

# **GUIDEBOOK ON INCLUSIVE EDUCATION SERVICES**



**AIRLANGGA UNIVERSITY  
SURABAYA  
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# Foreword

We express our highest gratitude to God Almighty for the publication of this guidebook, which serves as a reference for the implementation of inclusive education services at Universitas Airlangga. Inclusive education services represent our collective commitment to ensuring that every member of the academic community, without exception, has equal rights to access quality education and services tailored to their needs and potential.

In our efforts to create an educational environment that is friendly, accommodating, and inclusive, this guidebook is presented as a reference for lecturers, educational staff, students, and all stakeholders at Universitas Airlangga. It is designed to provide a comprehensive understanding of the concepts, principles, and best practices in inclusive education services, as well as implementation strategies that can be applied in various contexts and learning situations.

We realize that implementing inclusive education services is not an easy task. It requires collaboration and innovation to overcome existing challenges. Therefore, we hope that this book can serve as both an inspiration and a reference for all parties in developing a more inclusive and diversity-oriented learning system at Universitas Airlangga.

Finally, we would like to express our sincere gratitude to the entire writing team and to everyone who has contributed to the preparation of this book. May this guidebook be useful and serve as a concrete step toward realizing more inclusive and equitable education services for the entire academic community of Universitas Airlangga.

Happy reading, and may it bring great benefits. Director of Education

Prof. Dr. Sukardiman, MS, Apt

# FOREWORD

By the grace and blessings of God Almighty, we express our deepest gratitude that on this auspicious occasion, the Inclusive Team of Universitas Airlangga has been able to compile the Guidebook on Inclusive Education Services.

It is our hope that this guidebook will serve as a reference for all lecturers, educators, and students within Universitas Airlangga in implementing inclusive and accommodating learning practices.

In accordance with the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 46 of 2017 concerning Special Education and Special Education Services in Higher Education, Chapter II Article 2 states that the implementation of special education aims to improve the quality of educational services, respect diversity, and promote equality for Students with Special Needs. As a realization of efforts to enhance learning services, this guidebook has been developed with a focus on inclusive education. It emphasizes active support for all learning processes and campus activities, ensuring that every student — including those with special needs — can participate effectively and efficiently in the learning process. Such efforts are expected to produce graduates who embody the values of being Humble, Excellent, Brave, Agile, and Transcendent (HEBAT).

This guidebook is expected to assist and facilitate all members of the academic community in implementing Inclusive Education Services in accordance with the established regulations.

Finally, we would like to extend our deepest gratitude and highest appreciation to the Inclusive Team of Universitas Airlangga and all parties who have demonstrated commitment, worked diligently, and collaborated effectively in the preparation of this guidebook.

We sincerely hope that the Guidebook on Inclusive Education Services will bring the greatest possible benefit in supporting the provision of the best educational services.

Editorial Team

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## CHAPTER I INTRODUCTION

### A. Background

Every individual has equal status, rights, obligations, opportunities, and roles as other individuals in all aspects of life, including in the field of education. The right to education is mandated in the Preamble of the 1945 Constitution of the Republic of Indonesia (Amended), which states that "The Government of the Republic of Indonesia shall protect all the people of Indonesia, promote the general welfare, and advance the intellectual life of the nation." Specifically, Article 31, Paragraph 1 of the 1945 Constitution (Amended) explains that "Every citizen has the right to receive an education."

In accordance with the mandate of the 1945 Constitution (Amended), individuals with special needs, as part of the citizens of Indonesia, are guaranteed equal respect, protection, and fulfillment of their rights, including the right to education. The provisions regarding the right to education for persons with disabilities are regulated in the Law of the Republic of Indonesia Number 8 of 2016, Article 10, which states that persons with disabilities have the right to: a) receive quality education in educational units across all types, pathways, and levels of education, both inclusive and special; b) have equal opportunities to become educators or educational staff in educational units across all types, pathways, and levels of education; c) have equal opportunities to act as providers of quality education in educational units across all types, pathways, and levels of education; and d) receive reasonable accommodations as learners.

Individuals with special needs include persons with disabilities. According to the Ministry of Research, Technology, and Higher Education (2017) and the Ministry of Law and Human Rights (2016), persons with disabilities are those who experience limitations, including impairments in vision, hearing and speech, physical-motor functions, autism spectrum disorders, intellectual, mental, and/or sensory disabilities, among others, which result in difficulties or obstacles in performing certain activities or functions. Individuals with special needs also include those with exceptional intelligence and talents (Permendiknas No. 70/2009). Such individuals require assistive devices, environmental modifications, and/or specific alternative techniques in order to learn and participate fully and effectively in social life on the basis of equal rights.

In 2017, the Ministry of Research, Technology, and Higher Education issued Regulation No. 46 of 2017 on Special Education and Special Education Services in Higher Education. Regulation No. 46/2017 mandates the provision of special education services for students with special needs (SSN) in universities. The implementation of special education aims to: a) expand educational access for SSN; b) improve the quality of educational services for SSN; and c) respect diversity and equality for SSN.

As one of the leading universities in Indonesia, Universitas Airlangga welcomes the

policies outlined in the national legal framework by issuing regulations to support the development of inclusive education at the university. In line with Regulation No. 46/2017, Universitas Airlangga provides equal opportunities for prospective students with special needs (SSN) to participate in the new student admission process. The university also strives to facilitate learning and assessment according to the needs of SSN without compromising the quality of learning outcomes.

Based on the background above, this Guidebook on Inclusive Education Services has been prepared as a reference for the development of inclusive education within Universitas Airlangga.

## **B. Management of Inclusive Education at Airlangga University**

The management of inclusive education at Universitas Airlangga is carried out under the coordination of the Directorate of Education. In 2018, the Airlangga Inclusive Learning (AIL) was established to serve as the Disability Services Unit within the university. AIL has the following functions:

1. Enhance the competencies of the academic community (lecturers, educational staff, and students) to develop inclusive education at Universitas Airlangga.
2. Coordinate all work units within the university in the implementation of inclusive education.
3. Supervise and evaluate the implementation of inclusive education and provide appropriate and accommodative adjustments for members of the academic community with special needs.
4. Provide assistance for members of the academic community with special needs, upholding the principles of respecting diversity and equality, expanding access, developing potential, and promoting independence.
5. Conduct outreach and raise awareness about special needs and the inclusive education system among lecturers, educational staff, and students; and foster an inclusive culture within the university.
6. Develop a center for the study and advancement of inclusive education within higher education.

## **C. Brief History of the Airlangga Inclusive Learning (AIL) Team**

The brief history of the establishment of AIL at Universitas Airlangga is rooted in the awareness of various regulations that support educational services for students with special needs (SSN). These regulations include the 1945 Constitution, Law No. 39 of 1999 on Human Rights, Law no. 8 of 2016 on Persons with Disabilities, and Ministerial Regulation No. 46 of 2017 on Special Education and Special Education Services in Higher Education. These laws and regulations affirm that the government guarantees the right of individuals with special needs to access educational services and that every citizen with special needs has equal rights to obtain education across all types and levels of education.

Structurally, AIL is part of the Directorate of Education at Airlangga University. In 2016, the Directorate established a small pilot team to conduct comparative studies

on the management of students with special needs (SSN) at several universities in Indonesia. At that time, the Director of Education, Prof. Ni Nyoman Tirtaningsih, recognized that it was time for Universitas Airlangga to pay greater attention to SSN. Several members of the pilot team were sent to visit the Disability Study and Service Center (PSLD) at Brawijaya University to observe firsthand the management system for SSN. Visits were also conducted to Universitas Indonesia, Yogyakarta State University (UNY), and the Faculty of Education at Surabaya State University to gather information on the management and facilities required to provide education for SSN. By 2017, through these comparative studies and participation in various training sessions in Jakarta and Malang, the team had collected substantial information to better understand how to manage a university that is accommodating and supportive of SSN.

In 2018, AIL, led by Dr. Nono Hery Yoenanto, S.Psi., M.Pd., Psychologist, undertook various improvements in the provision of inclusive education services at Airlangga University. Activities carried out included focus group discussions (FGDs) on inclusive education services involving multiple stakeholders, the preparation of assistance modules for students with special needs (SSN) and training modules for SSN volunteer assistants, the recruitment and training of SSN volunteer assistants, as well as outreach activities on inclusive education for the Universitas Airlangga academic community. These steps were taken alongside the openness of several faculties, such as FISIP, FIB, and FKM, in accepting SSN with visual/low vision, hearing, physical, cerebral palsy, and autism disabilities. One faculty that has been particularly active in improving services for SSN is FISIP, which since 2017 has collaborated with AUNDPPnet to receive SSN with scholarships from AUNDPPnet in the Master's Program in Public Policy.

Over time, an increasing number of activities have been carried out to improve services and raise awareness within the Universitas Airlangga academic community to support the implementation of inclusive education. Research data indicates that a socially supportive environment, including lecturers, educational staff, and fellow students, plays a crucial role in the development of inclusive education.

Universitas Airlangga has also gradually improved facilities and infrastructure to support the learning of students with special needs (SSN). Before AIL became active, almost all facilities were not accessible to individuals with special needs. Over time, awareness of the importance of accessible facilities has grown across various faculties, resulting in an increasing number of faculties considering the accessibility needs of the academic community with special needs.

