



DISABILITY STUDENTS SERVICES GUIDE

Editorial Team

**UNIVERSITAS NEGERI PADANG
THE MINISTRY OF EDUCATION AND CULTURE
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FOREWORD

The Tridharma of Higher Education's implementation proportionally and in balance is an obligation for university incredibly educational services. In reconstructing the economic, social, cultural, and political system, the universities must provide good services to all students except disabled students.

This book contains a disability students service guide that must be used as a reference by teaching staff, students, and academic administration staff in the learning and service process.

The source of academic regulations of Universitas Negeri Padang is the government's legal product, including laws, government regulations, the Decree of the Minister of National Education, and the Director-General of Higher Education, and Statute of Universitas Negeri Padang.

With a correct understanding of the academic regulations issued, it is hoped that the education process at Universitas Negeri Padang will be more accountable to the public, efficient in the process, and relevant to the community's needs.

Finally, high appreciation is given to the entire drafting team and the UNP senate members who participated in providing input and refinement of this book.

Padang, January 2020
Rector of
Universitas Negeri Padang,

Signed.

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DISABILITY STUDENTS SERVICES GUIDE

Guidelines This guide is a technical guide in serving students with disabilities at UNP. Inclusive from all elements of campus society. Students with disabilities have the exact needs and rights to progress. They have deficiencies in certain aspects, but they also have strengths and potential in other aspects. They need unique means and tools in order to learn and work effectively. Efforts to create an inclusive UNP campus require the cooperation of all elements in UNP, including leaders, lecturers, administrative staff, student organizations, and students with disabilities themselves. Therefore, UNP seeks to disseminate this guide to all campus elements so that it is hoped that it will create a common perception and the synergistic work of all these elements.

A. LEGAL BASIS

1. The Universal Declaration of Human Rights 1948 (*Declaration of Human Rights*)
2. World Declaration on Education for All (*Education for All*) -Jomtien, Thailand, 1990.
3. UN Resolution No. 48/96 of 1993: Standard Regulations on Equal Opportunity for Persons with Disabilities (*Standard Rules on Equalization of Opportunities for Persons with Disabilities*).
4. Convention on the Rights of Persons with Disabilities(*Convention On the Rights of Persons with Disabilities*)(UN Resolution 61/106, December 13, 2006)
5. Act of 1945 (amendment), especially Article 31, paragraph (1): "Every citizen is entitled to an education, "and paragraph (2):" every citizen is obliged to attend primary education and the government is obliged to finance it. "
6. Law No. 39 of 1999 concerning Human Rights
7. Law No. 20 of 2003 concerning the National Education System.
8. Law No. 19 of 2011 concerning the Ratification of the Convention on the Rights of Persons with Disabilities.
9. Law No. 8 of 2016 concerning Persons with Disabilities.
10. Regulation of the Minister of National Education (Permendiknas) No.70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents.
11. Memorandum of understanding of the Minister of Education and Culture of the Republic of Indonesia with the Indonesian Blind Association (PERTUNI) No.6 / V / MK / 2012 dated May 2, 2012

B. GENERAL PROVISIONS

The definition of services for students with disabilities at Universitas Negeri Padang(UNP) in this guide attempts to create a situation and campus environment conditions that allow students with disabilities to participate in learning and other activities at UNP easily, safely, comfortably, efficiently, and effectively.

C. PURPOSE

This guide is published to assist UNP in providing an exceptional environment and services that allow students with disabilities to participate in and quickly access administrative, academic. Student services at UNP so that students with disabilities can study efficiently and complete their studies on time with optimal achievement.

D. EXPLANATION OF TERMS

To understand the contents of this guide effectively, several key terms must be understood, namely as follows:

1. Students with disabilities have disabilities, obstacles, or difficulties in carrying out certain activities, resulting in a person requiring special assistive devices and modifications:

environment or alternative techniques to participate fully and effectively in attending UNP education.

