing on it. Second, it provides specific evidence from the perspective of Islamic educational institutions, particularly Madrasas. As a public service with a very wide reach in Indonesia, lessons from madrasa institutions will be able to be trigger for other religious public service institutions in Indonesia.

Three questions are addressed. First, to what extent are the provisions of disability-friendly service facilities in Madrasah's educational institutions? Second, what factors hinder the provision of disability-friendly services in madrasahs? Third, what is the role of the Integrity Zone (ZI) development program of the Ministry of Religion of the Republic of Indonesia in improving the provision of disability-

friendly services in Madrasas? The answers to these questions are expected to enrich perspectives on the actual state of the quality of public services in religious education institutions as well as the role of the government in improving the quality of disability-friendly public services.

B. Method

This study was conducted in four Madrasas in Central Java and the Special Region of Yogyakarta, which became pilot projects based on a letter from the Inspectorate General of the Ministry of Religion Number B-509/IJ/Set.IJ/PS.00/03/2022 dated March 26, 2022. Samples of Madrasas were taken to represent junior high school (MTsN A and MTsN B) and senior high school (MAN A and MAN B). MTsN A represents MTs that are included in the ranking list of the top 100 SMP/MTs in Special Region of Yogyakarta based on national exam scores, while MTsN B represents MTs that are not included in the list (7Pelangi.com, 2019). Meanwhile, MAN A represents the MAN that is included in the list of the Top 1000 Schools Based on the Scores of the Computer-Based Writing Examination (UTBK) for the college entrance test, while MAN B is not included in the list (LTMPT, 2021). This provides a representation based on the performance of the educational unit/school. This study used qualitative approach in which the primary data were collected from informants' experience to the provision of disabled-friendly services in Madrasah. The informants were selected with certain criteria. Therefore, the informants were parties with a direct interest and play an important role as service and facilities providers for persons with disabilities in Madrasahs.

The data collection process was conducted for approximately one week from April 19 to 25, 2022. Data were collected through observation and in-depth interviews to the Headmaster, Administrative and Academic Staff. Observations were used to observe the provision of disabled-friendly facilities in each Madrasa directly based on standard that listed on Article 19 of Law Number 8 of 2016 concerning Persons with Disabilities, Government Regulation (PP) on Accessibility to Settlements, Public Services, and Protection from Disasters for Persons with Disabilities No. 42 of 2020, and the Ministry of Empowerment of the State Apparatus Bureaucratic Reform issued PP (Permenpan RB) No. 17 in 2017. Meanwhile, in-depth interview was used to collect data that focusing on (1) the process of providing special facilities and infrastructure for disabled people; (2) obstacles Factor in the Provision of Disabled-Friendly Services in Madrasah; and (3) government role to improve the provision of disabled-friendly services in Madrasah. The collected data were then analyzed using qualitative descriptive analysis by (Miles, M. B., & Huberman, 1994), which included three main stages: the data reduction process, data display, and conclusion drawing and verification. Data coding (data reduction) generates fresh suggestions for what belongs in a matrix (data display). Further data reduction is needed while entering

data. Preliminary conclusions are reached as the matrix fills up, but they lead to decisions, such as adding another column to the matrix to test the conclusion.

C. Result

1. The Provision of Disability-Friendly Services in Madrasah

Public services that are friendly to people with disabilities differ from inclusive services. Disability-friendly services refer to the accessibility of the service, the extent to which the service is accessible to everyone; or having a place, environment, or event arranged from the start to be accessible to all individuals. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) defines 'accessibility' as a general principle and overarching obligation, referring to the practice of removing barriers to ensure equal access for persons with disabilities, inter alia, the built environment, goods and services, and facilities (Broderick, 2020). Meanwhile, inclusive services are defined as the provision of services to the community in general, both with and without special needs, arranged in a systemic unit to provide opportunities for the development of their potential (Iswanto et al., 2021). Inclusiveness refers to a broader spectrum than accessibility in which the focus is on serving everyone. Considering location, situational handicaps, people's perspectives, and anything else that could impair a person's abilities (Anurag, 2021).

The provision of disabled-friendly public services has been regulated in Article 19 of Law Number 8 of 2016 concerning Persons with Disabilities. This article explains that people with disabilities have the right to public services including the right to obtain adequate accommodation during optimal, reasonable, and dignified public services without discrimination, assistance, translation, and the provision of facilities that can be accessed at public service places at no additional cost (Mutia & Rinaldi, 2017). To realize quality and fair services for all groups of people, the government implemented it by issuing Government Regulation (PP) on Accessibility to Settlements, Public Services, and Protection from Disasters for Persons with Disabilities No. 42 of 2020. Additionally, the Ministry of Empowerment of the State Apparatus Bureaucratic Reform issued PP (Permenpan RB) No. 17 in 2017. One mission of this bureaucratic reform is to improve the quality of service to government agencies in the Integrity Zone (ZI) program. One of them is preparing, fostering and evaluating, and appreciating the quality of services from government agencies, including the work unit under the auspices of the Ministry of Religion (Kementerian Agama).

