

UNTANGLING DISABILITY PORTRAYAL IN ENGLISH TEXTBOOKS FOR STUDENTS OF SMALB-C (INTELLECTUAL DISABILITY) IN INDONESIA

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ABSTRACT

The media plays a crucial role in fostering the integration of individuals with disabilities into various aspects of social life by enhancing understanding and empathy towards disability issues. This research investigates disability portrayal (DP) in three English textbooks for SMALB-C, which C is meant for Students with Intellectual Disabilities (SWID), aiming to understand their representation and delivery. The expected significance of this study is to provide insight and facilitate a larger population, especially those who work and are associated with disability issues, to increase understanding of the recommended DP based on UNDICG 2022, which promotes and fights for the social model and inclusivity, by examining whether the three books have proper portraying DP or still contain evaded stereotypes. The textbook selection criteria were according to the availability, completeness, and compatibility of those textbooks at the level of SMALB-C in Indonesia. This research is a qualitative content analysis utilizing QCA map, which underwent rigorous processes to ensure data trustworthiness through investigator triangulation, inter-coder, and intra-coder agreement checks. The findings reveal four DP categories aligning with previous research: Human Rights, Social Model, Inclusion, and Accessibility (HRSMIA); Daily Routines, Roles, and Social Lives (DRRSL); Variety of Human Emotions and Feelings (VHEF); and Intersectional Diversity (INDI). DRRSL is the most frequently represented DP category, followed by HRSMIA, INDI, and VHEF. Subsequently, this study discovered the different and unique findings that support the inclusive and social model paradigm. The representation of Person without Impairment (PWI) in disability textbooks is great finding, as equality and equity between PWI and Person without Disabilities (PWD) is very interesting because it supports inclusiveness in its reverse form, and it is quite rare to find. The study concludes with implications for future research and suggestions to enhance disability conceptions in broader contexts, issues, and other media.

Keywords: UNDICG (UN Inclusive-Disability Communication Guidelines) 2022; Disability Portrayal; Intellectual Disability.

INTRODUCTION

The trend of inclusive education develops rapidly in recent years globally, with no exception in Indonesia. The progress is marked by the emergence of more inclusive schools, both public and private schools. Further, the government of Indonesia has established various laws and regulations governing the protection of student with disabilities (SWD). One of them was ratified the Convention of The Rights for Persons with Disabilities (CRPD) on UU 19-year 2011. Hereinafter, policies for inclusive or special education are embedded in UU 20-year 2003. First article 5, paragraph 2 stated that citizens with physical, emotional, mental, intellectual, and social disorders have the right to receive special education. While regarding inclusion, article 32, paragraph 51 stated children with physical and intellectual disabilities are given equal opportunities inaccessibility in obtaining ordinary education. Those laws above allowed (SWD) to choose between special schools (SS) or inclusive schools (IS) (UU 20, 2003). Meanwhile, about the curriculum based on Permendikbud No. 157 Article 6, the curriculum for SWD or CWD can be a regular or special education

curriculum. For instance, in article 8, the curriculum for special education is curriculum 2013, tailored to the needs of SWD. In addition, the requirement for curriculum use has some standards. Article 9 of paragraph 1 mentioned if the content of the special education curriculum for students with visual impairment and mild quadriplegic class I SDLB/MILB up to class XII SMALB/MALB or SMKLB/MAKLB is equivalent to the content of the regular curriculum for Early Childhood Education up to class VIII SMP/MTs plus special needs programs and elective programs independence (Kemdikbud No. 157, 2014). Thus, such 3 curriculum policy finally affects the textbook for SWD. IS generally uses the same textbooks as a regular student use, but it needs some modifications that the teacher might adjust during the teaching-learning process. In contrast with SS, the Ministry of Education and Cultured specially designed and published textbooks for students and teachers. They are provided for every level from TKLB to SMALB and also uniquely available for all disability labels in each grade, such as deaf, blind, physical disability, intellectual disability, autism, etc. While all those textbooks were following standard special curriculum as mentioned in article 9 above.

Subsequently, research-related textbooks for disability within inclusive or SE are abundant and growing with various issues (Representation of People with Disabilities (PWD) in the courses books; a content analysis of disability images on physical education books; Disability language preference in higher education community; Inclusive education for disability ELLs within anti-immigration policy) (Jensen et al., 2021; González-Palomares & Rey-Cao, 2020; Lister et al., 2020; Migliarini & Stinson, 2021). Meanwhile, in Indonesia context, lots of similar studies (The use of an illustrated book in elementary school to increase deaf students' understanding of nature and the environment; Designing math book for deaf students in SLB Negeri Karangrejo; Inclusive education textbook for early childhood) (Efendi, 2017; Darmadi & Adamura, 2021; Handayani et al., 2020). However, research for disability textbooks in Indonesia, particularly English courses and Intellectual Disability are quite limited. Some English textbook analyses are not analyzing for ID such as an Analysis of Buku Siswa Tuna Rungu 4 Bahasa Inggris Grade XI (Khusnuniyah, 2021) and Cultural Content In English Textbook for Deaf Students at Disable Senior High School (Fitriansyah et al., 2021). Besides, one textbook analysis for ID but not in English subject is a study from Nurhidayati & Purwanta (2019). It has explored Higher Order Thinking Skills Based on the Characteristics of Students with Intellectual Disabilities in Textbooks Curriculum 2013 Grade IV SDLB. Therefore, the current one fills those gaps by conducting textbook analysis for ID in English context.