Since 2019, AIL, led by Dr. Fitri Mutia A.KS., M.Si., has continued the programs previously initiated, including completing the preparation of the Guidebook on Inclusive Education Services at Universitas Airlangga. AIL has also expanded collaboration with various units within the university, such as the Library, to develop inclusive education services. At this stage, inclusive education services have been developed not only for students with special needs (SSN) but for all

members of the academic community with special needs at Universitas Airlangga.

#### **D. Legal Basis**

The preparation of the Guidebook on Inclusive Education Services at Universitas Airlangga is based on the following legal foundations:

1. Universal Declaration of Human Rights, 1948.
2. Convention on the Rights of the Child, 1989.
3. World Declaration on Education for All, Jomtien, Thailand, 1990.
4. UN Resolution No. 48/96, 1993, on the Standard Rules on Equalization of Opportunities for Persons with Disabilities.
5. Salamanca Statement (UNESCO), Spain, 1994.
6. Convention on the Rights of Persons with Disabilities (UN Resolution 61/106, December 13, 2006).
7. 1945 Constitution of the Republic of Indonesia (Amended), especially Article 31 paragraph (1): "Every citizen has the right to education," and paragraph (2): "Every citizen is obliged to receive basic education, and the government shall finance it."
8. Law No. 39 of 1999 on Human Rights.
9. Law No. 20 of 2003 on the National Education System.
10. Law No. 19 of 2011 on the Ratification of the Convention on the Rights of Persons with Disabilities.
11. Law No. 12 of 2012 on Higher Education.
12. Law No. 35 of 2014 on Child Protection.
13. Law No. 8 of 2016 on Persons with Disabilities.
14. Government Regulation no. 17 of 2010 on the Management and Implementation of Education.
15. Government Regulation no. 13 of 2020 on Reasonable Accommodations for Students with Disabilities.
16. Government Regulation no. 42 of 2020 on Accessibility to Housing, Public Services, and Disaster Protection for Persons with Disabilities.
17. Minister of National Education Regulation (Permendiknas) No. 70 of 2009 on Inclusive Education for Students with Special Needs and Exceptional Intelligence and/or Talent.
18. Minister of Research, Technology, and Higher Education Regulation no. 46 of 2017 on Special Education and Special Education Services in Higher Education.
19. Minister of Education, Culture, Research, and Technology Regulation No. 53 of 2023 on Higher Education Quality Assurance.
20. Airlangga University Board of Trustees Decree No. 3/UN3.MWA/K/2020 on the Appointment of the Universitas Airlangga Rector for the 2020–2025 Period.
21. Universitas Airlangga Rector Regulation No. 14 of 2023 on the Organization and Work Procedures of Universitas Airlangga.

#### **E. Definition**

Inclusive education services at Universitas Airlangga are efforts to create an environment that enables members of the academic community with special needs to

carry out their roles as lecturers, educational staff, and students in participating in learning or campus activities in an easy, safe, comfortable, efficient, and effective manner. The following are key terms to understand:

1. Inclusive education refers to education for students with special needs (SSN) conducted together with other students.
2. Members of the academic community with special needs are lecturers, educational staff, and students who have impairments, barriers, or difficulties in performing certain activities, requiring assistive devices, environmental modifications, or alternative techniques to fully and effectively participate in carrying out their tasks or pursuing higher education.
3. Reasonable accommodation for members of the academic community with special needs refers to appropriate and necessary modifications and adjustments to ensure the enjoyment or exercise of all human rights and fundamental freedoms for students and staff with disabilities on an equal basis.
4. Accessibility for members of the academic community with special needs refers to the ease of access provided for students and staff with disabilities to ensure equal opportunities within Universitas Airlangga.
5. Accommodation in the educational process for SSN refers to appropriate modifications and adjustments to support students with special needs in participating in the educational process at Universitas Airlangga. Accommodations may be provided from the transition from high school to university, selection and admission of new students, data collection for SSN, pre-course activities, learning processes, practicum courses (including practicum, internships, and community service), learning assessment and evaluation, to the provision of educational support services.
6. Assistance for SSN refers to services and support strategies provided according to the type of special need experienced. Assistance is offered based on the need of SSN and the availability of resources at Universitas Airlangga.
7. Airlangga Inclusive Learning (AIL) is the Disability Services Unit that functions as a provider of services and facilities for members of the academic community with special needs at Universitas Airlangga.

#### **F. Purpose**

This guidebook is intended as a reference for the academic community (lecturers, educational staff, and students) at Universitas Airlangga in developing and implementing an inclusive education system. It provides explanations regarding inclusive education services at Universitas Airlangga that enable: (1) Lecturers and educational staff with special needs to perform their duties optimally, and (2) Students with special needs (SSN) to participate in learning and access administrative, academic, and student services effectively, supporting the timely completion of their studies with optimal achievement within the Universitas Airlangga environment.

#### **G. Scope**

The scope of this guidebook covers inclusive education services for all members of the academic community at Universitas Airlangga, including lecturers, educational staff, and students with special needs (SSN). It aims to support the optimal

performance of lecturers and educational staff with special needs, as well as the learning process of SSN. This guidebook is developed based on applicable legal frameworks and a review of various inclusive education service guidelines in higher education institutions.

## CHAPTER II

### REASONABLE ACCOMMODATION FOR MEMBERS OF THE ACADEMIC COMMUNITY WITH SPECIAL NEEDS AT AIRLANGGA UNIVERSITY

#### A. Preface

The Government Regulation of the Republic of Indonesia No. 13 of 2020 on Reasonable Accommodations for Students with Disabilities mandates educational institutions to provide appropriate accommodations for individuals with special needs. According to Article 1 of Government Regulation No. 13 of 2020, “Reasonable accommodation is the appropriate and necessary modification and adjustment to ensure the enjoyment or exercise of all human rights and fundamental freedoms for persons with disabilities on an equal basis.”

In accordance with the mandate of Government Regulation No. 13 of 2020, the provision of reasonable accommodations for members of the academic community with special needs at Universitas Airlangga aims to ensure the implementation and/or facilitation of: 1) education for students with special needs (SSN), and 2) the performance of lecturers and educational staff with special needs. The provision of reasonable accommodations for members of the academic community with special needs is based on the principles of respecting diversity and equality, expanding access, developing potential, and promoting the independence of individuals with special needs.

The provision of reasonable accommodations for members of the academic community with special needs at Universitas Airlangga is realized through:

- Developing an inclusive academic climate at Airlangga University
- Providing facilities and infrastructure that meet building and environmental accessibility standards.
- Providing access to technology and supporting equipment.
- Providing support services for members of the academic community with special needs.
- Providing assistance services for members of the academic community with special needs through AIL.
- Regularly developing the competencies of the academic community, including lecturers, educational staff, and students, to support the cultivation of an inclusive culture.
- Advocacy through media coverage.
- Financing.

This chapter provides a general explanation of reasonable accommodations for members of the academic community (lecturers, educational staff, and students) with special needs at Universitas Airlangga. Discussion on accommodations in the educational process for students with special needs (SSN) and the provision of educational support services for SSN will be presented in the following chapters.

## **B. Developing an Inclusive Academic Climate at Airlangga University**

There are several values that will be cultivated and strengthened to develop an inclusive academic climate at Universitas Airlangga, as follows:

1. **Upholding Diversity and Inclusivity**  
Airlangga University upholds diversity and inclusiveness and strives to create an environment of mutual respect, foster an inclusive spirit, ensure safety, and prevent discrimination. The university rejects all forms of bullying against members of the academic community.
2. **Supporting Equality**  
Airlangga University supports equal access to all administrative, academic, and student services. Members of the academic community will not receive different treatment or facilities based on gender, special needs, ethnicity, race, age, or other aspects of diversity.
3. **Fostering Humanity and Mutual Respect**  
Universitas Airlangga promotes a humane and respectful approach in providing services to all members of the academic community, including those with special needs.
4. **Supporting Independence**  
Universitas Airlangga supports the independence of members of the academic community with special needs in carrying out their roles and functions. Services and support are oriented toward individual strengths rather than weaknesses, with planning and implementation processes aimed at promoting independence and empowerment.
5. **Encouraging Openness to Support Inclusive Education Services**  
Universitas Airlangga promotes openness, especially in the disclosure of information necessary to optimize the roles, functions, and achievements of members of the academic community with special needs. Openness is important regarding the characteristics, needs, and impacts of the special conditions experienced by individuals, as well as the state of facilities and available resources at Universitas Airlangga. There is no obligation for members of the academic community with special needs to provide information about their condition; however, sharing such information supports the university in planning and delivering services optimally. All information provided will be kept confidential and used solely to enhance inclusive education services at Universitas Airlangga.

## **C. Provision of Facilities and Infrastructure That Meet Building and Environmental Accessibility Standards**

The Government Regulation of the Republic of Indonesia No. 42 of 2020 on Accessibility to Housing, Public Services, and Disaster Protection for Persons with Disabilities defines accessibility as “the ease provided for persons with disabilities to achieve equal opportunities.”

