**URGENCY OF DISABILITY SERVICE UNITS IN INCLUSIVE STATE UNIVERSITY**

ARTICLE

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**URGENCY OF DISABILITY SERVICE UNITS IN INCLUSIVE STATE UNIVERSITY**

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***Abstract:***

*The existence disability services units in inclusive state universities are crucial in implementation inclusiveness in state universities. The purpose of this research is to analyze and describe lecture activities in inclusive state universities. This research using descriptive qualitative research approach with a type of case study and designed by multi site design. This study produces data that disability services units is important for providing services and accommodation for disability student until the garduation process.*

***Key Words: Disability Service Units, Inclusive State Universities***

**INTRODUCTION**

Education is a crucial element in improving the quality of human resources as a form of sustainable development efforts. Education aims to provide a place for humans to develop skills, attitudes, potential, and intelligence in order to become skilled human beings, and have good character. The 1945 Constitution Article 31 paragraph 1 states that every citizen has the right to education. Education is the right of citizens without exception, either in the form of formal education or non-formal education. Education for All (EFA), known as Education for All (EFA) has been agreed upon as one of the government policies through the Dakar Declaration in 2000. EFA offers a concept of education that is equally aimed at all levels of society regardless of ethnicity, race, religion, and group. EFA also encourages people with disabilities to take part in quality education.

Disability according to the Convention on the Rights of Persons with Disabilities is people who have mental, physical, intellectual, or sensory limitations and are experienced for a long time. Someone is called disability if they cannot participate fully in the community. The education system is no exception to education in State University. It needs to be oriented towards inclusion to develop an inclusive society and fight discriminatory attitudes. Education for all is an education system that can be accessed by all groups, including people who are rich, poor, old, young, disabled, non-disabled, and with all kinds of differences. There is no discrimination between them, so that an inclusive society is realized where differences can be valued in a single life. The Ministry of Research, Technology and State University recorded four hundred and one disability students from one hundred and fifty-two universities. They come from various types of obstacles including visual barriers, hearing problems, physical motor barriers, etc. They are spread in various study programs at the university. (Kemenristekdikti, 2017)

Students with disabilities must get the same accessibility to lecture material as students in general without ignoring the degree of disability they have (Habibi, 2014). The curriculum for disabled students can be modified through duplication and substitution. The development of the duplicated material is that there is no difference in the type, depth, and breadth of material for student diaspora. The difference in material development does not lie in the level of material comprehension but in the modification of the teaching and learning process carried out (Maghfiroh, 2013). Substituted curriculum, is a curriculum that is partially replaced with other equivalent material. This mitigation is done because in principle the material cannot be absorbed optimally by students with disabilities, so the content is replaced with content that has the same level of difficulty (Maghfiroh, 2013)

The limitations of students with disabilities require modification of methods and / or media so that they are allowed to take lectures properly. The modification of learning for net disabilities includes: a) Learning devices are provided in the form of braille or soft copy; b) Increase information verbally; c) Workmanship about evaluation using braille, laptop or audio recording; and d) Work on tasks such as papers is required to submit printouts like other students (Kemenristekdikti, 2017).

Learning modification for hearing impairment includes: a) Increasing visual teaching material; b) Do not turn their faces away from hearing impairments because they are informed of lip movements; c) Deaf disabled students sit at the front; d) Avoid words too fast and complex sentences; e) It is recommended to use demonstration, demonstration, or direct practice methods; f) Deaf disability is allowed to explain his thoughts by using sign language and / or writing; g) Providing sign language interpreters (Kemenristekdikti, 2017).

Modification of learning for students with disabilities, namely: a) Modifying or substituting learning that demands motor activity; b) Provide alternative assignments according to disability abilities; c) There is a position with high mobility; d) The physical environment and class equipment must be arranged so as to enable wheelchairs to do mobility (Kemenristekdikti, 2017).