Furthermore, one similar research is from Dellmann et al. (2017). He explored inclusive language and images in journals using archives, documentation, and resources. This study has no clear findings. Sure, it created a significant gap in conducting a similar study as the recent one. In addition, one prior study most related to current research is entitled conceptualizing disability: A Critical Discourse Analysis of a Teacher Education Textbook. The author examined the language used to describe disability employing medical and social models of disability as the framework. She found several terms that refer to medical and social models, different terms with suggested terms of IDEA 2004, and some outdated terminologies are there. SWD are depicted as dependent on others and passive, and disabilities are represented as limitations and deficiencies in learners. Moreover, she suggested that future studies should go beyond textbooks like Teaching Secondary School Science: Strategies for Developing Scientific Literacy (TSSS) to include new insights to get a richer conception of disability practically for teacher educators and preservice teachers (Shume, 2020).

This suggestion is one gap to conduct the recent study that will answer it at the same

time by analyzing 5 student books. Further, similar but not the same, the last study comes with differences. It examines disability portrayal DP in three student English textbooks for SMALB-C that will provide broader implications about disability knowledge and understanding in English discourse material. The textbook is a media learning that contains materials and strategies to achieve learning objectives. Even the benefits of media are not only limited in that sense, especially for SWD. It also reflected themselves in presenting the unique learning style according to their needs, describing who and how they are, and being a facility for the broader community or society about disabilities, etc. According to United Nations (n.d.), The media has essential role in promoting awareness, combating stigma, and disseminating accurate information. It has the potential to shift cultural perceptions and show SWD as unique individuals who contribute to human variety. The media may actively contribute to the productive and successful integration of individuals with disabilities in all aspects of social life by improving caring and understanding of disability problems and the variety of SWD and their situations.

Therefore, good awareness and understanding of disability will bring a new horizon, and it becomes one reason why this study is essential to conduct. In addition, as the two things above increase, it will affect decreasing oppressive practices such as stereotypes, stigmatization, and ableism. Moreover, the next marginalization practice, ableism, is also one of the main supporting factors and inspiration for this study. Hence, the following research objective was formulated:

“This study aims to know the disability portrayal and the disability language in English textbooks for students of SMALB-C in the three textbooks”.

RESEARCH METHOD

This study conducts a qualitative content analysis to analyze textbooks regarding DP that are being presented in three special senior high school English textbooks for Intellectual Disabilities published by Minister of Education and Culture of the Republic of Indonesia in 2016 in the form of visuals and text. Similar to the statement of Harwood & Garry (2003), it is a method for examining the content of different types of data, such as visual and verbal data.

The object of this study are three student English textbooks which entitles Bahasa Inggris Tunagrahita Kelas X; Bahasa Inggris Tunagrahita Kelas XI; Buku Siswa Bahasa Inggris Tunagrahita Kelas XII. The selection of textbooks is based on several reasons: first, since the issue to be investigated is about disabilities, therefore the research subject must contain disabilities. This certainly becomes a primary factor in the selection of textbooks for disabilities. Second, textbooks for disabilities or special schools were explicitly designed and only published by Ministry of Education and Culture for SLB with curriculum 13 in 2016, where all SLB in Indonesia use the textbooks. Third reason is this study focus to English subject where it only given since Special Junior High School (SMPLB) and Special Senior High School (SMALB) and researcher determines taking SMALB level. Lastly, SMALB-C or Intellectual Disability label is selected as the only label that has complete textbooks from grade ten to twelve and those are considered representative enough to explore Intellectual disability textbooks.

Moreover, there are two kinds of instruments for this study. First, human instrument as the key instrument where the researcher performs as an observer to filter and finding out, taking notes, analyzing, construing, reporting, and making its inferences from all process. It is almost similar to statement of Sugiyono (2013) that human instrument functions to determine research focus, select informants as data sources, collect data, evaluate data quality, analyze data, interpret data, and draw conclusions on all aspects of the research. The

second instruments of this research are documents. Several summary sheets and checklists are adapted from UNDICG 2022 checklist tools and tips framing how DP is delivered in the three English textbooks for SMALB-C.

DP are collected in both textually (reading passage and conversation) and visually (pictures and illustration). Meanwhile, the data source is three student English textbooks for Intellectual Disability from grade ten to twelve. Further, Researcher uses UNDICG 2022 as theoretical framework and guidelines in collecting the data. Here are the procedures for collecting research data: Researcher first arranged summary sheets of DP. Next, the researcher reads the textbook page by page to see the book's suitability to the categories in both research instruments then she filters them and takes the PDFs (textbooks) screen snips. The selected pages from each textbook then being uploaded into QCMap. The last step, the data are proceeded to be analyzed and coded in QCMap. Then, describes in deep and detail the things found following the principles used in the research instruments. Finally, this cycle will apply to the three student English textbooks for SMALB-C and then researcher analyzes the collected data from 3 student English textbooks for SMALB-C using QCA Maps software for coding.