2. Visually impaired are those who lose sight or experience significant visual impairments that require special assistive devices, such as braille or audio media.
3. Deafness is a state of hearing loss that includes all gradations or levels, whether mild, moderate, severe and very severe, which results in communication and language problems, thus requiring special services.
4. Withdrawals are those who experience physical and/or motor impairment. It needs special assistive devices such as wheelchairs, crutches, canes, leg/hand supports, artificial body organs, or other assistive devices.
5. Autism (*Autism Spectrum Disorder (ASD)*) is a disorder characterized by social interaction and communication obstacles. Communication barriers can be seen from speech delays, speaking in a language that is not understood, or speaking that is not in context.

E. ADMISSION OF NEW STUDENTS

The admission path for new students with disabilities can be done through a general pattern and a particular pattern:

1. General pattern student admission is the admission of new students with disabilities through the SNMPTN (National Selection for State Universities) and SBMPTN (Joint Selection for State Universities).
2. The particular pattern of new student admissions is the admission of students with disabilities through a particular policy by UNP, including the provision of special quotas for prospective students with disabilities and/or an affirmation program carried out through the Independent Examination (UM) route.
3. Implementation Guidelines for
 - a. persons with disabilities have the same opportunity to register and participate in the selection process for new student admissions.
 - b. Announcement of exam registration must be accessible for persons with disabilities. For example, there is an announcement *online* so that prospective students with disabilities can access it.
 - c. Exam questions are provided in an accessible format for prospective students with disabilities. For prospective students with visual impairments, exam questions can be presented in Braille format, *soft copy*, audio, or text questions printed in large letters.
 - d. The exam is held in a place that is accessible for prospective students with disabilities. For example, the test activities are carried out in a room located on the ground floor.
 - e. For deaf participants to access spoken information during the exam, a sign language translator is provided.
 - f. Additional test time should be applied mainly for participants who are blind and deaf when the test questions are given in Braille or read by a companion. The increase in test time ranged from 30–40 percent.
 - g. To anticipate the possibility of study failure in the middle of the road and direct the suitability of the chosen field of study for prospective students with disabilities, UNP held an additional test in the form of a special interview tailored to the related requirements study program.

F. COMPETENCY OF GRADUATES

The competency standards of graduate students with disabilities are no different from students in general. Competency standards for graduates still refer to the description of learning outcomes in each study program.

G. LEARNING CONTENTS

Students with disabilities must have the same access to material as students in general. Considering the type and degree of disability they have, material development for students with disabilities can be done through:

1. Duplication

There are no differences in the type, depth, and breadth of material for students with disabilities with students in general. Students with disabilities obtain the same information, concepts, theories, materials, subjects, or sub-subjects as those presented to students in general. The difference lies not in the level of depth and breadth of the material but the modification of the teaching and learning process. How to modify the teaching and learning process is described in detail in [section H](#) of this chapter.

2. Substitution

Substitution means replacing a portion of the material with an equivalent material. Replacement is made because the material is not possible for students with disabilities to do. However, it can still be replaced with other equivalent materials (have roughly the same value). For example, students with speaking difficulties cannot be given material about *speaking*, so material *speaking* can be replaced with *writing* (*speaking* and *writing* have a commensurate value in the communication function).

H. TEACHING LEARNING PROCESSES

1. Learning Services

Limitations and/or barriers experienced by students with disabilities require efforts to modify methods and/or tools to optimally participate in learning activities. Below are presented some instructions for implementing learning modification for students with disabilities.

a) **Students with visual impairments:**

- 1) Various learning tools made by lecturers (such as syllabus, SAP, *handouts*, etc.) are provided in a format that visually impaired students can access. For example, in Braille, *soft copy*, *print out* with enlarged font size (18 points or more for students with low *vision*).
- 2) Lecturers must reproduce information verbally to compensate for the limited acceptance of visual information for blind students. For example:
 - (a) When the lecturer writes or draws on the blackboard, or displays a *PowerPoint slide*, let him say, read or describe it verbally.
 - (b) The lecturer must mention specifically the thing he is talking about. For example, a lecturer does not just say "this" plus "this" is the same as "this" but directly mentions the name of the object in question. Another example, when a lecturer calls a student, do not use the word "hi," "you," "you," or any other designation, but say his name immediately. If you do not know the name, the lecturer must pat or poke the person in question.
 - (c) To record or work on evaluation questions, blind students can use *Braille*, *Notetaker*, *laptop*, or audio recording. A *note-taker* is a portable device resembling a laptop equipped with a *keyboard* Braille For inputting data, the output of Braille and voice.
 - (d) For the work of lecture assignments such as writing papers, etc., blind students can be required to submit them in *printouts* regularly written like other students in general.