In accordance with the mandate of Government Regulation No. 42 of 2020, Airlangga University, as a provider of public services in education, ensures that its services are easily accessible to individuals with special needs, based on the principles of equality in diversity and responsiveness to the needs of members of the academic

community with special needs. As stated in the Guidelines for Education Services for Students with Disabilities prepared by the Directorate of Learning, Ministry of Research, Technology, and Higher Education, the principles to be considered in providing accessible facilities and infrastructure in higher education include ease of use, functionality, safety, and independence for members of the academic community with special needs in accessing campus facilities and infrastructure.

## 1. Accessibility in Public Buildings at Airlangga University

- a. Rectorate Building
- b. Faculty Buildings
- c. Library Building
- d. Health Clinic Building
- e. Worship Buildings / Mosque
- f. Service Buildings such as the Language Center
- g. Laboratory Buildings
- h. Cafeteria Buildings
- i. Dormitory Buildings
- j. ACC Building and others

## 2. Accessibility to Buildings

The gradual efforts undertaken by Universitas Airlangga to provide accessible routes to buildings include:

- a. Providing easily accessible pedestrian pathways
- b. Installing crosswalks with audible signal buttons (pelican crossings).
- c. Providing guiding blocks, which are tactile paths or lines that help visually impaired individuals walk straight toward their desired direction. These guiding paths usually have a different color and texture (rougher) from the surrounding surface.
- d. Installing ramps to allow wheelchair users and other individuals with physical disabilities to access buildings or rooms.
- e. Providing designated parking spaces for persons with disabilities, complete with special signage.
- f. Providing campus maps or layouts that are accessible to persons with disabilities, such as tactile maps that enable visually impaired students to navigate the campus environment easily and effectively.
- g. Ensuring that campus buses and bus stops are accessible to persons with disabilities.

### **3. Accessibility Inside Buildings**

The gradual efforts made by Universitas Airlangga to facilitate accessibility inside buildings include:

- a. Equipping multi-story buildings with elevators or ramps to ease access for wheelchair users and other individuals with physical disabilities.
- b. Providing elevators with audio information and Braille so they can be accessed by visually impaired individuals.
- c. Labeling public facilities with Braille symbols, for example on elevators, lecture rooms, office doors, and other areas.
- d. Providing accessible restrooms for wheelchair and crutch users, ideally on the first floor, designed to accommodate wheelchair movement within the restroom.
- e. Ensuring accessible routes to learning spaces such as classrooms, reading rooms, laboratories, cultural rooms, worship spaces, and other facilities.

#### **D. Provision of Technology Access and Supporting Equipment**

Members of the academic community with special needs have equal rights and responsibilities as other members, but they may require assistive devices to support their roles and duties in higher education. In accordance with Government Regulation No. 42 of 2020 on Accessibility to Housing, Public Services, and Disaster Protection for Persons with Disabilities, Universitas Airlangga strives to provide access to technology and supporting equipment for members of the academic community with special needs through:

1. Provision of software to access digital information, such as JAWS and NVDA.  
The provision of assistive software for members of the academic community with special needs is coordinated by AIL, DSI, and the University Library.
2. Developing accessibility in various information and technology services at Universitas Airlangga, including the university website, Cyber Campus services, auditoriums, and other facilities.
3. Enhancing library accessibility through inclusive services at the Universitas Airlangga Library in the Narayana room, and providing learning resources (eg, books, reading materials) that are easily accessible to members of the academic community with special needs. This is managed through collaboration between AIL, AUP, and the Library. Gradually, library services are also being developed for digitization of teaching materials (scanning), editing and proofreading papers, as well as assistance in reference searching.
4. Developing the competencies of educational staff and technicians to improve accessibility and design strategies for individual accommodations and adjustments in the use of technology and assistive equipment.

5. Providing support services through AIL for students who need assistance in accessing technology and assistive equipment at Universitas Airlangga.

**E. Provision of Support Services for Members of the Academic Community with Special Needs**

Universitas Airlangga is committed to providing various support services for members of the academic community with special needs, including:

1. Health Services

Students with special needs (SSN) have equal rights and responsibilities in accessing health services at Universitas Airlangga. If needed, the provision of health services for SSN may involve AIL volunteers as companions and/or liaisons with the Universitas Airlangga Health Service Center (PLK) located on Campus B. SSN and/or their parents/guardians are encouraged to inform AIL of any health issues experienced by the student. This will facilitate AIL in monitoring and providing support for SSN, as well as coordinating with PLK in case any health issues arise during the teaching and learning process at Universitas Airlangga.

2. Counseling Services

If needed, members of the academic community with special needs at Universitas Airlangga can access counseling services by contacting AIL. AIL will coordinate with the Applied Unit of the Faculty of Psychology at Universitas Airlangga (Psychology Service Unit) to provide counseling services for members of the academic community with special needs.

3. Services During Crises and Emergency Situations

Incidents of bullying or violence against members of the academic community with special needs, or other sensitive issues, can create stress and crises for these individuals. AIL, in coordination with the Universitas Airlangga Help Center, provides advocacy services for members of the academic community with special needs during times of crisis. The Help Center, staffed by faculty members, serves as a listener and companion for students in need. Counseling services are also available if required.

In crisis situations caused by factors beyond Universitas Airlangga's control, such as pandemics or social and economic issues that disrupt the teaching and learning process and AIL functions, AIL will ensure the physical safety and student status of students with special needs in accordance with university regulations. This includes, if necessary and urgent during a state of emergency, returning students to the care of parents/guardians or designated parties.

**F. Provision of Companion Services for Members of the Academic Community with Special Needs by AIL**

Government Regulation no. 13 of 2020, Article 20, mandates that the provision of appropriate accommodations for students with disabilities is carried out by educational institutions with the support of a Disability Service Unit. At Airlangga University, this role is managed by Airlangga Inclusive Learning (AIL), which operates under the Directorate of Education of Airlangga University.

As outlined in Government Regulation No. 13 of 2020, AIL plays a role in analyzing needs, providing data and information, offering recommendations, conducting training and technical guidance, delivering accompaniment services, and carrying out supervision, evaluation, and reporting in the implementation of inclusive education at Universitas Airlangga.

AIL serves as the “gateway” for providing services and support to members of the academic community (faculty, staff, and students) with special needs. When needed, members of the academic community with special needs at Universitas Airlangga can access academic and non-academic support through the AIL Help Desk. AIL provides services based on the principles of inclusivity, independence, problem-solving, and empowerment of members of the academic community with special needs.

AIL will coordinate with relevant parties, including Faculty/Study Program administrators, PPMB, the Library, LPPM, the Language Center, and other units within Universitas Airlangga to provide services for members of the academic community with special needs. If a member of the academic community with special needs uses personal resources to support their learning process and/or task performance at Universitas Airlangga, they are required to coordinate with AIL and their respective Faculty/Study Program/Work Unit.

The performance of AIL, as part of the Directorate of Education at Airlangga University, will be evaluated regularly. If any member of the Universitas Airlangga academic community has complaints or negative experiences regarding AIL services, they may follow the mechanisms below to resolve the issue effectively and efficiently:

1. Informal procedure

Members of the academic community with special needs can discuss their issues or complaints with AIL authority representatives or AIL faculty representatives in their respective faculties. The AIL representatives will then assist in resolving the problem efficiently and help prevent any further escalation.

1. Formal procedure

If the issue or complaint cannot be resolved informally, members of the academic community with special needs may pursue a formal channel by submitting an official letter addressed to the AIL Coordinator, with a copy to the Director of Education at Universitas Airlangga. The Directorate of Education will follow up by organizing a meeting with the relevant parties at an agreed-upon time to find a solution to the problem and/or address the complaint submitted in written form.

#### G. Periodic Development of Academic Community Competencies to Support the Advancement of Inclusive Education

The development of inclusive education in higher education institutions is

closely linked to the cultivation of an inclusive culture. Inclusive education should not be understood solely as providing access for members of the academic community with special needs but should also promote their participation and achievement. An inclusive culture is reflected in an environment that values diversity and reduces discrimination against individuals with special needs.

To support the development of an inclusive culture, all members of the academic community at Universitas Airlangga need to enhance their knowledge, understanding, and positive attitudes toward individuals with special needs. In accordance with Government Regulation No. 13 of 2020, Article 24, one of the functions of the Disability Service Unit in the field of education is "to improve the competencies of educators and educational staff in higher education in managing students with disabilities."

Universitas Airlangga periodically conducts competency development activities for all members of the academic community, including faculty, staff, and students, to enhance the knowledge and skills that support the advancement of inclusive education. These efforts are carried out, among others, through:

1. Education on disability awareness and inclusive higher education through websites, posters, infographics, and other media.
2. Regular dissemination to the entire academic community on disability awareness and the concept of inclusive education in higher education, conducted through seminars, workshops, and training sessions.
3. Periodic briefings or guidance on managing inclusive education for Faculties, Study Programs, and Work Units at Universitas Airlangga, accompanied by routine mentoring to assist them in developing universal learning and providing appropriate accommodations for students with special needs (MBK).
4. Regular workshops for faculty members to enhance their knowledge, skills, and positive attitudes in planning and implementing inclusive learning processes, as well as interacting with academic community members with special needs.
5. Regular workshops for educational staff to improve their knowledge, skills, and positive attitudes in collaborating with and/or supporting academic community members with special needs.
6. Regular workshops for all students to develop knowledge and inclusive attitudes, ethics, and skills in interacting with academic community members with special needs, as well as preventing bullying.
7. Periodic competency development for the AIL team and student volunteers to support the advancement of inclusive education.