Finally, the data is a document containing a description drawn using content analysis on DP is tested in the three textbooks. Therefore, the findings are analyzed inductively. Subsequently, the following description outlines the process of data analysis in QCMap, including the coding and construction of the primary category.

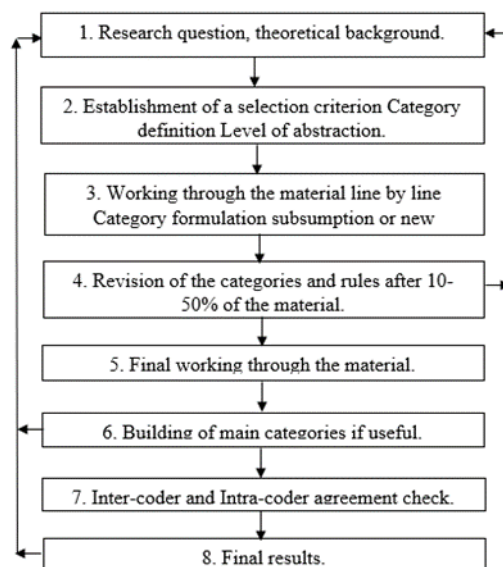


Figure 1 Procedure for analyzing research data

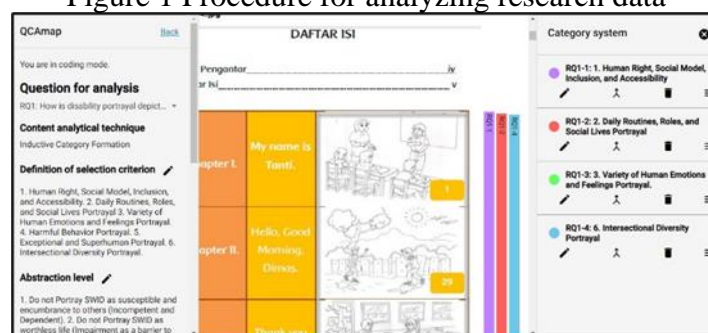


Figure 2 Coding in QCMap for DP

Lastly, this study employs investigator triangulation to prove the accuracy and proper conclusions. Since this study examines special high school English textbooks for

SWID, some selection criterion applies to determine appropriate analyst for the study such as teacher from special high school, English teacher, classroom teacher for SWID, and must have educational qualifications in special education. This determination of selection criterion is adjusted according to the characteristics of the three textbooks that also in line with the Republic of Indonesia Government Law concerning special education in 1991 Chapter X (Educational Staff) Article 20 paragraph 2 states that educators in special education units are educational staff who have special qualifications as teachers in special education units. Besides, in article 26 paragraph 2 is explained that the teacher is obliged to assess the learning progress of students and students as well as the implementation of the program learning activities and curriculum that are within their authority and responsibility. Meanwhile, the textbook is the product of a curriculum which any activities using textbooks even inside or outside of instructional including research of textbooks are part of the duties and responsibilities of special educational teachers. Subsequently, the study has two investigators, SMALB teachers from different subdistrict in south Kalimantan, both of them are classroom teacher for SWID and teaches English subject, and they have educational background as a special education bachelor's degree holder.

Inter-coder check is conducted by both English teacher in Book 1 and Book 2. While, book 3 are checked by Intra-coder agreement. The purpose of both is to ensure that the data obtained is valid and reliable, and minimize the possibility of bias in data interpretation. A line to Mayring (2019) who stated that QCMap offers the possibility to rate the intra-coder agreement as a measure for reliability and the inter-coder agreement as a measurement for objectivity as central quality criteria in qualitative content analysis.

FINDINGS AND DISCUSSION

Findings of Disability Portrayals

The six categories of DP are not completely found in the three books where there are two categories that have no trace at all. They are both harmful behaviour portrayals and exceptional and superhuman portrayals. This coincidentally marks the remainder of the other four categories found simultaneously in the three books. Table 1 is a brief summary of the existence of the six categories in each book.

Table 1 Existences of Disability Portrayal Categories

No	Disability Portrayal Categories	Books Identity		
		Book 1	Book 2	Book 3
1.	Human Rights, Social Model, Inclusion, and Accessibility.	29%	31%	24%
2.	Daily Routines, Roles, and Social Lives.	35%	47%	34%
3.	Variety of Human Emotions and Feelings.	18%	4%	21%
4.	Harmful Behaviour.	0%	0%	0%
5.	Exceptional and Superhuman.	0%	0%	0%
6.	Intersectional Diversity.	18%	18%	21%
Total of categories in each book		100%	100%	100%
7.	Beyond Category: Presentation of Student without Impairment/ Persons Without Impairment in disability textbooks.	-	1 finding	2 findings

Based on the aforementioned table the analysis reveals that the three books contain only four DP categories and the rest categories are not found at all. The first most category

found in three textbooks is DRRSL, the second most in all textbook is HRSMIA category, the third most frequent is VHEF and INDI which is divided into 2 patterns, first medium findings in book 3. Then, the second is smaller findings of VHEF and INDI in book 1 and INDI in book 2. Meanwhile the least finding is VHEF in book 2.