Modification of learning for autistic students and attention disorders, including: a) special services that are individual because of the degree and variety of autistic types; b) Social support that functions to help them adapt to the environment; c) Lecturers who are prepared for possible behaviors such as interrupting conversations, laughing loudly, etc .; d) Pre-university briefing, namely orientation in various things; e) Peer support services that can be their mentors to socialize and study; f) Counseling services that can be accessed at any time; g) Opportunities or opportunities to occupy the same place, are not required to communicate like students in general, and complete tasks with a longer time than non-disabled students (Kemenristekdikti, 2017).

The description above explains that students with disabilities have the right to get quality education in State University. The quality of education requires efficiency and effectiveness that can be obtained with an orientation towards inclusive education. This requires the role of various parties in the provision of educational services in accordance with the Disability Student Service Guide (Kemenristekdikti, 2017).

Quality education in State University requires the participation of a disability service unit. The main tasks and functions of the disability service unit include: a) making plans and proposals related to policies and special service programs for students with disabilities; b) organize and recruit volunteers to assist students with disabilities; c) coordinating and disseminating information regarding inclusiveness and providing accessible facilities for students with disabilities to all parties including administrative staff, academic staff, lecturers, leaders, study programs, faculties, and universities; d) Evaluate regularly and systematically about the programs and services that have been carried out periodically (Kemenristekdikti, 2017).

The function of the disability service unit according to Law No.48 of 2016 Article 42 paragraph 4 includes: a) optimizing the competence of lecturers and employees in dealing with students with disabilities; b) coordinating with all units in State University; c) monitoring and evaluating the implementation of work programs and services; d) provide counseling services for students with disabilities; e) identify students with disabilities; f) referring students with disabilities to experts; and g) provide socialization to academicians regarding inclusiveness and how it works

Empirically the preliminary study conducted by researchers through observation activities found an important role carried out by disability service units in every line of life of the disability student campus. This finding is the background of the author to conduct a study entitled the urgency of disability service units in inclusive state universities. This study focuses on how disability service units move and how much impact is given to disabilities and universities regarding inclusiveness. It is hoped that the results of this study will be successful in the implementation of inclusive state universities.

**METHOD**

The approach used in this study is a descriptive research approach type case study and designed with a multi-site design. (Moleong, 2013: 4). The researcher used complete participant observation (Sugiyono, 2013), in depth interviews (Sutopo, 2006), and documentation studies (Mulyana, 2001). The researcher used secondary data and primary data (Bungin, 2001). The researcher also triangulated the method and source triangulation (Denzin and Lincoln, 2009). Data analysis techniques include data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). The location of the study was conducted at Malang State University and Brawijaya University. This research began in February 2019.

**RESULTS**

In accordance with the focus of research on how disability service units move and how much impact is given to disabilities and universities relating to inclusiveness, this study produces data that inclusive State Universities have Disability Service Units. The names, main tasks and functions of these units vary according to the needs of the college. The name of the unit can be a Disability Service Center (PLD), Disability Study and Service Center (PSLD) or Student Activity Unit (UKM) that can provide services to students with disabilities.

The Disability Service Unit is tasked with providing services to students with disabilities in accordance with performance contracts, one of which is to provide assistants and tutors to students with disabilities starting from the entrance test to the graduation process. Disability service units can also open affirmative lines to enter state universities.

The Disability Service Unit also provides accessibility for disabled students in the form of digitizing books, borrowing sticks and wheelchairs, socializing inclusiveness among academics through disability awareness, counseling, and advocacy services for students with disabilities who experience discrimination or problems as a result of disability.

**DISCUSSION**

The larger service unit of the disability service unit in universities is the Center for Disability Services (CDS) in New York. This unit is outside the college that provides services in more than 80 locations in 15 states in America. It was stated on the CDS official website that the services they provided were services for children, family, health, transportation. Besides CDS, there is also a Disability Care Center to provide special services for persons with disabilities in America. This unit was adopted by the system in universities to facilitate students with disabilities according to their lecture needs. Inclusive State Universities have special units that provide services for disability. The unit is in the form of Disability Study and Service Center (PSLD) or Student Activity Unit (UKM). Written on the official website of the University of California, Irvine (UCI) that they also have a disability service unit called the Disability Services Center that provides lots of accommodations for students with disabilities. Not only UCI, Farmingdale State College at State University if New York, Rhode Island College, also provides Disability Services Center.