#### H. Advocacy Through Media Coverage

Airlangga University, through the Information and Public Relations Center (PIH) and in coordination with AIL, welcomes media coverage for advocacy and

educational purposes regarding inclusive education in higher education. Media are allowed to cover AIL offices, AIL activities, and the activities of student volunteers assisting academic community members with special needs.

Media interested in covering academic community members with special needs while they are active within Universitas Airlangga must submit a formal coverage request to AIL and sign an Ethical Commitment Letter. Coverage may only be conducted if the academic community members with special needs and/or their parents/guardians provide written consent in the form of an Ethical Commitment Letter. The media are obliged to protect the interests of academic community members with special needs and must keep their identities confidential if requested. Media must also provide copies of any published news or articles to AIL and the related academic community members with special needs.

#### **i. Financing**

Universitas Airlangga is committed to allocating funds to support the development and implementation of inclusive education, specifically for:

1. Constructing facilities and infrastructure that facilitate access for academic community members with special needs.
2. Providing professional staff (mentors or assistants) to design and deliver support for academic community members with special needs.
3. Developing academic and administrative service systems that accommodate the needs of academic community members with special needs.
4. Enhancing awareness and competence of the academic community to support the development and implementation of inclusive education
5. Building an inclusive culture within Airlangga University.

Academic community members with special needs at Universitas Airlangga have equal rights to access scholarships, tuition fee reductions or other financial assistance, SPP (tuition) exemptions, or other funding determined by the university based on the needs of the student

## **CHAPTER III**

### **ACCOMMODATION IN THE EDUCATIONAL PROCESS FOR STUDENTS WITH SPECIAL NEEDS (SSN)**

#### **A. Preface**

In accordance with the mandate of the Indonesian Government Regulation No. 13 of 2020, Universitas Airlangga strives to provide accommodations throughout the educational process for students with special needs (MBK), starting from transition, selection and admission of new students, MBK data collection, pre-course preparation, learning process, practical courses (practicum, internship, and community service/KKN), assessment and evaluation of learning, up to the provision of supporting educational services for MBK. The provision of accommodations in the educational process for MBK is carried out by considering students' needs, available resources, and technological developments to support MBK's independence.

The implementation of accommodations in the educational process for MBK at Universitas Airlangga is coordinated by the AIL Team in collaboration with various Faculties/Study Programs and units within the university, including the New Student Admission Center (PPMB), the Library, the Institute for Research and Community Service (LPPM), and other relevant parties. This chapter provides a description of accommodations in the educational process for MBK at Universitas Airlangga.

#### **B. Accommodations in the Transition Process**

The transition from senior high school to university is a complex period, as higher education has characteristics that differ from previous educational levels. This transition period can pose various challenges for students with special needs (MBK). They need to adapt to a new environment, a different learning process, and also develop social skills and independence within the university setting.

Universitas Airlangga strives to provide support for prospective students during this transition period. Prospective MBK students and/or their accompanying staff at Senior High Schools/Vocational High Schools can contact the Universitas Airlangga Admissions Office (PPMB) as the main point of contact for new students. The PPMB will then coordinate with the AIL team to facilitate a meeting with the prospective MBK student and their companion. This meeting provides an opportunity to discuss, among other things, the individual needs of the prospective MBK, the learning process at the university, the concept and practice of inclusive education at Universitas Airlangga, as well as the services and accommodations that can and cannot yet be provided by the university to support the student's education. This discussion process aims to help prospective students choose the most suitable study program and prepare both parties to ensure the provision of high-quality education for MBK.

#### **C. Accommodation in the New Student Selection and Admission Process**

According to Ministerial Regulation of Research, Technology, and Higher Education No. 46 of 2017, universities are required to provide equal opportunities for prospective students with special needs (MBK) to participate in the new student

admission selection process. At Universitas Airlangga, the selection and admission process for prospective students with special needs is conducted as an integral part of the general new student admission process. This ensures that MBK has equal access to admission opportunities while receiving the necessary accommodations to support their participation effectively.

During the registration process at Universitas Airlangga, prospective students may inform the university of any special needs they have. The PPMB (New Student Admission Center) of Universitas Airlangga will then coordinate with the AIL Team to identify the types of accommodations, services, and number of assistants required for the prospective student to participate in the selection process. The accommodations provided may include:

1. Providing assistance to prospective students during the registration process.
2. Assigning accompanying staff during the selection test.
3. Providing supporting software, such as JAWS.
4. Making adaptations, such as adjusting the number of questions, type of questions, and/or font size according to the needs of the prospective student, or providing an additional 30 minutes per exam.

#### **D. Data Collection Process for Students with Special Needs (SSN)**

According to the Guidelines for Educational Services for Students with Disabilities prepared by the Directorate of Learning, Ministry of Research, Technology, and Higher Education (Kemendikbudristek), higher education institutions need to maintain data on the number and types of students with disabilities within their institutions. Universitas Airlangga strives to collect data on students with special needs as a foundation for designing appropriate accommodations and optimizing the teaching and learning process, as well as social interactions for these students within the university environment.

The data collection process for students with special needs at Universitas Airlangga is carried out as part of the new student admission and re-registration process, through coordination between the PPMB office and the AIL Team. At this stage, new students with special needs and their parents/guardians complete a Statement Form to provide information regarding the specific needs experienced and to indicate their willingness to cooperate and coordinate with the university to support and optimize the educational process for students with special needs.

Universitas Airlangga will maintain the confidentiality of personal data of students with special needs. Access to this information is limited to authorized personnel, including academic administrators in Faculties/Programs and supporting units, to facilitate and optimize the learning process for these students. The data of students with special needs will not be disclosed for other purposes, except with the consent of the student and/or their parents/guardians. Consent from the student and/or parents/guardians is indicated through a Consent

Form.

#### E. Air conditioning/commmodation in the Pre-Course Process

The AIL team coordinates with the PKKMB Committee to ensure that students with special needs (MBK) receive inclusive and non-discriminatory treatment, as well as appropriate accommodations to support the pre-course process. During this process, the AIL team can also provide information about inclusive education services at Universitas Airlangga to new students. If needed, the AIL team may provide accompaniment for MBK during the Universitas Airlangga PKKMB activities.

Pre-course support for MBK is also provided through campus orientation activities specifically designed for MBK. These activities are conducted by the AIL team as part of the Campus Life Introduction Program for New Students (PPKMB) at Universitas Airlangga.

At this stage, the AIL team also coordinates with faculty and study program administrators to discuss the individual needs of MBK, prepare accommodations for the learning process, and provide support to faculty and program administrators in developing inclusive education.

#### F. Accommodations in the Learning Process

The learning process for students with special needs (MBK) is managed to ensure that they can participate effectively and achieve the expected Learning Outcomes. MBK has the opportunity to engage in a continuous and structured learning process according to the credit units undertaken. The learning environment is expected to adhere to the principle of meaningfulness, where the process fosters a welcoming classroom community, respects diversity, and values differences. The development of inclusive learning is carried out by Faculty/Program Study administrators and teaching staff, in coordination with the AIL Team.

In accordance with Ministry of Research, Technology, and Higher Education Regulation No. 46 of 2017 on Special Education and Special Services in Higher Education, Universitas Airlangga facilitates learning and assessment according to the needs of MBK without compromising the quality of learning outcomes. This is implemented through adjustments in materials, tools/media, learning processes, and/or assessments. The following are strategies for accommodations in the learning process:

##### 1. Management of the learning process using the universal design concept

Inclusive learning processes are based on the concept of universal design, which refers to designing learning processes that are beneficial and accessible to all students, while minimizing the need for adaptations or modifications. Principles of universal design may include:

- a. Communicating information through multiple formats, such as orally, using diagrams, or electronic media.
- b. Providing opportunities for students to demonstrate their learning through various methods, for example, offering diverse types of assignments or exams such as presentations or videos, in addition to written exams and essays.
- c. Facilitating interaction and student engagement in diverse ways, for example through classroom arrangements and different teaching methods.

In some classes or situations, it may not be easy for instructors to vary the content and teaching methods. In such cases, instructors are encouraged to vary strategies for communication and to promote the engagement of students with special needs, according to the circumstances faced.

1. Accommodation or adjustment in learning based on the needs of students with special needs (SSN)

If needed, Universitas Airlangga provides accommodations in the learning process for students with special needs (MBK) based on the principle of reasonable adjustments. These accommodations or adjustments are tailored to the individual needs of MBK and aim to facilitate independence and equal access to the curriculum, without lowering existing academic standards.