Moreover, there is also a beyond category that is found in two book 2 and book 3. Presentation of Student without Impairment/ Persons Without Impairment in disability textbooks is part of inclusion. Whereas in measuring inclusiveness/inclusion most studies refer to finding people with disabilities in general books. What is new is that the presentation of people without disabilities in disability books shows an equal share of equality and inclusiveness. The HRSMIA category specifically focuses on SWID depictions while SWI depictions are also considered to support inclusiveness/inclusion in a unique way and thus creates a new category that supports inclusion in this category.

Categories and Their Corresponding Findings in Each Book.

1. Book 1

The frequency of the four categories found in Book 1 which has 126 total pages according to Table 4.1 Starts from the highest frequency to the lowest one. Firstly, DRRSL category has the highest percentage of 35%. Second, HRSMIA category at 29%. Furthermore, the two remaining categories, VHEF and INDI have the same lowest percentage of 18%.

DRRSL category has the highest percentage since Book 1 has five chapters that present an abundance of images and texts that are DRRSL compliant. DRRSL findings are integrated in various activities, learner routines, communities, interaction between peers and friends, use of public transportation and public services. Then those findings are divided into 2 frequency patterns, namely based on location and type of material. First, findings about location has the highest frequency of DRRSL is in the school setting with a percentage of 77% followed by home with 11% such as doing household chores, preparing meals, resting, or sleeping. Activities in other places like train, basketball and futsal court, and padepokan pencak silat have a frequency of 10%. While the smallest frequency is in the library at 2%. The second frequency pattern of DRRSL findings is in type of material. The most DRRSL findings are captured in images with or without speech bubble gained 40%, the second most are in conversations about 22%, evaluation obtained 15% frequency, exercise has 11% frequency followed by jumbled words (exercise) in 9% and the least one is signage with 3% frequency.

HRSMIA obtained 29 percent, the intermediate finding from a total of four categories found along 126 book pages. The most common HRSMIA found is the use of public facilities integrated with life preference presented about 53% from total HRSMIA findings. Examples of public facility utilization are SWID in various location such as school, public library, train, bus stop, basketball court, futsal court, pencak silat building, and roads. In addition, public support facilities are on short notice and warning signs/images. The rest percentage is education that has 43% appearance. Dominant findings for education are Students with intellectual disabilities (SWID) and the use of special high school uniforms (SMALB) in almost all pictures. Then there are also many activities, scenes, and dialog in images and texts in the school environment such as instructional in the classroom, library, terraces, and school corridors. Subsequently, HRSMIA findings are also divided into some type of material namely images as the most material that has 53% presentation. The second most are signages which has 35% frequency then followed by evaluations with 8%. The smallest kind of materials are conversations with only 4 percentage.

VHEF category with a frequency of 18% is a manifestation of a number of findings on images, where about 30 images were found from 23 pages that show this category. The

following is a summary of VHEF found in book 1 with a total of 18 types of human emotions and feelings which are divided into 5 from 6 human basic emotions classified according to feeling wheel by Gloria Willcox. First is Peaceful (relaxed, intimate, thankful, and nurturing). Second is Joyful (amused, excited, playful, and energetic). Third is Sad (sleepy, apathetic, and depressed). Fourth is Powerful (cheerful, proud, and valuable). Fifth is Scared (anxious). Other emotions outside wheel are sympathy, empathy, and kindness.

INDI was discovered as the last category in Book 1 that has the same percentage as VHEF as the lowest frequent category (18%). The most finding in INDI is the gender which has 81% appearance. There are 3 types of findings based on gender diversity. First, there are about 13 findings of gender differences in the scene images and names mentioned in the dialog in the speech bubble. Second, there were 12 findings of names in the text without pictures. Finally, there are 6 images that show gender diversity without text or names. Besides, there are two honorific calls to Mr. Rafli and Mr. Burhan which adds to the findings for the male gender but there are no honorific calls for women.

Subsequently, the second common findings of INDI are backgrounds of SWID and culture of Indonesian with 12%. The background of SWID is in the form of residential address or home region. There are a total of seven home regions from various provinces across Indonesia such as Jayapura, Medan, Jogjakarta, Bandung, Surabaya, Gorontalo, and Pontianak. Meanwhile, an image of two SWID as Pencak Silat athletes presented Indonesian culture. The least finding is age diversity with 7% frequency. There is a total of seven ages mentioned in this book, those aged fourteen to twenty. Besides, based on material appearance for INDI findings are divided into 5 types. The most common material is images with 40%, conversation with 26%, signage with 14%. Jumble words and evaluation at 10% each.

