



**Kampus  
Merdeka**  
INDONESIA JAYA

# SERVICE GUIDELINES STUDENT WITH DISABILITIES UNIVERSITY OF JAMBI

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**LEARNING DEVELOPMENT  
AND GUARANTEE QUALITY INSTITUTION (LP3M)  
UNIVERSITY OF JAMBI  
2023**



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET DAN TEKNOLOGI  
**UNIVERSITAS JAMBI**

Kampus Pinang Masak Jalan Raya Jambi – Muara Bulian KM. 15 Mendalo Indah Kode Pos 36361  
Laman: [www.unja.ac.id](http://www.unja.ac.id)

DECREE OF THE RECTOR OF JAMBI UNIVERSITY  
NUMBER 2421/UN21/KM/2021

GUIDELINES FOR STUDENT SERVICES DISABILITY AT JAMBI  
UNIVERSITY IN 2023

- Considering :
- that in order to improve services for disabilities at the Jambi University it is necessary, ratified by student service manuals with disabilities;
  - that for the smooth running of the service as referred to in letter a, it is necessary to establish a guideline for student disability services;
  - That based on the considerations referred to in letter a and letter b, it is necessary to stipulate the Rector's Decree on Student Service Guidelines for Disability at Jambi University in 2023;
- Observing :
- Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
  - Law Number 8 of 2016 Article 42 paragraph (3) stipulates that each tertiary institution is required to facilitate the establishment of a disability service unit
  - Law Number 12 of 2012 concerning Education 3 High (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
  - Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
  - Presidential Regulation Number 62 of 2021 concerning the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2021 Number 156);
  - Regulation of the Minister of Education and Culture Number 19 of 2014 concerning the Organization and Work Procedure of the University of Jambi (State Gazette of the Republic of Indonesia of 2014 Number 366);
  - Regulation of the Minister of Research, Technology, and Higher Education Number 41 of 2018 concerning Statutes of the University of Jambi (State Gazette of the Republic of Indonesia Year 2018 Number 1352);
  - Regulation of the Minister of Education and Culture Number 3 of 2021 concerning the Service Manuscript of the Ministry of Education and Culture (State Gazette of the Republic of Indonesia of 2021 Number 126);
  - Regulation of the Minister of Finance Number 83/PMK.02/2022 concerning Standards for Input Costs for Fiscal Year 2021 (State Gazette of the Republic of Indonesia Year 2021 Number 658);
  - Decree of the Minister.....



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10. Decree of the Minister of Finance Number 782/KMK.05/2017 concerning the Establishment of Jambi University to the Ministry of Research, Technology and Higher Education as a government agency that applies the financial management patterns of the Public Service Agency;
11. Decree of the Minister of Finance Number 209/KMK.05/2020 concerning the Establishment of Remuneration for Management Officials, Supervisory Board and Employees of the Public Service Agency within the Directorate General of Higher Education at the Ministry of Education and Culture;
12. Decree of the Minister of Education and Culture Number 10399/MPK/RHS/KP/2020 concerning the Dismissal and Appointment of the Rector of Jambi University for the period 2020-2024;

In View of : Department of Department of Learning and Quality Assurance Institute (LP3M) Jambi University 279/UN21.12/KM.01.00/ 2023 dated 12 June 2023 regarding the request for the issuance of the Rector's Decree;

**HAS DECIDED:**

- To Enact : RECTOR'S DECISION ON STUDENT SERVICE GUIDELINES FOR DISABILITY AT JAMBI UNIVERSITY IN 2023.
- First : Establish a guideline for student disability service at Jambi University in 2023 as listed in the attachment to this decision.
- Second : The Rector's Decree came into force on the date of stipulation

Issued in Jambi  
Date, June 16, 2023  
Rector,

(Signed)

Prof. Drs. H. SUTRISNO, M.Sc., Ph.D.  
NIP 196612311991021005



**SERVICE GUIDELINES  
STUDENTS WITH DISABILITIES  
UNIVERSITY OF JAMBI**

**LEARNING DEVELOPMENT  
AND GUARANTEE QUALITY INSTITUTION (LP3M)  
UNIVERSITY OF JAMBI**



## **FOREWORD**

University of Jambi is committed to providing access higher education for students with disabilities, according to that rule enforced globally and nationally. University of Jambi has also formed work units that are given the main tasks and functions to facilitate students disabilities at University of Jambi, namely Learning Development Institute and Quality Assurance (LP3M), especially the Center for Disabilities and Counseling.