The design of the learning process for MBK can be implemented by applying the following approaches:

- a. Duplication: Developing or implementing the learning process for MBK in the same or similar way as the learning process used by students in general.
- b. Modification: Modifying certain parts or aspects of the learning process to accommodate the needs of MBK. Modifications can be made in the design of materials, methods, and/or teaching media.
- c. Substitution: Replacing something in the general learning process with an alternative, because it cannot be provided to MBK.
- d. Omission: Removing something (partially or entirely) from the learning process (eg, a particular method and/or teaching media) because it cannot be provided to MBK..

Various accommodation strategies that can be employed include:

- a. Physical facilities: The University and Faculties provide physical facilities that support MBK access during the learning process, such as lifts, ramps, guiding blocks, and other necessary amenities.
- b. Supporting infrastructure and services: The University and Faculties provide supporting infrastructure and services, such as assistive software, recording devices, or assigning assistants to provide note-taking services.

- c. Teaching methods and media: Lecturers prepare appropriate teaching methods and materials, for example by sharing slides or course materials before class, or providing lecture recordings through coordination with the Academic Section of each Study Program. The delivery of teaching materials should also consider the diverse special needs of students.
- d. Alternative formats: Lecturers provide materials in different formats, for example, reading materials in electronic format (e-books). This can be coordinated with the Library.
- e. Evaluation of services: Lecturers and Faculty/Study Program administrators periodically evaluate the services and support provided to MBK, as well as the students' learning outcomes.
- f. Assessment adjustments: Lecturers make adjustments in the assessment process, for example by allowing flexible deadlines for assignments or additional time during exams.
- g. Coordination with AIL: Faculty/Study Program administrators may coordinate with AIL to identify needs and provide assistance for MBK.

#### G. Accommodation in Practicum, Internship, and Community Service (KKN)

Practicum courses involve hands-on learning activities, such as fieldwork, community service (KKN), laboratory work, internships, and similar activities. Universitas Airlangga strives to provide equal opportunities for students with special needs (MBK) to participate in practicum, internship, KKN, and other practice-based learning activities. Faculties/Study Programs may coordinate with the AIL Team on matters including:

1. Collecting data on prospective participants with special needs and assessing potential requirements or barriers MBK may face in the field.
2. Organizing orientation activities for MBK participating in practical activities, as well as for the community and/or location managers to facilitate smooth learning.
3. Selecting practice locations based on support capacity, accessibility, and distance suitable for the individual conditions of MBK.
4. Providing assistance for MBK during practice activities, if needed, to ensure ease, safety, and comfort for all parties involved.
5. Coordinating, monitoring, and evaluating practical activities involving MBK..

Education is a fundamental right for every individual, including students with special needs. In this context, expanding access to higher education becomes a critical focus, and inclusive efforts are key to ensuring that students with special needs are not only admitted but also fully supported. Therefore, developing an educational system that is responsive to the needs of students with disabilities is not only a moral obligation but also an investment in creating a more inclusive and equitable society—one of the avenues being the Merdeka Belajar Kampus Merdeka (MBKM) Program.

In the face of rapid social, cultural, workforce, and technological changes, students' competencies must be developed to foster independence. The opportunity for students with special needs (MBK) to participate in MBKM internship programs nurtures their independence through active engagement. MBKM's efforts to provide adequate academic support serve as a critical milestone for students with disabilities. Through additional assistance, mentoring services, and adjustments in assessment, MBKM actively removes barriers that may hinder the learning process for students with special needs.

*Independent Campusembodies* autonomous and flexible learning, creating an innovative, non-restrictive culture that caters to the needs of all students, including MBK at Universitas Airlangga. By establishing accessible pathways, MBKM ensures that every student with a disability has equal opportunities to achieve academic success, thereby guaranteeing that higher education is not only a right but a tangible opportunity for all students, supported through comprehensive and optimized measures.

#### H. Accommodation in Learning Assessment and Evaluation

Evaluation of MBK graduate learning outcomes is a continuous assessment process aimed at improving the MBK learning process and analyzing the level of success of learning outcomes. Learning evaluation also aims to determine the appropriateness of learning delivery to the needs and development of MBK science.

In accordance with Minister of Research, Technology, and Higher Education Regulation No. 46 of 2017 concerning Special Education and Special Service Education in Higher Education, Airlangga University facilitates assessments according to MBK needs without compromising the quality of learning outcomes. This assessment can be carried out by:

1. Modifications in the presentation of exam questions, for example the presentation of exam questions in Braille for the blind, or adjustments in the font form of exam questions for people with other visual disabilities.
2. Provision of accompanying staff for MBK in participating in the assessment process, for example reading exam questions by accompanying staff for people with visual disabilities, and provision of accompanying translators for people with hearing disabilities, especially for oral exams.
3. Provision of electronic media/aids, for example presenting exam questions in electronic form via a talking computer for the blind or providing software to read out exam scripts.
4. Providing alternative forms of assessment that are equivalent. For example, lecturers can administer oral or written exams, or use other non-exam forms (assignments, papers, presentations, portfolios, observations during practice, final assignments, etc.).

## 5. Additional exam time

In order to determine appropriate modifications in the assessment, the Faculty/Study Program can coordinate with the AIL Team to collect information from MBK regarding student needs regarding the form and time of the exam.

Faculties/Study Programs can periodically evaluate the optimality of the MBK learning process through 1) evaluation of MBK academic and non-academic achievements during their studies at Airlangga University, and 2) assessments from users of graduates with special needs, through focus group discussions, graduate user surveys, tracer studies, and so on. Thus, valid and objective MBK learning data can be obtained, to be used as a basis for decision-making and the development of inclusive education policies at Airlangga University. The following is an example of the MBK learning achievement evaluation mechanism carried out at the Study Program level (Figure 1).



Figure 1. Mechanism of the learning achievement evaluation process for decision and policy making at the study program level.

### i. Provision of Educational Support Services for MBK

Airlangga University is committed to providing various educational support services for MBK. These educational support services are provided by taking into account: student needs, resource availability, and technological developments to support MBK's independence. Here are some of the services available:

#### 1. Inclusive academic administration services

Airlangga University provides an online academic administration service system through the Airlangga University Cyber Campus. Students can access this service for registration, completing their student plan (KRS), accessing their student work plan (KHS), announcements, exam schedules, and other student services. Airlangga University strives to ensure this online academic administration

service system has features that facilitate access for MBK (student-centered students). If needed, MBK can receive assistance from volunteer mentors to learn how to access the Airlangga University academic administration service system, in coordination with the AIL Team.

## 2. Student services

Student associations (MBK) within Airlangga University have the right to access student services under the coordination of the Directorate of Student Affairs, such as student activity units (UKM) at the faculty and university level, scholarships, and co-curricular and extracurricular activities. If needed, MBK can access support and assistance for student activities from the AIL Team. The AIL Team's support and services will be coordinated with the Directorate of Student Affairs.

## 3. Library services

Students with special needs have equal rights and obligations in accessing library services at Airlangga University. To support students' education, the Airlangga University Library provides inclusive services in the Narayana room, which strives to provide physical access, information access, software to support accessibility, and assistance from library staff who can provide services for students with special needs. The Airlangga University Library can also provide assistance services for students with special needs related to scientific writing and reference citations, through coordination with the AIL Team.

## 4. Support services by student volunteers

If needed, MBK students at Airlangga University have the right to access mentoring services from AIL student volunteers. AIL student volunteers are Airlangga University students who have been trained to provide mentoring and support to MBK students during their studies at Airlangga University. AIL coordinates the recruitment and training of student volunteers.

Through coordination between the AIL team and relevant faculties, study programs, and work units, student volunteers can provide assistance to MBK students during the transition, selection, pre-lecture, learning, assessment, and practical activities and ELPT tests at the Language Center. Assistance will be provided according to MBK students' needs, upholding the principles of inclusivity and independence.

## 5. Housing services

Students with disabilities have equal rights and obligations in accessing housing services on the Airlangga University campus. Airlangga University strives to provide easily accessible on-campus housing services for students with disabilities. Students interested in living in student dormitories during their studies at Airlangga University must coordinate with the Student Association (AIL). If necessary, the AIL can act as a contact person and/or communication facilitator between the students and the dormitory management.

AIL can also provide assistance to students in selecting accommodation outside of Airlangga University's dormitories. The selection of off-campus accommodation is based on important factors that facilitate student access and mobility during their education at Airlangga University.

6. Vocational transition services

Students who need assistance transitioning from college to the workplace can contact AIL. AIL will coordinate with the PPKK (Vocational Transition Program) to provide vocational transition services, taking into account student needs and the availability of resources within Airlangga University

## CHAPTER IV GUIDELINES FOR MBK

### A. Introduction

This section outlines the various types of special needs, potential challenges, and support strategies available at the tertiary level. It should be noted that students with special needs in the same domain may have different characteristics and accommodation needs. Therefore, it is important for faculty/study program administrators at Airlangga University to discuss with students with disabilities and their parents/guardians the specific conditions and needs of the students, as well as strategies for providing accommodation and/or support according to the needs of the student with disabilities and available resources. If necessary, these discussions can be facilitated by the AIL Team.