Figure 3 below is an example of one image presented HRSMIA, DRRSL, VHEF, and INDI categories in Book 1. This image features a female teacher and four SWID. Female Student A is in front of the class while two Female Students B and C, and one male student D all used school uniforms. Teacher who dressed formally and wearing a hijab appeared inviting student A to perform something in front of the class. Meanwhile, SWID B, C, and D sat on the desks opening their respective books while watching student A's performance.



Figure 3 Example of HRSMIA, DRRSL, VHEF, and INDI in Book 1

Figure above presented gender diversity that supports INDI category. Later, it records the HRSMIA category due to SWID getting their rights to education. While, at the same time it shows DRRSL as learners/SWID. Lastly, SWID A shows a variety of emotions and feelings such as enjoyment, confidence, and calm during a speech in front of the class surely confirms for VHEF category.

2. Book 2

Book two revealed four categories of DP based on figure 4.1. The highest frequency is DRRSL with 47%. Almost reaches a half percent from book 2 that has 137 total of pages.

Then DRRSL findings are integrated within activities, interaction with communities and society which divided into both location and type of material based on their appearance. The most location appear is school with 42 percentage. Examples of activities in school such as dialogues, scenes or text performed caring or helping friends, asking for permission, and introducing others, and go to school. The second most frequent is in home with 24% like daily lives portrayal in present tenses of habitual and factual in verbal forms such as take bath, pray, play piano, study, read newspaper/books, feed the animals, do laundry, watch the television, iron, and clean the house, resembling cook, buy groceries, turn off/on the light, and clean the yard.

Next, invitations/events/parties are defined as other place that has 22% frequency. While, public facilities obtained 12% such as touring and traveling to Kota Tua Museum or planning to visit Barongan Beach. Lastly, instruction and prohibition sign as public facilities support system. Further, types of material based on DRRSL appearance as follows exercise 23%, conversation 22%, evaluation 16%, image 15%, explanation 13%, invitation 5%, passage 3% and signage 3%. Afterward, the findings with medium frequency are HRSMIA category with 31%. The most findings captured from HRSMIA are human right with 51% such as life preference, goal, and belief/religion. Examples of life preferences in this book are divided into two. The first one is sports like volleyball, basketball, and futsal. While the second one is arts like stamps collectors, and musicians (guitar player). While, goal instance is a soccer player. Example of belief/religion is a narrative about daily Muslim activities in five times prayer and reciting Qur'an.

The second most is education with 40%. Many pictures illustrating SWID are getting an education, Student of SMALB, Instructional in the classroom, and SWID in their community. Finally, the least findings are inclusion and accessibility with 9%. Several scene or image locations such as school, train, and go a drugstore are recorded as part of inclusion and accessibility. Moreover, instruction and prohibition signs in Chapter 4 are also parallel support. Subsequently, types of material based on HRSMIA appearance as follows images 28%, conversation 18%, exercise 17%, explanation 8%, invitation 8%, evaluation 8%, sign 7%, passage 6%.

INDI obtained 18% throughout the book. The most revealed is the diversity of gender names. It was found in 29 findings throughout the book or 71% including a small percentage of the use of gender pronouns such as he and she. Besides, the second most of INDI findings are Background of SWID (22%). This book presents various backgrounds Firstly country of origin like Spain involved with many Western names like Nicolas, Betty, Barbara, Nathan, Michael, and so on. Second, home region to the same degree Bandung, Jakarta, Bogor, and Jogjakarta. Third, Place of Birth like Palembang and Malang. Fourth, various of disability like Tunanetra (Blind Student), Tunarungu (Deaf Student), Tunadaksa (Physical Disability), Tunagrahita (ID), and Autis (Autism). In addition, a text of invitation for classes X, XI, and XI C, while C is identified for ID. Fifth, various experiences, abilities, and talents like a volleyball player, soccer player, President of Student Council, basketball winner, and worker. Moreover, SWID backgrounds are also shown in culture (7%). The first is Islamic culture like five times prayer activities in a day and reciting the Holy Qur'an. Second, SWID's sister is proficient in the Lenggang Jally dance, which is a typical dance of the Betawi tribe from Jakarta. Lastly, there are some males SWID with various hair colors such as brown, yellow, red, and black. In addition, material types based on INDI appearance as follows evaluation 24%, image 20%, exercise 17%, invitation 12%, conversation 12%, passage 10%, explanation 5%.

In the aftermath, VHEF category is the lowest frequency in this book with only 4%. In fact, it is also the lowest finding compared to the VHEF gains in the other two books.

There was a total of about 15 findings on 14 pages. 7 emotions were found through the facial expressions in the images and 8 emotions were found in the texts. Then, a total of 15 emotions and feelings which are divided into 3 from 6 human basic emotions classified according to feeling wheel by Gloria Willcox. First is Peaceful (relaxed, nurturing, and intimate). Second is Joyful (energetic, fascinating, and delightful). Third is Powerful (cheerful and confident). Other emotions outside wheel are sympathy, empathy, politeness, optimism, surprised, unexpected, and kindness.