b) Deaf students:

- 1) Lecturers must reproduce materials or information of a visual nature, for example, pictures, photos, videos, writings, etc.
- 2) Lecturers do not look away from deaf students when talking because deaf people will capture information by reading the lecturer's lips.
- 3) Deaf students should be placed in the front seat to read lips, body language, and lecturers' expressions more clearly.
- 4) Avoid speech that is too fast and complex because it will be difficult for deaf students to catch.
- 5) Lecturers are encouraged to use a lot of demonstration, demonstration, and hands-on methods.
- 6) Lecturers are encouraged to use multimedia.
- 7) Deaf students are allowed to explain their thoughts and ideas using sign language, and if they cannot be understood, they can be equipped with written language.
- 8) Provide a sign language interpreter for deaf people who need it.

c) Students with disabilities:

- 1) Learning that requires motor activity needs to be modified (changed) or substituted (replaced). For example, it is permissible to type using a computer instead of handwriting.
- 2) Provide alternative assignments to students with disabilities according to their mobility abilities. For example, interviewing by telephone to switch directly to the informant interviews tasks, tasks in the laboratory to fieldwork.
- 3) Students with disabilities should be placed in a position that makes it easier for them to perform mobility.
- 4) The physical environment and equipment in the classroom must be arranged in such a way as to allow wheelchair users to perform mobility.
- 5) The seats for disabled students must have a sufficiently broad distance (approximately 1 meter) from other objects to move freely.

d) Students with Autism and Attention Disorders

There is no particular tool that the lecturer must provide for students with autism and attention disorders. The level and characteristics of autistic are very diverse, causing the need for individual special services. Autistic students generally need social support that helps them adapt to the learning environment and social situations. Several things must be considered in providing learning services to students with autism and attention disorders, including:

- 1) It should be realized that autistic students have unusual behavior, so that lecturers must be prepared for all possible behaviors shown by autistic students, for example, around the room during learning activities, interrupting conversations, laughing loudly, doing self-regulation such as *humming*, etc.
- 2) *Pre-university briefing*
Before lectures begin, autistic students must get an orientation and a detailed explanation of the UNP campus environment, class schedules, learning situations, and various things that will be faced in lectures, including what can and should not be done during lectures *Briefing*. This kind of is essential and needed by autistic students to prepare them for so many new lectures. Autistic children can understand information better if it is assisted by *visual cues* such as pictures, posters, or graphics.

- 3) *Peer Support Service*
Every student with autism and attention disorders needs to be equipped with one or more friends (*peer / s*) who serve as friends and mentors to help them adapt and socialize in attending lecture activities.
- 4) *Counseling Service*
UNP provides counselors for students with autism and attention disorders that they can access at any time. Counselors need to be equipped with counseling techniques that equip students with autism and attention disorders to organize themselves and the learning strategies they need to attend lectures.
- 5) Having a small group that can help increase social interaction provides direction for activities/tasks supported by their particular interest.
- 6) Given the opportunity to determine a particular place (tends to be the same for every study), not required to communicate in two ways, complete tasks with unlimited time ("*work limit*" not "*time limit*").

e) Students have learning difficulties and are slow to learn

- 1) Students with learning difficulties and slow learners need attention from the lecturer to find out where they are experiencing difficulties and how much difficulty they are experiencing.
- 2) Special attention and assistance are needed for students with learning difficulties and slow learners to develop their potential optimally.
- 3) Students with learning difficulties and slow learners need self-control and regulation. When there are adjustment problems, they can be helped by direction, counseling, or mentoring.
- 4) It is necessary to use various methods, strategies, and creativity in teaching to take advantage of the various student learning modalities (visual, auditory, kinesthetic, and tactual). One important method for lecturers to consider is "task analysis" (the lecturer presents the assignment in several specific options and stages so that it can be done in stages by students).
- 5) Collaboration with therapy centers, counseling if needed (for concentration, focus, and direction of student interest).
- 6) Can be allowed to complete tasks with a longer time than others.