In general, here are some things that need to be considered in providing assistance to MBK:

1. First, understand the type of disability experienced, then understand the conditions, abilities, and needs of each MBK. Students with the same type of disability may have different strengths and weaknesses, so accommodations must be designed with each MBK's condition and needs in mind.
2. It should be remembered that the aim of providing assistance to MBK is to reduce the obstacles they face, fulfill MBK's rights, and encourage their independence and participation in the educational process at university, not because their abilities are lower.
3. Mentors need to develop a positive and inclusive attitude when providing support. Support is provided by taking into account student needs, resource availability, and technological developments to support MBK's independence.

The rights and obligations of MBK during the educational process at Airlangga University are:

1. MBK's obligations:
  - a. Comply with all applicable regulations at Airlangga University.
  - b. Fully responsible for carrying out the role as a student at Airlangga University.
  - c. Independent in self-care and mobility from home/residence to campus.
  - d. Have good intentions to cooperate and establish active communication with the AIL team, Faculty/Study Program, and volunteer companions to support the educational process at Airlangga University.
2. MBK Rights:

Obtain accommodation/adjustments in the educational process at Airlangga University, according to the special needs experienced and the agreement between the student and/or parent/guardian with Airlangga University (Faculty/Study Program administrator).

- a. Get assistance from support staff, if needed.
- b. Get fair service.
- c. Refusing to be accompanied because he already feels independent.
- d. Submit a replacement companion if you feel uncomfortable with the companion who has been appointed to accompany you.
- e. Providing supporting infrastructure or supporting staff at one's own expense, through coordination with Faculty/Study Program and AIL managers.

## **B. Assistance for Students with Physical Disabilities**

According to the Guidelines for Disability Student Services in Higher Education, people with physical disabilities are those who experience physical and/or motor impairments that require special assistive devices, environmental modifications or alternative techniques to be able to participate fully in learning activities and other activities in the community. There are several conditions that are included in the group of people with physical disabilities, namely (1) loss of limbs, (2) defects or abnormalities in limbs, (3) non-functioning limbs, (4) disorders of motor and movement functions. An easily recognizable indicator of this group is that they cannot (or have difficulty) walking or moving so they have to use wheelchairs, crutches, canes, leg/arm supports, artificial organs, or other assistive devices (Kemenristekdikti, 2017).

In order to support the learning process of students with physical disabilities, universities can provide several assistive devices that students can use to carry out activities in the university environment, for example electric wheelchairs, prosthetic legs (up to the knee or thigh), crutches for supporting the body, or neck braces, thereby reducing the potential for accidents in the campus environment.

The following are facilities that universities can provide to support accessibility, learning processes, and assessment/examination of students with physical and motor disabilities:

### **1. Accessibility**

People with physical disabilities can encounter obstacles when in environments with limited accessibility. Some architectural obstacles that people with physical disabilities who have difficulty walking but do not use wheelchairs may encounter include stairs that are too high, floors that are too slippery, revolving doors or doors that close automatically that require quick movement, elevator doors that close too quickly, and escalators without handrails that move too quickly. People with physical disabilities can also have difficulty finding their way in new environments if there are no clear and standard directions.

Meanwhile, architectural obstacles that wheelchair users may face include:

- a. Sudden changes in surface elevation such as stairs or ditches.

- b. There is no ramp between the road and the sidewalk.
- c. Not enough knee space under the table or sink.
- d. Not enough room to turn, door openings and corridors that are too narrow.
- e. The road surface is uneven (for example due to rocks) which makes it difficult for the wheelchair to move.
- f. The door is too heavy and difficult to open.
- g. The buttons are positioned too high.

A number of facilities and infrastructure that can be provided to support physical accessibility for students with physical disabilities are:

- a. Provide facilities that facilitate access for students with physical disabilities, such as ramps, elevators, doors that can be opened wide so that wheelchairs can enter the classroom, and special toilets for the disabled that are spacious and easy to use.
- b. Provide sufficient space in the classroom to allow students with physical disabilities to enter, move around, and participate comfortably in lectures. Students using wheelchairs should also have a designated wheelchair space among the other seats.
- c. Allow sufficient time or agree on a tolerance for delays for students with physical disabilities, for example, 10 minutes. This aims to provide additional time for students with physical disabilities to move or access learning locations. For example, students using wheelchairs may need time to move between floors due to waiting in line for the elevator.

## 2. Learning process

Students with physical or motor disabilities may have different accommodation needs. It is important for faculty/program administrators to discuss their circumstances and needs with students with physical disabilities. Facilities that can be provided for students with physical disabilities during the learning process include:

- a. Face-to-face based

Some accommodations that can be provided by universities include:

- Provide time for taking notes or recording (using a tape recorder or mobile phone) for students with motor disabilities or cerebral palsy, or provide an opportunity for a companion to take notes in class.

Accommodating the needs of students with physical and motor disabilities to be able to participate in laboratory practicums, by facilitating access to the tools that must be used, access to the laboratory and the availability of adequate paths for wheelchairs in the laboratory.

- When talking to students in wheelchairs for a long time, it is best for the

teacher to sit down and make the teacher's eyes level with the student.

- Provide equal opportunities for students with physical disabilities to participate in off-campus learning activities, such as field trips. During off-campus learning activities, it is necessary to ensure that the destination is accessible to students with physical disabilities and that accessible transportation is available. If the location is not accessible to students with physical disabilities, modifications or substitutions can be made to the learning activities, for example, modifying the learning using specific tools or media or providing other forms of assignments appropriate to the student's condition.
- When participating in outdoor activities, students with motor disabilities or cerebral palsy may experience pain in parts of their bodies that are not used to movement. Teachers can encourage these students to seek out opportunities to participate.

b. Online based

Some accommodations that can be provided by universities include:

- Students with physical disabilities can receive assistance in learning to access online learning resources. If needed, students can receive assistance from support staff in operating online learning resources.
- The lecturer delivers the material clearly and with a stable connection, and prepares the material in the form of files or recordings that students can access after the learning activity has taken place.
- Lecturers provide additional time for students with physical disabilities to actively participate in learning. For example, lecturers allow students with physical disabilities time to ask questions and utilize the chat feature available in online lecture applications. Students with physical disabilities can also utilize the adapted keyboard and footmouse features, which have been modified to facilitate student access to online lectures.

3. Assessment/exam

Students with physical and motor disabilities can receive the same exam materials as students in general. However, students with disabilities may require accommodations during the exam process. Depending on the needs of students with physical and motor disabilities, faculty/study program administrators can consider the following accommodations:

Provide extra time for students with motor disabilities or cerebral palsy to complete exams, especially if they have difficulty or need more time to write

- a. Allowing students with motor disabilities or cerebral palsy to write exam answers using a laptop, and/or providing a companion to help write the answers given by students with disabilities.

- b. Consider giving take-home assignments or oral exams to students with motor disabilities or cerebral palsy who have difficulty writing.
- c. When carrying out performance tests, for example in sports or movement arts lessons, modifications or substitutions need to be made so that they can be carried out by students with physical disabilities.
- d. If the examiner is unsure about the appropriate test format for students with physical or motor disabilities, they should hold a discussion with the student concerned and/or their companion.

#### 4. Mentoring strategy

Assistance is provided according to the conditions and needs of students with physical or motor disabilities. When communicating with students with cerebral palsy, the assistant should speak clearly, ensure that the student understands the information provided, provide opportunities for them to express their opinions and ideas, and avoid pressuring them to speak quickly.

#### C. Assistance for Students with Visual Disabilities

According to the Guidelines for Disabled Student Services in Higher Education (Kemenristekdikti, 2017), people with visual disabilities are those who have lost their sight or who experience significant visual impairments that require special aids, environmental modifications, or alternative techniques to compensate for their visual impairments in order to fully participate in learning and other community activities. In general, people with visual impairments are divided into two groups: low vision and blind. Low vision refers to those who experience visual impairments but still have some residual vision that can be used for learning activities, such as reading and writing. Blind people refer to those who have lost their sight completely, or have severe or very severe visual impairments, so that they can no longer use their sight for reading and other learning activities, and therefore must use Braille or audio media (Kemenristekdikti, 2017).

The following are facilities that universities can provide to support accessibility, learning processes, and assessment/examination of students with visual disabilities:

##### 1. Accessibility

Difficulties that people with visual disabilities may face as a result of architectural design include:

- a. The absence of directional signs or features that can be heard or seen with limited vision, for example floor number signs in multi-storey buildings.
- b. Small obstacles such as windows that open outwards or billboards installed

in pedestrian areas.

- c. The light is too bright or too dim.
- d. Elevators without tactual (touchable) cues to differentiate between the various buttons, or audible cues to indicate floor numbers.

In order to support physical accessibility for students with visual disabilities, universities need to prepare facilities that facilitate access for students with visual disabilities, such as guiding blocks that serve as guides and providing Braille labels on the doors of each room to make it easier for students with visual disabilities to find the location of the classroom.