Figure 4 Example of HRSMIA, DRRSL, VHEF, and INDI in Book 2

Figure above features two students of Special State Senior High School (SMALB). The left is a female SWID student and the right is a male Blind student. Both of them are going to SMALB together at 7 AM. Then, this image is coded into four categories. First the presentation between male and female student is part of INDI. Both them are getting for education as part of HRSMIA. While they roles as learner or SWID/Blind student supports DRRSL category. Lastly, they convey cheerful and spirit feelings to confirm VHEF category.

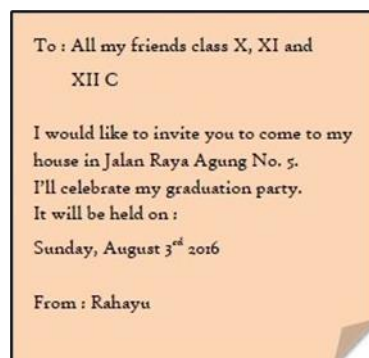


Figure 5 Text contained with HRSMIA, DRRSL, and INDI in Book 2

Figure above is an invitation text from Rahayu to her all SWID friends in all grade of SMALB to celebrate her graduation party. It revealed three categories. Firstly, Rahayu invites her SWID friends to her celebration involved with their community is part of HRSMIA. Second, Rahayu and friends show their roles and routines as learner/SWID that confirming DRRSL category. Lastly, class X, XI, XII C are classes for Intellectual Disability as well as background of SWID affirming INDI category.

3. Book 3

DRRSL still leads frequency all over categories found in book 3 with 34% within 100 total of pages. The most findings of DRRSL are divided into both frequency of location and material types. The most location appear is school with 48% namely SWID are going to school and Higher Education Students are getting their lecture in college. Besides, some social life activities are also seen in the interactions between SWID in the school environment. The second most location is conducted in other place (46%) like all activities and roles based on life preference and ability outside home, train, and etc. Those are

musician/ guitar player, badminton player, singer, archery athlete, football player, painter, pencak silat athlete, a shopper, and traditional dancer. Meanwhile, the least frequent is in home with only 6% appearance.

In addition, types of material based on DRRSL appearance in book 3 as follows images 51%, exercise 21%, evaluation 10%, explanation 10%, and conversation 8%.

Afterwards, HRSMIA ranks second as the most common finding in book 3. While the most apparent within this category is about education with 53% such as SWID getting for education, instructional in the classroom, SWID going to the library, SWID wearing uniforms, and on-campus lectures. Besides, many images are categorized as fulfilling Human Rights (47%) involved with inclusion and accessibility in terms of freedom in developing talents and life preferences like painter, singer, football player, badminton player, archer, musician, traditional dancer, and so on. Additionally, types of material according to HRSMIA appearance are as follows images 60%, exercise 20%, evaluation 12%, explanation 4%, and conversation 4%.

Later on, the lowest frequency in this book is 2 categories namely VHEF with the acquisition of 21% where the same value is shown by the acquisition of INDI findings. Meanwhile, VHEF found on a number of images in 18 pages. Here is a summary of the 21 emotions which are divided into 4 from 6 human basic emotions classified according to feeling wheel by Gloria Willcox. First is Peaceful (intimate, serene, and satisfied). Second is Joyful (amused, fascinating and energetic). Third is Powerful (proud, valuable, important, confident, satisfied, and respected). Fourth is Scared (submissive). Other emotions outside wheel are optimistic, salute, amazed, enthusiasm, comfortable, motivated, engaged, concern, and eager to learn.

The last category discovered from Book 3 is INDI. While, most findings are gender names diversity (56%). Second most findings are background of SWID (44%) like certain abilities and hobbies, different hair types and colors, diverse physical appearance, taste in fashion, different disability like Wijaya as blind man, Public Figure with ID as the world's avant-garde painter Vicent Van Gogh. While the rest is educational background of SMALB or SWID and Higher education Students. Meanwhile, type of materials refers to INDI appearances are divided into 4 namely image 60%, exercise 23%, evaluation 13%, and conversation 4%.

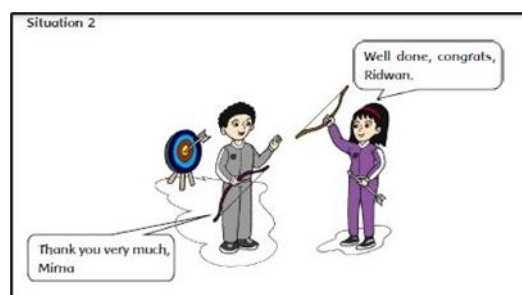


Figure 6 Example of HRSMIA, DRRSL, VHEF, and INDI in Book 3

Figure 6 is an image obtained with four categories. There are two SWID as archery athletes left side is a male and right side is a female. while the female is congratulating her friend in doing good performance for archery. This image promote gender diversity and certain ability in sport (SWID background) are kind of endorsement to INDI. This image also captured as HRSMIA due to its present SWID has the right to develop their talent and hobby at the same time explain their roles and routines as learner and archer confirming DRRSL category. Meanwhile, they convey variety of emotions and feelings like cheerful, spirit, proud, amazed, and thankful emphasizing VHEF.