2. Media and Learning Resources

Media is a tool that functions to make it easier for people with disabilities to undergo learning activities. Meanwhile, learning resources are various things that can provide information as material for learning. The following are some things that must be considered related to the management of media and learning resources for students with disabilities: A

- a) the library needs to have a *disability corner*
Disability corner is a room in a library that is expressly provided for people with disabilities, which provides exceptional facilities and services so that people with disabilities can access various easy references and information. The condition of the room with a *disability corner* should be:
 - 1) Easily accessible to persons with disabilities (taking into account the room's location, road access, signs, etc.).
 - 2) Safe for persons with disabilities in orientation and mobility (by paying attention to the placement of furniture/equipment).
 - 3) Comfortable for people with disabilities (do not let them, for example, be a spectacle for other visitors).

Disability corner includes:

- 1) Equipment with assistive technology, including:
 - (a) *Scanner and OCR (Optical Character Recognition) Software*

This tool is connected to a computer, and with this tool, blind students can scan printed / reference books into files on the computer so that they can read them using a *screen reader Job Access With Speech (JAWS)*.

(b) *CCTV (Closed Circuit Television)*

It is a device that enlarges the text/object in a printed book so that students can read it with low *vision*.

(c) *Computer speech(talking computer)*

A computer installed screen reader software(*screen reader*).

(d) *Digital Talking Book (DTB) Player*

It is the *hardware* to access DTB.

2) Books that can be accessed by students with disabilities include:

(a) Braille books

(b) Analog talk books (*audio cassettes*)

(c) Digital talk books (CD)

(d) *Large print books*, namely books with large printed letters for people with low vision.

(e) *E-Book* (electronic book)

b) There is a quiet room (quiet room)

Students with autism and attention disorders need a quiet room as a place to calm down. This room is designed in such a way as a light that is not too bright.

To assist lecturers in providing appropriate learning services for students with disabilities, UNP established a disability service unit or the like. The disability service center facilitates lecturers and students in facilitating disability education at UNP. The services provided include academic administration services, services in the learning process, services in campus orientation and mobility, and services in student activities.

3. **Practicum Courses Practicum**

Courses are learning activities that contain practical activities, such as field practice, KKN, laboratories, internships, and the like. The following is a guide for serving students with disabilities in practicum courses, namely:

- a) Students with disabilities are entitled to take UNP practicum courses, giving them the same opportunity to take them.
- b) UNP identifies the presence of students with disabilities as participants and understands the needs that must be accommodated. In making a practicum contract, the lecturer should ask this question from the student concerned.
- c) Lecturers need to socialize with other students or the community/environment in the practicum about students with disabilities and the importance of an attitude to accept and respect them.
- d) Do not place students with disabilities in the disability community because this will reduce their learning experiences and challenges.
- e) Not placing students with disabilities in the same group but distributing them randomly to have experience interacting with other general students.
- f) Do not direct students with disabilities to carry out stereotypical practical activities, such as the therapy program massage in KKN, because they can carry out academic activities according to their scientific competencies.
- g) Modify the facilities/environment to be accessible for students with disabilities, such as providing accessible forms, accessible practicum locations, and others.
- h) UNP assists with disabilities if needed.

I. LEARNING ASSESSMENT

In several aspects, the implementation of learning evaluation needs to be modified so that it is possible to be followed by students with disabilities. The following are some pointers that need to be considered in conducting evaluations for students with disabilities according to the types of barriers:

1. **Blind students**

- a. For students with visual impairments, test material can be presented in Braille format, *soft copy*, audio recording, or (*large print*) for students with low *vision*.
- b. If the formats mentioned above cannot be provided, then blind students should receive assistance from readers (read by a person assigned by UNP).
- c. If UNP cannot provide readers, then blind students should be allowed to bring their readers.
- d. In the case of blind students doing the Braille format test, they should be given an additional time of up to 30%.
- e. For working on evaluation assignments in papers, book reports, etc., blind students can be required to submit them in a *printout*—ordinary writing like students in general.
- f. For the implementation of the action test (*performance test*), for example, in sports lessons or the art of movement, it is necessary to modify it so that the blind can do so. For example, running a short distance, it is necessary to use a rope or sound as a guide that leads the blind to the line *finish*. This condition applies to courses that are not the main field of study in the department—for example, sports courses for blind students majoring in English.