## 2. Learning process

Facilities that can be provided for students with visual disabilities, according to the needs of the students concerned, in the learning process include:

### a. Face-to-face based

Some accommodations that can be provided by universities include:

- Pay attention to the seating location of visually impaired students, with the goal of placing them closer to the lecturer. This proximity allows them to hear the learning material clearly.
- Providing learning materials (teaching materials, course contracts, handouts, etc.) in various formats that are easily accessible to students with visual impairments. For example, learning materials can be provided in the form of audio recordings, soft copies, or printouts with enlarged font sizes (font size 20 or higher for low-vision students), and modifying learning materials so that all students can access the learning properly. Learning materials can also be distributed before the start of the lecture, thus giving students time to prepare accessible materials, for example, converting the material to audio format if necessary.
- Introduce yourself when interacting with visually impaired students, allowing them to recognize your voice, name, and relationships. For example, "I'm Ms. Rina, a lecturer in basic statistics."
- Provide opportunities for students with visual disabilities to be independent through presentations or answering questions, as well as providing additional time for mobility, orientation, and completing assigned tasks. Increase verbal information delivery in lectures to accommodate the visual limitations of students with visual impairments. This can be done by clearly reading or describing information presented in class using an LCD projector or whiteboard.
- Delivering instructions and learning materials in class descriptively and clearly. For example, don't say something ambiguous like "put the marker

there," but rather say "put the marker on the table to your left." Don't address students with "Hey," but use the name "Doni."

- Provide more information verbally. For example, if you're using a particular piece of equipment, verbally describe it and how to use it. If there are any changes to seating arrangements or classroom layouts, inform students with visual impairments.
- Accommodating the needs of students with visual disabilities, to use braille, note takers, laptops or audio recordings and/or access assistance from a support staff to take notes or write answers to exam questions.

b. Online Based

Some accommodations that can be provided by universities include:

- Students with visual disabilities can receive assistance in learning how to operate online learning media. If needed, students can request assistance from a support staff member to activate the online learning media and ensure the volume is adjusted so that class activities can be heard clearly.
- The lecturer delivers the material clearly and with a stable connection, and prepares the material in the form of files or recordings that students can access after the learning activity has taken place.
- Lecturers modify the techniques and tools used to make it easier for students with visual disabilities to access online learning, and coordinate with assistant staff to operate the text-to-speech tool.
- Lecturers need to ensure that students with visual impairments can properly access online learning and participate in lecture activities. Lecturers can deliver material using platforms accessible to students with visual impairments, such as YouTube, Google Meet, Zoom, and so on. Students with visual impairments can use assistive devices such as Magnifier for PC/Laptop users, or Magnification Gesture for mobile phone users. Students can also utilize applications to convert images to text or writing such as Kibo, SeeingEyes, and knfb Reader; speech recognition tools such as Google Speech and Apple Dictation which are web-based; and color contrast settings that can be used for lighting modes on PC/mobile phone screens such as Dark Mode, High Contrast.

3. Learning media/resources

Universities can provide both print and digital learning resources to support the learning of students with visual impairments. Printed resources include Braille modules and handouts, while digital resources include files of recorded lectures that can be listened to repeatedly, or files configured for accessibility by students with low vision, such as digital modules or large-print modules. Other media options include recording devices (specialized or from smartphones),

given that students with visual impairments often rely more on their hearing.

To support the learning of students with visual disabilities, universities can provide library materials in Braille and/or digital form (e-books), and provide assistive technology and software to access information digitally (computers, laptops, JAWS software, NVDA). Universities also need to provide a Snellen Chart which is used to periodically measure the visual acuity of students with disabilities in viewing printed or digital text, so that students' needs can be identified at the beginning of the learning process.

Tools needed to support online learning include a PC/laptop or smartphone, which can be used to access learning materials. Students with visual impairments can utilize additional applications such as screen magnifiers, converters that convert images to text, and speech recognition tools that can convert speech to text. They should also pay attention to the design of PDF and PowerPoint documents that require audio.

#### 4. Assessment/exam

Forms of accommodation that can be provided for students with visual disabilities during the assessment/exam process include:

- a. Present exam materials in accessible formats, such as Braille, soft copy, audio recordings, or large print for students with low vision. Where possible, tests can also be modified to be administered orally and individually.
- b. If the above formats cannot be provided, students with visual impairments may receive assistance from a reader (who will be read aloud by a student assistant). If an assistant is provided to read the questions, be sure to place them (the assistant and the student with a disability) in a room that will not disturb other students taking the exam.
- c. When completing evaluation/exam assignments in the form of papers, book reports, etc., students with visual disabilities can be asked to submit them in printouts of ordinary writing like students in general.

When carrying out performance tests, for example in sports or movement arts lessons, modifications need to be made so that they can be carried out by students with visual disabilities.

- d. Provide additional time for students with visual impairments to complete tests/exams. If students with visual impairments are taking tests in Braille, they should be given up to 30% additional time.

#### 5. Mentoring strategy

- a. Introduce yourself and let them know before engaging in physical contact, such as touching, holding hands, and so on. Ask, "Can I help you?" or "Where

are you going? Can I help you?" and don't force them to help if they don't want it.

- b. If a visually impaired person needs guidance, offer a hand, not a handshake. Walk beside them and verbally explain the situation as you walk.
- c. If they need help sitting down, guide them to an available seat by touching the visually impaired person's hand to the seat or back of the chair, then let them sit down on their own.

#### D. Assistance for Students with Hearing Disabilities

According to the Guide to Services for Students with Disabilities in Higher Education, pPeople with hearing disabilities are those who experience hearing loss that encompasses all gradations or levels, including mild, moderate, severe, and profound, resulting in communication and language impairments, requiring special services. Hearing disabilities include two categories: hard of hearing and deafness. Hard of hearing is a mild hearing impairment that allows them to still hear loud sounds. Hearing aids are still useful for them in improving their hearing quality. Deafness is a severe or profound hearing loss or impairment, so that they can no longer rely on their hearing to understand speech (Kemenristekdikti, 2017).

The following are facilities that universities can provide to support the learning process and assessment/examination of students with hearing disabilities:

##### 1. Learning process

Facilities that can be provided for students with hearing disabilities, according to the needs of the students concerned, in the learning process include:

##### a. Face-to-face based

Some accommodations that can be provided by universities include:

- Provide seating for students with hearing disabilities close to the lecturer, to make it easier for students to read the lecturer's lips, gestures, and expressions clearly. If possible, the lecturer should provide seating with a low noise level.
- Providing learning materials in the form of visual media, in addition to delivering the material verbally, is recommended. For example, presenting images or photos on an LCD or other media, or providing written assignments and handouts for lecture materials. Lecturers should pay attention to students with hearing disabilities by looking at their faces while speaking, as they perceive messages through the speaker's lip movements. Lecturers should avoid speaking without looking at the audience, such as while writing on the board.
- When speaking, avoid speaking too quickly by using complex sentences, so that students with hearing disabilities can understand the meaning being

conveyed.

- When another student asks a question or discusses something, the lecturer can point to who is speaking and/or repeat the question/comment that was conveyed, so that students with hearing disabilities can also listen to the question and discussion.
- Provide equal opportunities for students with hearing disabilities to actively participate in the learning process, including in discussions, questions and answers, and presentations.
- Allow deaf students to share notes with peers and/or record lectures (e.g., with a tape recorder, cell phone, or digital camera). If needed, students with hearing disabilities can also receive assistance from a teaching assistant, in coordination with the AIL, to help interpret the lecture material.
- Depending on the needs of students with hearing disabilities and the availability of resources, universities can provide interpreters from students (volunteers) or lecturers who are proficient in sign language (through training).

b. Online Based

Some accommodations that can be provided by universities include:

- Lecturers use Indonesian or a language easily understood by students with hearing impairments to avoid gaps in understanding the learning material. Where possible, captioning (running text) can be provided, which directly translates spoken language into written language (functioning like subtitles).
- According to the needs of students with hearing disabilities and the availability of resources, universities can provide sign language interpreters to help convey learning materials so that learning materials...
- Lecturers need to pay attention to lighting during online classes and a distance that is not too far from the screen or camera, so that it is easier for students with hearing disabilities to read the lecturer's lips and hand gestures.

2. Learning media/resources

To support the learning process for students with hearing disabilities, universities can provide reading materials in both print and digital formats. Universities can also provide teaching assistants to support the learning process. In the long term, universities can provide education on how to communicate with students with hearing disabilities and how to use sign language to the entire academic community, to facilitate interaction with students with hearing disabilities.

Students with hearing disabilities have different hearing abilities and communication styles. For example, some students with hearing disabilities can

understand information conveyed by lip reading, others can only communicate through writing, and still others communicate using sign language. Therefore, it is important to understand the hearing abilities of students with hearing disabilities to facilitate communication within the campus environment. Universities can collaborate with health units to provide audiometers to measure hearing ability. Based on these measurement results, faculty/study program administrators can discuss appropriate communication methods with the students concerned.

### 3. Assessment/exam

Students with hearing disabilities may be able to take written tests like other students, but faculty/program administrators need to ensure this through discussions with the students. Accommodations that can be provided to students with hearing disabilities during the assessment/exam process include:

- a. If necessary, provide additional time for students with hearing disabilities to work on tests/exams if the questions given are the same as those for other students.
- b. If a student with a hearing disability must undergo an oral test (interview), the interviewer should speak with clear lip movements and face the interviewer directly so the student with a hearing disability can observe the speaker's lip movements. If this method of communication is incomprehensible, a sign language interpreter can be provided or the test can be modified to be presented in writing. If necessary, the student with a hearing disability can be accompanied by a sign language interpreter.
- c. The implementation of listening tests (for example in TOEFL) for students with hearing disabilities can be considered to be eliminated or substituted by written tests.