In accordance with the Disability Student Service Guide in State University (Kemenristekdikti, 2017) that in order to optimize disability service efforts, a disability service unit is needed. The task includes the plan (plan), coordinate (coordinate, evaluate (evaluate) & supervise (supervise) programs and services that have been implemented. The existence of this disability service unit is also the fulfillment of Law No.48 of 2016 Article 42 Paragraph 3 that every organizers of State University must facilitate the establishment of a Disability Service Unit.

The main tasks and functions of the disability service unit include: a) making plans and proposals related to policies and special service programs for students with disabilities; b) organize and recruit volunteers to assist students with disabilities; c) coordinating and disseminating information regarding inclusiveness and providing accessible facilities for students with disabilities to all parties including administrative staff, academic staff, lecturers, leaders, study programs, faculties, and universities; d) Evaluate regularly and systematically about programs and services that have been carried out periodically (Kemenristekdikti, 2017).

The Disability Services Center (DSC) at the University of California also provides many accommodations such as consulting lecture plans, prioritizing lecture registration, providing assistance if needed, assistant technicians, readers, sign language interpreters, etc. This DSC also modifies its learning needs to fit the abilities of students with disabilities. Disability service units in state universities have compiled a work contract plan submitted for 1 year prior to implementation. The plan was proposed to LP3M and then followed up at the rectorate level. The proposed programs include SPKPD activities (Special Peoples with Disabilities Selection), disability awareness, mentoring, voluntary open recruitment, PEKERTI (Increased Instructional Engineering Skills), etc. This is in accordance with the Disability Service Handbook in State University (Kemenristekdikti, 2017) that the disability service unit has the main duties and functions to make plans and propose various programs and policies regarding special services for students with disabilities.

The Handbook for Disability Services in State University (Kemenristekdikti, 2017) states that the disability service unit is in charge of coordinating the provision of services and assistants as well as assistance mechanisms for students with disabilities. This aspect has been fulfilled by the disability service unit and carried out in a series of activities. The first activity was recruiting volunteers and given debriefing, then to create a group on social media to coordinate online. The coordination was carried out by the administrative team of the disability service unit who was also the compiler of the mentoring schedule. Mentoring begins with taking attendance at the disability service unit office and is filled by students with disabilities. The attendance is returned to the office at the end of the month to collect the allowance given based on the amount of assistance. The schedule changes, leave, requests and resignations are coordinated through the administration team.

The disability service unit has a program that is routinely carried out every year. The program is disability awareness which is a socialization program about inclusiveness in universities. The objectives of this activity are academics including students, lecturers, employees, and interested parties in departments, faculties, and universities. In addition, in the mentoring program and SPKPD (Selection of Disabled Persons Special Programs), the disability service unit also coordinates with all units in the university to participate in selection and decision making. This program is in accordance with the Disability Service Handbook in State University (Kemenristekdikti, 2017) that the disability service unit has the duty to coordinate and socialize to all parties including all elements of administrative staff, academic staff, lecturers, leaders, study programs, faculties, and universities in the implementation of special services and accessibility.

The Handbook for Disability Services in State University (Kemenristekdikti, 2017) states that the disability service unit has the duty to conduct routine and structured evaluations of the work programs and special services that have been implemented and continuously make improvements to services. In accordance with this task, disability service units in universities also conduct evaluations conducted every month. The evaluation is in the form of progress reports from the work program and delivered at the LP3M routine meeting as a form of control carried out by the disability service unit. In addition, LP3M also conducts management reviews conducted every year and is periodically evaluated.