2. **Deaf Students**

- a. For example, the Test *listening* (for example, in the TOEFL) for deaf students is considered to be eliminated and compensated for by a written test (*reading test*).
- b. If a deaf student has to take an oral test (interview), the interviewer must speak with precise and face-to-face lip movements so that the deaf can pay attention to the speaker's lip movements. If the communication cannot be understood in this way, then use a sign language translator or convert it into writing. If needed, a sign language interpreter can be assisted.

3. **Students with disabilities**

- a. Students with physical disabilities (experiencing motor problems) who do not allow them to write should be allowed to use a laptop to write test answers (especially essay tests).
- b. For students with physical impairments (experiencing motor problems) who do not allow them to take test *performance*, for example, in lectures, sports, or motion arts, the test can be modified (*modification*) or replaced (*substitution*) with an activity that is still possible. This condition applies to courses that are not the main field of study in the department. For example, courses sports for disabled students taking the Information Technology (IT) Department.
- c. Suppose the examining lecturer is unsure about the appropriate test format for students with disabilities. They should discuss it with the student concerned and consult with special services for students with disabilities.

4. **Students with Autism and Attention Disorders**

There are no special tools that need to be provided for students with autism and attention disorders in implementing learning evaluation. The modifications required in

the test may be more in terms of the time and/or place of the test. They usually need a comfortable place to be able to do assignments and tests given by the lecturer. It takes a little understanding and understanding of lecturers towards autistic students if such things are found.

5. Students with Learning Difficulties and Sluggish Learning

Students with learning difficulties generally have good performance in some subjects but are somewhat weak in certain subjects. Lecturers need to understand the condition of the weaknesses of students who have difficulty learning and are slow to learn to provide appropriate testing services. If the written test is not successful enough, the lecturer can replace it with an interview test, an action test, and/or other tests according to the student's condition. Extension of the test time is also recommended when giving tests to students with slow learners.

J. LECTURERS AND EDUCATION MANPOWER

1. Lecturers and education personnel have an awareness and understanding of students' nature with disabilities and the unique needs that accompany them.
2. Lecturers have the minimum ability to provide services to students with disabilities, which include:
 - a. Learning services.
 - b. Academic guidance service.
 - c. Thesis guidance and other services in universities.
3. Education personnel at UNP have a basic understanding and ability to provide administrative services to students with disabilities, including :
 - a. Registration service.
 - b. Library services.
 - c. Other services available at UNP.
4. UNP facilitates lecturers and education staff to increase their understanding and competence in providing services to students with disabilities.
5. Efforts to increase understanding and competence, referred to in point 4, can be carried out through socialization activities, seminars, training, workshops, talk shows, etc.
6. UNP socializes this guidebook to leaders and lecturers to have a common perception, awareness, and understanding of educational services for students with disabilities.
7. UNP can issue additional technical guidelines, banners, banners, brochures, or other forms as a medium to increase awareness and understanding of the academic community about educational services for students with disabilities;

K. FACILITIES AND INFRASTRUCTURE

1. The arrangement of the physical environment at UNP refers to the Regulation of the Minister of Public Works Number 30 / PRT / M / 2006 that every public service provider must provide accessible physical facilities for the elderly and persons with disabilities. Public buildings and neighborhoods must be equipped with accessibility infrastructure for all people (with disabilities and the elderly). The operation of public buildings and the environment must meet the technical requirements for accessibility. UNP refers to these regulations in designing and developing the physical environment of the campus.
2. The arrangement of the physical environment at UNP provides convenience, comfort, and safety for students with disabilities to do activities independently and effectively.
3. The things that UNP has done in creating a physical environment and facilities *accessible* are as follows:
 - a. The use of disability symbols for specific places, rooms, and corners that need it.
 - b. Labeling public facilities with symbols *Braille*, for example, the symbol *Braille* on elevators, lecture hall doors, office spaces, and others.

