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Advocacy and Inclusion

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Journal of Disability Studies
INKLUSI

Vol. 10, No. 01, 2023

Januari-Juni 2023



Discrimination and exclusion against people with disabilities still often occur in various areas of life, including education, work and social relations. Through advocacy, the rights of persons with disabilities can be fought for, and obstacles to their equal participation can be identified, minimized, or even removed. It is important to carry out this advocacy in order to influence the government, policymakers and legislative bodies to ensure that their work involves people with disabilities at every stage so that, in the end, they can increase awareness of the rights of individuals with disabilities in various areas of life.

Issue Volume 10, No. 1 contains various studies regarding advocacy in the fields of employment, education and Islamic law. The first article, titled “Advocacy Strategy of the DIY Committee for the Protection and Fulfillment of the Rights of Persons with Disabilities during the Covid-19 Pandemic”, demonstrates the strategy of the Province of DI Yogyakarta’s Disability Committee in carrying out advocacy using informal communication to influence elites to act inclusively in responding to the impact of Covid-19. The second article of the Constitutive Regulations for Fulfilling the Employment and Employment Rights of Persons with Disabilities Following the Issuance of Law Number 11 of 2020 concerning Job Creation emphasizes that there have been political and legal dynamics since the enactment of this law. Unfortunately, the regulation does not significantly regulate the fulfilment of workers’ rights in the employment of persons with disabilities, as well as the obligations of employers.

The third article discusses the Parenting Self-Efficacy of Mothers in Raising Children with Intellectual, Sensory and Mental Disabilities. All research participants indicated motivation to increase competence in caring for children with disabilities. They are also increasingly selective in determining the social environment that will support the development of their children with disabilities. The aspects of spirituality and social support are factors that play a role in the parenting self-efficacy of participants.

Another research in this edition that discusses education for children with disabilities is the Use of Children's Music to Increase the Attention and Productivity of Children with Autism at the Bekasi Sandbox Growth and Development Clinic. According to this research, music has been proven to be a companion medium for sensory integration therapy for children with autism. Through music, the attention of children with autism can increase so that they become more focused on completing the series of sensory integration therapy to completion.

Another form of advocacy in the field of education is shown in the 4th paper, entitled Madrasah Readiness in Providing Disabled Friendly Services. Research findings show that commitment to building an inclusive community (friendly to people with disabilities) is the main factor that shapes readiness to become an inclusive madrasa, although there is the biggest obstacle, namely changing the negative mindset about people with disabilities that has long been embedded in society.

In another study, advocacy for Deaf people when doing *ijab qabul* in the Islamic marriage agreement also needs to be done. Nods of agreement as sign language have been studied semiotically. In line with the opinion of *fiqh* scholars, especially according to *as-Syarqâwi* and *al-Malibari*, such Deaf marriages are considered valid in Islamic law because the essence of *qabûl* is to obtain permission from the bride's guardian.

We feel that these articles are important as scientific evidence that advocacy done well will create an inclusive culture and environment.

Jamil Suprihatiningrum

Editor in Chief

Yogyakarta, 29 Juni 2022

Salam Inklusi!