Madrasahs is an educational service provider under the authority of the Ministry of Religion. In addition to providing the main service, namely education to students, it is no less important to provide support services. Supporting/administrative

services are provided to the public in general, both guardians and prospective guardians, students and prospective students, to support smooth teaching and learning processes in schools (Zakhiroh, 2017). The service contains information and consultation about the school itself, such as registration, administration, teaching and learning activities, and counseling guidance. These services must also provide accessibility that can be used by all groups of people, including those with disabilities. Accessibility to goods and services such as food, drinking water, energy, health care, housing, public transportation, infrastructure, information and communication technology, and financial services, especially education is very important for people with disabilities (Maliszewska-Nienartowicz, 2020). From an individual perspective, quality education plays an important role in improving the lives of persons with disabilities and for sustainable development (Alex & Juan, 2017). The results of the observations and in-depth interviews with informants from each madrasa regarding the availability of basic facilities specifically for disabled people are presented in Table 1.

Table 1
Disabled Facilities Providing in 4 Madrasah 2022

(Basic Disabled Facilities)	MAN A	MAN B	MTsNA	MTsNB
Disabled parking	X	X	X	X
Yellow line for blind people	√	X	X	X
Step lobby/ramp for wheelchair users	√	X	√	√
Wheel chair	√	X	X	X
Special/disabled-friendly toilets	X	X	X	X
Special service counter without queuing for the elderly and disabled	X	X	X	X

√: Available X: Not Yet Available

Sumber: Data Observed, 2022

MAN A is a work unit of the Ministry of Religion, which is a pilot project for the Integrity Zone in 2021, and will be re-involved in 2022. Therefore, the availability of special service facilities for the disabled at MAN A is sufficient, such as the blind yellow lane, step ramp, and wheelchairs provided at PTSP. This year, MAN A received funding for facilities and infrastructure. Therefore, when researchers made observations at the location, some areas and buildings were renovated. This has resulted in several special facilities being installed semi-permanently for disabled people. However, the Head of Madrasah and the Head of the Sub-Division of TU stated that there is a plan to build a new building that will be used as a public service mall that fulfills accessibility by prioritizing the safety, comfort, and security of service users.

MAN B is a senior secondary school that is included in the pilot project of the Ministry of Religion in 2022. The MAN B building generally meets the requirements for teaching and learning activities. However, some public service facilities, particularly special services for people with disabilities, are still considered incomplete. Almost all basic service facilities for service users with special needs are not yet available at MAN B. In terms of written commitments in the 2021 MAN B Service Notice, there are still no public service provisions specifically designed to accommodate services for disabled people.

The Ministry of Religion proposed a Madrasah work unit equivalent to a junior high school (MTsN), as its first integrity zone pilot project In 2022. The two Madrasah Tsanawiyah proposed this year are MTsN A and MTsN B. In fulfilling disabled-friendly public service facilities, MTsN A provides a lobby/ramp step for wheelchair users. However, several other facilities for users with special needs have not yet been developed. At MTsN A, no special service officers handle services at the PTSP. At the time of observation, the previous officer had resigned, and the temporary replacement was an employee of the State Property (BMN) or another employee who was not busy. Training for service officers on service technical/procedures is held once a year and updated when there is a change in procedures.

The provision of service facilities for disabled people at MTsN B is considered to be still lacking. The facilities provided were a step lobby ramp for wheelchair users. However, the officers planned to provide wheelchairs and special lanes for the blind. Service officers working at PTSP MTsN B have received training, technical guidance or socialization on how to serve customers and technical SOPs for available services. Customer service training was held once at the beginning of employment for one week (OJT), whereas technical training/guidance on service was held once a year by the Ministry of Religion. If needed (new SOPs), repeated training.

2. Obstacles Factor in the Provision of Disabled-Friendly Services in Madrasah

The inhibiting factor in fulfilling disabled-friendly facilities in supporting services in Madrasahs can be viewed from both internal and external perspectives. The internal side consists of aspects of Human Resources (HR) and finance, which in this case is the budget. Meanwhile, the external side that becomes an obstacle is seen from the socio-cultural and environmental aspects (Table 2).