However, there are certain findings that do not fall directly into the category of DP but do support one of these categories. The first discovery came from Book 2, namely a short reading passage about SWID introducing his younger sister Nadia 9 years old as a student without impairment (SWI) from regular elementary. The presence of persons without impairment (PWI) in disability textbooks is a finding for inclusion and social model paradigm. Similar support is also bolstered by the findings from book 3 there are two figures of famous people. The first is Febri Hariyadi, a professional soccer player from Indonesia and the second is Michael Joseph Jackson, he is a singer and songwriter from the United States and also known as the King of Pop. They both are PWI. After all, please see Appendix 4 for seeing DP category's view on each textbook.

Discussion

In brief, DPs in the three textbooks have been presented well, supported by the absence of 2 categories of supporting stereotypes that certainly have negative connotations towards DPs. UNDICG 2022 as the theoretical framework in this study carries the social model as their paradigm and benchmark in developing guidelines and policies on how to portray disability appropriately. The social model is the basic idea and inspiration for the realization of massive inclusive campaigns around the world. Herein it is essential to point out that the social model perspective considers disability to be primarily caused by societal attitudes and barriers, rather than just an individual's physical or cognitive limitations. A line with Dawn (2021) who stated that the social constructionist model of disability suggests that an individual's environment is solely responsible for shaping their disability experience, leading to the disregard of any underlying physical challenges. While this has led to some challenges in defining and universalizing disability, it may also have the unintended consequence of diminishing the experiences of all people with disabilities.

This model acknowledges the significance of establishing an environment that is inclusive and accessible, and can effectively cater to the requirements of people with disabilities. Further, as the main foundation in UNDICG, which is also full of inclusive and accessibility elements, it is closely related to the special categories that are sought in the 3 textbooks. Those categories are HRSMIA, DRSSL, VHEF, and INDI are actively found throughout all three books. Based on the four dominant categories above, it can be concluded that their basic core is equality and human rights which view SWID are equal to the broader population without exception.

The following is a summary of how SWID are portrayed under each category and linked it to the instrument of DP adapted from UNDICG 2022. First, HRSMIA captures the figure of SWID as citizens who have equal rights in society and community as they obtain proper education, accessibility in the use of public facilities and health services, channeling talents and preferences accordingly, embracing religion based on individual beliefs, and obtaining employment. In other word, SWID are portrayed as independent and competent figures. The second category is DRSSL, where SWID are compactly described in three books as figures who have a dual role in social life, for example, SWID who actively participate as a student at school and as a child in a family that carries out many obligations and daily activities in the household. They are portrayed as having a wide network of communities and being active in socializing both at school, at home, in the community and also doing various activities outside the house. All of this indicates that disability is not a barrier to having a quality life for SWID.

The next category is VHEF. "There is a total of 34 emotions found throughout the three books. They are classified into the six primary human emotions like mad, sad, scared, joyful, powerful, and peaceful based on the emotion wheel by Willcox (1982). The depiction

of diverse emotions certainly conveys a natural and common portrayal as humans in general who have emotions, feelings, and dignity.

The last category is INDI that each book portrayed disability in various and unique INDI respectively, those diversities include gender name and gender portrayal, names between local and native speaker, place of origin, ethnicity, citizenship, culture, other disability beside ID, age, experience, ability, belief, skin and hair color. Their diverse and distinct portrayal of characters conveys a natural and comprehensive depiction that is not limited or repetitive same as the broader population exhibit individual differences.

Further, based on those description, it can be concluded that SWID are depicted as figures who are humane, natural, independent, capable, active, dignified, and have the same quality of life. This portrayal is very complex and abundant. This is in contrast to Shume's (2020) findings in an English teacher's book that depicted disability as finite, passive, dependent on others (peers and teachers), and disabilities are represented as limitations and deficiencies in learners. Basically, the study has traced the use of language in the TSSS book based on the two main conceptualizations of disability in education, namely the medical model and the social model. Findings in the form of terminology and phrases that contain both concepts above or obsolete categories from the IDEA 2004 terminology standards are then grouped into several DLs and discussed together with the latest findings.

The current study opposes disability as finite due to findings of HRSMIA that showed SWID are not limited in accessibility, equal human rights, etc. Simultaneously it does not align with SWD as passive recipients of needed assistance from teachers and peers due to HRSMIA findings that disability is not susceptible and encumbrance to others but independent and competent figures. Then the DRRSL findings portray SWID as having active social lives, roles, and natural daily routines, as well as the lives of broader population without any exception, it automatically opposes the inferior findings in the TSSS. Lastly, various and abundant findings of INDI also contradict to previous one that disability, gender and culture are not well represented as complex and socially constructed forms of human diversity in the TSSS. However, INDI suggests not only focusing on the assistive device and disability but focusing on the person. While, inherent individualistic trait does generally focus on individual disabilities.

In conclusion, the most frequent of four categories above according to three textbooks is DRRSL evidenced by the finding of DRRSL in many locations such as schools, libraries, homes, other places, and public facilities. The second most category in all books is HRSMIA which is proved by specific findings of HRSMIA in education, human rights, and public facilities. The next most frequent is VHEF in book 1 and book 3 which are proved by abundant emotions findings. The least findings is INDI which is evidenced by small findings of gender, background, culture, age throughout three textbooks.