### 4. Mentoring strategy

- a. Using Sign Language according to the needs of the deaf (SIBI or BISINDO).
- b. Give them your full attention when they are talking (focus on the person you are talking to and the conversation at hand).

Don't interrupt the conversation.

## E. Mentoring for Students with Autism

According to the Guidelines for Services for Students with Disabilities in Higher Education (Kemenristekdikti, 2017), autism spectrum disorder Autism Spectrum Disorder (ASD) is a disorder characterized by impairments in social interaction and communication. These impairments can be seen in individuals' difficulties in making

eye contact, building social relationships, expressing emotions, understanding social rules, and nonverbal language. Communication impairments can include speech delays, speaking in a language they don't understand, or speaking out of context. In addition to impairments in social interaction and communication, individuals also experience repetitive movements, unusual interests, and/or excessive rigidity with routines. ASD is a spectrum disorder, meaning individuals with ASD have varying degrees of impairment. Individuals with ASD generally also have sensory issues, where they may have high sensitivity to common sounds, lights, or textures. The biggest challenges individuals with ASD generally experience in adolescence or young adulthood are adapting to new environments and socializing (Kemenristekdikti, 2017).

The following are facilities that universities can provide to support the learning process and assessment/examination of autistic students:

1. Learning process

Facilities that can be provided for students with visual disabilities, according to the needs of the students concerned, in the learning process include:

- a. Face-to-face based

Students with autism have diverse abilities. Some of them excel at learning and attending lectures, so they don't experience any difficulties in class. If needed, some accommodations that universities can provide include:

- At the beginning of the semester, the AIL team provides training to faculty/study program administrators and lecturers on autism and strategies for supporting autistic students. Autistic students can experience mood swings, sometimes leading to exaggerated expressions during teaching and learning activities. Lecturers and other students need to be trained to respond appropriately to these situations, such as gently reprimanding students, reminding them, or giving them a break.
- Before the lecture begins, lecturers are advised to provide an initial explanation of the learning activities to be implemented to give autistic students an opportunity to prepare for the lecture. Any changes, such as changes to the class schedule, should be communicated well in advance to avoid causing anxiety for autistic students.  
Lecturers provide equal opportunities for autistic students to socialize with the academic community on campus and participate in various group activities, such as group assignments. During teaching and learning activities, lecturers need to ensure that autistic students are assigned to groups and involved in group assignments.
- Lecturers need to understand the conditions and characteristics of autistic students. Some autistic students may experience confusion in noisy classrooms, so lecturers should monitor their condition when classrooms are forced to be noisy (for example, during discussions, presentations, role-plays, etc.). In these situations, lecturers can give autistic students time to

calm down outside of class if the classroom environment is deemed un conducive for them. Lecturers can also do the same if autistic students suddenly experience mood swings, until the situation becomes stable and conducive to continuing teaching and learning activities.

- If needed, students with autism can be accompanied by a volunteer or friend who acts as a mentor, who can help students understand and access learning materials.
- Faculty/Study Program Managers need to provide sufficient preparation for autistic students before taking part in new learning processes, for example practicals or field visits.

#### b. Online Based

Some accommodations that can be provided by universities include:

- Students with autism can receive support to learn how to use online learning media. If needed, students can request assistance from a support staff member to activate the online learning media.
- Lecturers deliver material clearly and with a stable connection, by preparing material in the form of soft files or recordings that students can access after the learning activity has taken place.
- Lecturers need to ensure that the material presented is easy to read and understand for autistic students. Lecturers should activate a reminder calendar to give autistic students the opportunity to prepare for online lectures.

### 2. Learning media/resources

Students with autism need a quiet room, which they can use to calm down if they experience anxiety or mood swings due to stressful situations. In addition to calming down, this room can also serve as a study space for autistic students with their instructors or a space for closed-ended discussions with classmates.

If necessary, assistance can be provided to help autistic students access digital information and other media/learning resources to support the learning process. This needs to be tailored to the individual needs of each autistic student.

#### 1. Assessment/exam

Students with autism may require adjustments to the time and/or location of tests. They typically require a comfortable environment to complete assignments and tests assigned by their instructors. If this occurs, the instructor's understanding and commitment to the needs of students with autism is crucial. Accommodations that can be provided to students with autism during the assessment/exam process include:

- a. If necessary, lecturers can consider giving take-home assignments to

students with autism.

- b. If necessary, the form of the test/exam can be modified to suit the characteristics of students with autism.
- c. If necessary, provide additional time for students with autism to complete exams, for example if students have difficulty writing.

## 2. Mentoring strategy

- d. Understand the abilities and characteristics of the autistic student you are assisting, and adapt your support strategies to them. Some autistic students may have difficulty understanding complex information. In such situations, use simple words and short sentences. Some autistic students may have comprehension and language skills comparable to other students, so we can communicate normally while still considering the student's understanding and comfort.
- e. Use media and visual aids to support the understanding of students with autism.
- f. Note that excessively loud or noisy sounds can cause discomfort for some autistic students, so we need to adjust the volume and pay attention to environmental noise when interacting.
- g. Provide opportunities for autistic students to engage in relaxing activities, such as spinning a pen, as long as they don't disrupt the learning process. If the activity disrupts the learning process, the autistic student can be given time to do it outside of class until they feel ready to resume learning.

### F. Mentoring for Students with Learning Disabilities

According to the Guidelines for Services for Students with Disabilities in Higher Education (Kemenristekdikti, 2017), learning disabilities are a condition in which a person experiences obstacles or difficulties in certain academic areas, but they do not experience intellectual disabilities. They have average or even above average intelligence. People with learning disabilities usually experience neurological and basic psychological disorders that are manifested in failures in the functions of understanding, perception, listening, speaking, reading, spelling, thinking, writing, arithmetic, or social skills. Those with specific learning disabilities are sometimes accompanied by attention deficit disorder and hyperactivity (Kemenristekdikti, 2017).

The following are facilities that universities can provide to support the education of students with learning difficulties:

#### 1. Learning process

Facilities that can be provided for students with learning difficulties,

according to the needs of the students concerned, in the learning process include:

a. Face-to-face based

Some accommodations that can be provided by universities include:

- Providing assistance to students with learning difficulties to understand the strengths and difficulties they face, as well as the accommodations needed to support their educational process at university.
- Lecturers can use a variety of learning methods and strategies to capitalize on students' diverse learning styles (visual, auditory, kinesthetic, and tactile). One important method lecturers should consider is "task analysis," where lecturers present assignments in specific sections and stages so students can complete them step by step.
- If necessary, provide self-regulation training to support their educational process at university. If adjustment issues arise, guidance, counseling, or mentoring can be provided, as needed.
- If necessary, students with learning disabilities can be given the opportunity to complete assignments in a longer time than other students. This is necessary if completing the assignment requires skills that are weaknesses of the student, for example, a student with reading and writing difficulties must complete an assignment summarizing a large amount of reading material.

b. Online Based

Some accommodations that can be provided by universities include providing assistance for students with learning difficulties to learn to operate online learning media.

2. Assessment/exam

Students with learning disabilities often perform well in some subjects but are weaker in others. Accommodations that can be provided to students with learning disabilities during assessments/exams include:

- a. Lecturers need to understand the strengths and weaknesses of students with learning disabilities so they can provide appropriate testing services. If students have difficulty completing written tests/exams, lecturers can substitute oral tests, performance tests, or other forms of testing appropriate to the student's circumstances.
- b. Extending the test time is also recommended if necessary, for example if students who have difficulty writing have to do the test in writing.

### 3. Mentoring strategy

Students with learning difficulties usually have average or even above-average intelligence, but experience difficulties in understanding, perceiving, listening, speaking, reading, spelling, thinking, writing, arithmetic, or social skills. Assistance should be provided by taking into account the conditions and needs of students with learning disabilities. For example, when assisting students who experience difficulties in understanding, use simple words and short sentences. Meanwhile, students with learning disabilities who have difficulty reading, spelling, and writing may need training in editing techniques to help them complete written assignments according to scientific writing standards.

## CHAPTER V CLOSING

Inclusive education services are Airlangga University's commitment to ensuring that all students, including those with special needs, receive their right to quality learning in an adaptive environment. This guidebook serves as a practical guide for faculty and educational staff in implementing inclusive education services at Airlangga University, while also strengthening the role of the Inclusive Education Services Team as a strategic partner in realizing quality education. With this guide, it is hoped that the competence of the academic community will improve, the quality of education will be guaranteed, and an inclusive environment can be created.

With the release of this guidebook, it is hoped that all parties involved at Airlangga University will have a better understanding of the principles and practices of inclusive education services. We encourage all stakeholders to continue working together to create an adaptive environment that values diversity and encourages the potential of every student. Implementing inclusive education services requires support from various parties, including lecturers, education staff, parents, relevant stakeholders, and the wider community.

We hope this guidebook serves as a source of inspiration and reference for developing better inclusive education services. We believe that with strong commitment and collaboration, we can achieve quality education for all.