The main HR aspect that hinders the fulfillment of disabled-friendly facilities is the mindset of the employees. Some employees feel that as this administrative service facility is a support service for educational institutions, they have sufficient information regarding the state and condition of the previously created administrative room. In addition, the idea of fulfilling disabled-friendly facilities and infrastructure arose because of encouragement when the relevant agency was included as a pilot

project for the integrity zone. Thus, some agencies that have not provided the aspects of public services that are needed rush to fulfill these aspects. Facilities that are quickly provided by allocating budgets for other activities become less accessible to service users. Another HR aspect that is also an obstacle is training. Administrative employees receive only one public service training during their tenure and have not received special training related to service procedures for persons with disabilities. When the administrative staff moved, another officer was temporarily assigned administrative service. This affects employee performance in serving users

Table 2
Inhibiting Factors for the Provision of Disabled-Friendly Facilities

Inhibiting Factors	Aspect	Data Analyzed
Internal	Human Resources	a. Employees' mindset regarding the fulfillment of disabled-friendly facilities is still based on an assessment. b. Front office employee training was not conducted regularly.
	Finance	There is no separate budget for improving service quality, especially regarding the budget for facilities that are disabled friendly
External	Socio-cultural	There is still no awareness regarding the priority of providing disability services to users.
	Environment	a. Disability services are not evenly distributed across all regions of Indonesia. b. The supply of disabled facilities/materials in some areas is not yet available.

The internal aspects that are no less important are financial or budget. To provide facilities that are disabled-friendly and effective, the school must renovate several areas or add facilities that require financial support. To date, there is no separate budget to improve public service facilities and infrastructure. The schools allocate a budget for other activities to meet the needs of these facilities. Therefore, when Madrasas receive funding to improve school facilities and infrastructure, they are proportionally used to build accessible public service facilities, particularly for disabled people.

The inhibiting factor from the external side is seen from socio-cultural and environmental aspects. The government has made serious efforts to provide disabled-friendly public services with regulations and social programs to realize fair services. However, it is not optimal because there is still a negative stigma from society towards persons with disabilities, thus making the implementation of fair public services less effective (Rahayu & Dewi, 2013). This is also reinforced by the research of Apsari & Raharjo (2021) which found that the disabled population still experiences social injustice and discrimination in Indonesia (Apsari & Raharjo, 2021). The services available to the disabled population in Indonesia are concentrated in large cities.

Barriers in terms of the environment are still experienced by people with

disabilities in their lives (Propiona, 2021). The inhibiting factor in terms of the environment is specifically shown by research Pramashela & Rachim (2021) which suggests that ten cities in Indonesia, including the city of Yogyakarta, are still not optimal in terms of accessibility to public services for people with disabilities (Pramashela & Rachim, 2021). People with disabilities still have difficulty accessing buildings and physical infrastructure in Yogyakarta. This means that in terms of the surrounding environment, not many people are aware of the importance of fulfilling fair and proper facilities for all people, including service users with special needs.

3. Government Role to Improve the Provision of Disabled-Friendly Services in Madrasah

Accessible public services for all citizens, regardless of their origin or physical form, must be met by the government (Permadi et al., 2021). Government efforts to improve the accessibility of disabled service users have been demonstrated through various regulations and programs. However, these efforts remain in the commitment stage. The implementation stage of providing disabled-friendly services is still considered less than optimal. The role of the government in increasing the availability of disabled-friendly service facilities can be accomplished in various ways as follows:

- a) Reconstruction of the mindset increases awareness of the importance of fulfilling facilities by creating plans in stages, starting from the internal side of the Madrasa. For example, formulating a Madrasah strategic plan by considering the service needs of disabled users that are gradually being met every year.
- b) Regular training should be provided to front-office staff to improve services, including services for disabled users, either through training centers or externally.
- c) Make a special budget policy allocated to improve service quality by paying attention to the fulfillment of disabled-friendly service facilities.
- d) Provide additional provisions or design standards/layouts for public spaces by considering accessibility for disabled service users. This can be in the form of a decree to recipients of infrastructure funding assistance or directives in the form of regulations.
- e) Expand collaboration with disabled communities. Collaboration now exists but on a limited scale. Activities in this collaboration can be done by involving the disabled community in trying out the public service facilities that have been provided. It is hoped that the available facilities will become more effective. In addition, representatives of the disabled community can be involved in the preparation of strategic plans related to service improvement, which will be implemented annually in stages. The goal was to garner support for prioritizing services and facilities based

on the needs of people with disabilities.

f) Evaluate the satisfaction, efficiency, and efficiency of special services for disabled people on a regular basis. This is important to ensure the usability of the products and service facilities provided by the institution, as to ensure the satisfaction of service users with limited mobility (Vincent et al., 2022).

D. Discussion

Efforts to provide disabled-friendly services are increasingly being encouraged and are getting serious attention. This can be seen from the increasing number of public service institutions that focus on improving their services by providing inclusive services (Permadi et al., 2021). No exception for educational institutions that also implement inclusive education and are legally regulated in central and local government regulations in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system and specifically in Permendiknas 70 of 2009 concerning inclusive education for students who have disabilities and have the potential for intelligence and/or special talents. To initiate this effort, of course, it is necessary to start with the support of inclusive public service facilities available in educational institutions.