- c. Multi-story buildings (more than one level) are equipped with a lift or ramp to facilitate wheelchair users.
- d. The lift is equipped with audio and information to Braille to make it accessible for the visually impaired.
- e. Ramp (stair ramps) are provided to allow wheelchair users access to a building or a room.
- f. Guiding Block
- g. Guiding Block is a guideline/line that allows blind people to go straight in the desired direction. Guidance paths are usually in the form of a road/floor surface with a different color and texture (rougher).
- h. accessible toilets
UNP provides special toilets accessible to wheelchair users and crutches designed with wheelchair movement in the room toilet. The specifications of accessible toilets include:
 - 1) The toilet room is at least 2 x 2 meters in size.
 - 2) Designed in the form of a toilet seat with a height between 45 - 50 cm and equipped with a handrail (*handle*) beside the *closet*.
 - 3) The door's width is more than 80 cm so that wheelchair users or crutches can enter freely.
 - 4) Campus map or plans that arise
 - 5) UNP provides a map or floor plan of the campus raised, allowing blind students to orientate the campus environment quickly and satisfactorily.
- i. Pedestrian crossing with a sound switch (pelican crossing)
- j. Pedestrian paths that are accessible for people with disabilities
- k. The UNP campus bus provides accessible facilities for people with disabilities. The campus bus stop is provided with facilities that are accessible for people with disabilities.
- l. Each building provides a unique parking lot marked with a disability.

L. LEARNING MANAGEMENT

UNP optimizes learning management implementation for students with disabilities by formulating policies, strategic plans, and operations. The management of disability services includes three main components:

1. Disability Service Unit

To optimize service efforts for students with disabilities at UNP, a disability service unit was formed. This unit is tasked with planning, coordinating, evaluating, and supervising the implementation of special services for students with disabilities. Besides, it also functions to provide tutors and volunteers who can guide certain material subjects' deepening through methods that suit their particular needs. The disability service unit has the following primary duties and functions:

- a. Planning and proposing various forms of programs and policies regarding special services for students with disabilities.
- b. Coordinating services and assistance for students with disabilities.
- c. To coordinate and disseminate information to all parties in universities, faculties, study programs, institutions, including leadership, lecturers, academic and administrative staff, in implementing special services and providing facilities that are accessible in all aspects.
- d. Conduct periodic evaluations of special service programs that have been implemented and continuously make service improvements.

2. Administrative

services Academic administration services function to facilitate and document all academic activities during their studies at UNP, starting from registration information, selection, admission, teaching and learning processes, evaluation, graduation, and even post-graduation, for example, related to diplomas and transcripts. The following are some things that need to be considered related to administrative services for students with disabilities:

- a. UNP provides an online system of administration services (*online system*) so that students quickly access it with disabilities, including visually impaired students. For example, in registration activities, filling out KRS / KHS, announcements, exam schedules, scholarship information, and other student services.
- b. If the administration system is not yet *online*, a special officer is provided to escort all information so that students with disabilities can easily access it.
- c. UNP provides data on the number and types of students with disabilities and informs all administrative service units.

3. Students Services

UNP provides an adaptive student program for students with disabilities. The adaptive student affairs program aims to develop student's talents, interests, reasoning, and welfare and is socialized in an open and accessible manner for all students. Every student with a disability can choose a student program according to their interests, talents, and conditions. UNP assists in order to obtain optimal results.

M. M. FUNDING

1. UNP allocates funds for:
 - a. Build facilities and infrastructure that are accessible for students with disabilities
 - b. Academic and administrative service systems suitable for students with disabilities.
 - c. Increase the awareness and competence of lecturers and education staff in providing services to students with disabilities.
 - d. Building an inclusive culture at UNP.
2. UNP prioritizes students with disabilities to obtain education funding relief or facilities, in the form of:
 - a. Scholarship assistance
 - b. Tuition Fee relief
 - c. Other financing stipulated by UNP
3. UNP provides exceptional funding support for study programs with disabilities to develop facilities and service systems for students with disabilities.