The disability service unit has counseling services. This service serves to accommodate the problems experienced by each party involved in inclusiveness. Such parties include non-disabled students, students with disabilities, volunteers, disability parents, lecturers, staff, and employees, as well as every party who receives the impact of existing disability. Those who need counseling services can directly contact the counseling field at the disability service unit office to get free counseling. Even if the problem is serious enough, the advocacy team from the disability service unit will also help to advocate for it. This service is in accordance with the function of the disability service unit listed in Law No.48 of 2016 Article 42 paragraph 4 that the disability service unit functions to provide counseling services to students with disabilities in need.

Another function of the disability service unit mentioned in Law No.48 of 2016 Article 42 paragraph 4 is to identify students who have a disability indication. In accordance with this statement, the disability service unit opened the SPKPD pathway (Selection of Special Disabled Persons Programs) to facilitate the detection of students with disabilities. Disability students who enter through this pathway also carry out an introduction to the campus environment specifically and not together with non-disabled students. Even though the disability service unit has opened this line, but disability is still possible to enter through public channels such as the SBMPTN SNMPTN, and independently. Disability students who enter through public channels will take part in the introduction of the campus environment together with non-disabled students so that the disability service unit coordinates with the campus environment introduction committee to detect disability students and report it. The disability service unit also coordinates with lecturers and staff to detect the presence of disability students whose indicators appear in the middle of the lecture period.

Disability service units refer students with disabilities to related stakeholders such as doctors, counselors, and psychologists to overcome problems experienced by students with disabilities. This condition can occur because the disability service unit coordinates with all units within the college including counselors and polyclinics / hospitals. This is in accordance with Law No.48 of 2016 Article 42 paragraph 4 that the disability service unit functions to refer students who have a disability indication to doctors, psychologists, or psychiatrists to obtain further services.

The curriculum is determined by the respective study program. The curriculum is also standardized and cannot create a special curriculum because of the standards used together. There is no curriculum that can accommodate all students in inclusive classes. Disability students must adjust the curriculum for non-disabled students. This is in accordance with the Disability Services Handbook in State University (Kemenristekdikti, 2017) that the competency standards of graduates with disability students are the same as non-disabled students, namely those which are accompanied by study programs. The Disability Service Unit functions to provide accommodation in the form of assistance services carried out in each subject needed in order to meet these standards,

The Disability Service Unit also provides accessibility for disabled students in the form of digitizing books, borrowing sticks and wheelchairs, socializing inclusiveness among academics through disability awareness, counseling, and advocacy services for students with disabilities who experience discrimination or problems as a result of disability. In addition, the disability service unit also coordinates with lecturers to provide learning tools provided in the form of braille or soft copy for students with visual disabilities, provides sign language interpreters for students with hearing impairments, and provides a companion for autistic students. The disability service unit also coordinates the procurement of facilities and infrastructure with the rector to support the quality of education for disabled students in accordance with the 2017 Disability Services Handbook in State University.

**CLOSING**

The existence of a disability service unit in universities is very necessary to improve the quality of education and capability of universities in providing services for students with disabilities. Disability service units play an important role in policy making, lecture activities, socialization, advocacy, counseling, and giving consideration in the procurement of facilities and infrastructure.

**Conclusion**

The conclusion of this is that the disability service unit is in charge of providing services to students with disabilities in accordance with the performance contract from the beginning of entry to disability students. These services include digitizing books, borrowing sticks and wheelchairs, socializing inclusiveness to academics, providing counseling services and advocacy services for students with disabilities who experience discrimination or problems as a result of disability according to the 2017 Handbook on Disability Services in State University. The existence of these units crucial for the implementation of inclusive state universities because the services are included in the system and every line of life of students, lecturers, and bureaucracy so that this unit can synergize with the system in universities.

**Suggestion**

The suggestion from the research about the lecture activities of students with disabilities in inclusive universities is that universities need to conduct intensive and direct monitoring of lecture activities, especially in inclusive classes. It is also necessary to evaluate the curriculum and understanding of lecturers in providing lecture material in inclusive classes. In addition, there needs to be ongoing socialization of disability and inclusiveness to create a social environment that is accommodating, respecting differences, and inclusive.

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