Studies that have been carried out to see the readiness of educational institutions in providing disabled-friendly services, especially in Madrasahs, still tend to highlight from a curriculum perspective as carried out by Sulthon, (2018); Syahid & Solicha, (2018); and Suhendri et al., (2020) (Suhendri et al., 2020; Sulthon, 2018; Syahid & Solicha, 2017). There are still few studies that pay attention to the accessibility of public service facilities. In fact, service facilities are an initial effort in supporting inclusive education (Siti, 2017) It is this perspective that this study wants to enrich.

In the current implementation, the provision of disabled-friendly service facilities in educational institutions in Indonesia is considered still not optimal (Hastuti et al., 2020; Pratomo, 2015). As found in the observation results of this study, where several facilities are already available in several madrasahs but are not yet complete. Meanwhile, there are still madrasahs that have not provided disabled-friendly facilities. This finding is supported by several previous studies that have also found the unpreparedness of Madrasah in providing inclusive services. As Salmah & Tamjidnoor (2019) did which explored service accessibility at the Madrasah primary school (MIN) level in Banjarmasin (Salmah & Tamjidnoor, 2019). In his study, it was found that there are still no supporting facilities available so that there are no students with disabilities who attend all MIN there.

The provision of disabled-friendly service facilities in educational institutions

is not an easy and short job (Murtiningtyas, 2023). It takes strong intentions and serious efforts to overcome challenges and obstacles in making it happen. Especially in relation to external barriers, namely socio-cultural society as encountered in this study. Apart from the interview results, this opinion is also based on previous studies (Apsari & Raharjo, 2021; Bakhri et al., 2017) who show that creating a friendly social and cultural environment is a concern in realizing inclusive development (Apsari & Raharjo, 2021; Bakhri et al., 2017). Of course, it is also supported by strong motivation from the internal side. In this study, it was found that the human resource factor is a significant internal obstacle in providing difable-friendly services in addition to budget allocation. This challenge is also explored in Riswari et al. (2022) believe Hata et al. (2021) human resources in institutional education such as lecturers and education staff are not ready to provide services and modify learning for disabled students (Hata et al., 2021; Riswari et al., 2022). From the results of this discussion, the role of the government is needed to support the creation of fair and equitable services for all circles of society, especially in the educational environment.

The Ministry of Religious Affairs as the parent institution that houses madrasahs, is specifically responsible for the realization of inclusive education and service development in madrasahs. Several efforts have been made to encourage the creation of disable-friendly services in the educational environment, one of which is by including Madrasah in the bureaucratic reform pilot project since 2021. This is a trigger for other madrasahs to compete to improve their public services (Bandiera et al., 2017) especially in providing disable-friendly services. In addition, training and education for staff, teachers, and students, especially in socializing with disabled people, is also important to overcome internal obstacles (Roth et al., 2018). In addition, financial support to create disable-friendly facilities is also the main key to the success of this development (Gumelar & Sardi, 2021). These efforts can also be carried out collaboratively with both the government and private sectors as well as from the social sector such as community (Ahdiyana et al., 2021; Ceralli et al., 2021). After all inputs are given, it is necessary to evaluate and monitor so that all efforts that have been made can be in accordance with the main objectives of this activity.

E. Conclusion

This paper presents evidence that the provision of disability-friendly services in Madrasahs needs significant improvement. It also uncovers the internal and external obstacles, as well as the extent to which the government has committed in the disabled-friendly service assurance for Madrasahs. These explorations contribute to understanding the inclusive service provision in Islamic education institution—a topic that is still limited in the existing literatures.

In practicality, this study offers several recommendations for related

stakeholders. Firstly, as the central regulator, Directorate General of Islamic Education from Ministry of Religious Affairs needs to encourage the mainstreaming of disabled-friendly service assurance for Madrasahs. The whole process of Islamic education management needs to be arranged with disabled-friendly mindset. Thus, strategic resource allocation will be more inclusive. Secondly, this study also calls for the improved role of the Regional Office of the Ministry of Religious Affairs (Kanwil Kementerian Agama). As the direct superior of Madrasahs, Kanwil Kemenag needs to assure more vividly that the disabled-friendly service provision is imperative, not just for the fulfillment of ZI assessment. Also, Kanwil Kemenag is advised to manage regular employee training about inclusive public services. This will strengthen the support provided by the central regulator of the Ministry of Religious Affairs. Finally, the school board and school management of Madrasahs need to provide a comprehensive plan of educational facilities and services. It requires more capacity building, perfected standard operating procedure, and continuous improvement. Implemented altogether, those recommended actions will result more inclusive Islamic education services. All in all, further research is necessary to support such advanced development. Research on the disabled-friendly mindset reconstruction, or the policy evaluation, will provide extended insights about developing inclusive educational services.

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