Subsequently, this study found different and unique findings that support the inclusive/inclusion paradigm. The representation of PWI in book 2 and book 3 are findings for inclusion and social model paradigm. This is very interesting because it supports inclusiveness in its reverse form and this is quite rare to find. Where most theories that promote inclusivity look for representations of disability in general books such as research by Shume (2020), *The invisible minority: why do textbook authors avoid people with disabilities in their books?* (Jensen et al., 2021), *The representation of disability in physical education textbooks in Spain* (González-Palomares & Rey-Cao, 2020). This indicates that the level of inclusive education abroad is very high and minimal segregation as an example of a critique of segregation in a study in Austria. The implementation of the new models that provide language support in separate classrooms has been met with strong criticism due to their segregative and assimilative nature (Gitschthaler et al., 2021).

This is certainly not in line with the special education (SE) system in Indonesia, which still applies segregation or SS (SLB) as explained in Chapter 2 SE and IS at the same time. This is the reason why in other countries, the search for inclusive content is mostly done in general textbooks. Because in essence, searching for disability content is an embodiment of seeking fair representation between PWD and PWI. Whereas in Indonesia the search for disability content can still be done in 2 directions, namely in general textbooks and in particular disability textbooks. Searching for the figure or role of PWI/SWOD in disability books also has the same purpose in seeking balance and inclusive equality.

Afterwards, this finding is also still juxtaposed with several other similar findings in Indonesia. Since in Indonesia it is still rare to find studies on DP in textbooks, where similar issues can be found in other media such as film and advertisement. Representation of people with disabilities in film 'What They Don't Talk About When They Talk About Love' (Rahmi et al., 2021). The study analyzed DP based on Collin Barnes in 'Disabling Imagery and The Media. This film portrays three distinct stereotypes of individuals with disabilities that are often depicted in the media namely the disability as normal, disability as their own worst enemy, and disability as atmospheric or curio.

Here are specific explanations for three stereotypes found according to Barnes (1992) who addressed disability as normal means that in certain media, characters with disabilities are depicted as regular and commonplace individuals who simply happen to have impairments. While, disability as their own worst enemy implies the media in odd moments may depict PWD as self-pitier and could cope with their challenges if they would stop ceasing self-pity adopt a positive mindset, and rise to defiance. The last stereotype is disability as atmospheric or curio intends to put PWD into storylines to create a certain atmosphere such as menace, mystery, or deprivation, or to add character to the visual aspect of the films and TV dramas production. However, this can dehumanize PWD by reducing them to mere objects of curiosity.

HRSMA and DRRSL are relevant findings for Disability as normal due to both findings are portraying PWD/SWID are living their lives naturally and organically without any hindrance from the disabilities they have. Then, the current study has no findings that can support the second stereotype namely disability as their own worst enemy. This stereotype is similar to Harmful Behavior portrayal (PWD/SWID as hazardous for themselves and others) that is not found in this research.

Thereafter, the VHEF findings can be said to refute Disability as atmospheric or curio as its basic portrayal is to dehumanize PWD/SWID as object. Although between VHEF and Disability as atmospheric or curio have different contexts where the focus of VHEF is to avoid depicting PWD/SWID as objects and inhuman without feeling, emotion, and dignity. Meanwhile, Disability as atmospheric or curio addresses PWD as objects of curiosity, horror, and violence. However, both have similarities in placing humans or PWD as objects in different perspectives.

The last previous study that relevant to DP is Disability Representation In "We're the Superhumans" Advertisement by Niyu (2017). This study has 2 findings: Disability as normal and disability as super cripple. As before, the current study also confirmed study of Niyu that disability is normal. However, it refutes the finding of disability as a super cripple as the current study does not find a single category of Superhuman portrayal. According to Barnes (1992) disability as super cripple alike the portrayal of black individuals in media as having extraordinary qualities to gain admiration and recognition from white people, such as having an exceptional sense of rhythm or athleticism. Similarly, people with disabilities are often depicted as having supernatural or magical abilities.

CONCLUSIONS

Two realms have been divided based on six categories of Disability Portrayal by UNDICG 2022, namely the recommended category and the avoided category. The four recommended categories are HRSMIA, DRRSL, VHEF, and INDI. Whereas the avoided categories are Harmful Behaviour and Exceptional-Superhuman. These three books present precise and accurate DP both in pictures and writing regarding four recommended categories. Meanwhile, those books do not have even one category that should be avoided. In other words, DPs have been well-presented in the three textbooks by a high percentage of the four categories and supported by the absence of two avoided categories that support stereotypes which have negative connotations towards SWID.

Subsequently, the Presentations of Students without Impairment/ Persons Without Impairment (SWI/PWI) in disability textbooks (two of three books) are discovered and recognized as Beyond Category. This finding is unique and rare to find. Nevertheless, instead, it strengthens and supports one of the recommended categories (HRSMIA), as it promotes equality and equity between PWI and PWD, ultimately fostering inclusivity as the life harmony.

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