The consequences of the commitment are realized through the preparation of guidelines for the provision of facilities and services for prospective students and students who are classified as disabled at the University of Jambi. University of Jambi continues to strive provide and improve the completeness of facilities and services for candidates students and students with disabilities. Guidelines for facilities and services for students with disabilities at the University of Jambi need to be compiled as completeness guide work units within the University of Jambi to provide services to students with disabilities.

Guidelines for services for students with disabilities at the University of Jambi were prepared based on directions from the leadership of the University and in accordance with the regulations relevant. However, the service guidelines for students with disabilities at the University of Jambi will adapted to the development of students with disabilities in University of Jambi and applicable regulations.

Jambi, June 2023

Compiler Team

LP3M University Jambi

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# I. INTRODUCTION

## 1.1 Background

The paradigm for persons with disabilities was originally medically based views persons with disabilities as unable to interact with society public and must live in home or rehabilitation institution, as well as not cause inconvenience to others. Adoption and establishment International human rights law raises a new paradigm in viewing persons with disabilities. The medical approach shifts to a social approach focuses on providing opportunities for persons with disabilities to fully interact in every aspect of life without discrimination and another obstacle.

Persons with disabilities should not only be viewed from the side limitations because they also have advantages that should be explored with the aim of optimizing their ability to gain independence,, achievements, and provide benefits to the environment. Therefore it is necessary to provide services for persons with disabilities, including in the field of education.

The country's Constitution (1945 Constitution) and National Education System (Law No. 20 of 2003) stipulates that every citizen (without exception) entitled to education. In particular, UU No. 20 of 2003 also regulates that special education for persons with disabilities can be held in special educational institutions and/or institutions general education (inclusive). Arrangements regarding the education of persons with disabilities disabilities through the 1945 Constitution and Law no. 20 of 2003 in sync with the Regulations Minister of Education and Culture No. 3 of 2020 concerning National Standards Higher Education (SN-Dikti),, which states that higher education is mandatory provide facilities and infrastructure that can be accessed by students special needs.

Law No. 8 of 2016 article 42 paragraph (3) stipulates that each higher education institution is obliged to facilitate the establishment of a Disability Service Unit (ULD). The ULD function is intended to provide guidance and facilitate needs of students with disabilities who are currently studying in higher education institutions. In detail, the ULD function in Higher Education includes (a) Improvement competence of lecturers and education staff in tertiary institutions handle students with disabilities; (b) Building coordination of each work unit in higher education to meet the special needs of students disabled; (c) Monitor and evaluate appropriate accommodation; (d) Provide counseling services to students with special needs; (e) Conduct early detection of students who have indications

of disabilities; (f) facilitation of referrals to doctors, psychologists or psychiatrists and health services to students with disabilities who need it; and (g) dissemination of understanding about disability and inclusive education system to educators, education staff, and students.

University of Jambi has started providing services to students persons with disabilities through the establishment of a Disability and Counseling Center (PDK) on January 19, 2023 based on the Rector's Decree No. 222/UN21/OT/2023. The Center for Disabilities and Counseling is within the structure Organization of Learning Development and Quality Assurance Institute (LP3M) with the main tasks as follows:

- (1) Conduct an inventory and mapping of students with disabilities based on Unja existence and limitations;
- (2) Facilitate educational services for students with disabilities at the University of Jambi according to their needs;
- (3) Provide service consultation or counseling;
- (4) Encouraging the provision of accessible facilities and environment for students with disabilities;
- (5) assistance to increase self-confidence and independence student with disabilities;
- (6) initiate and build cooperation with other parties or institutions in effort improve the ability of academic and non academic student with disabilities.

The Center for Disabilities and Counseling has initiated data collection student with disabilities. Based on search data student which registered inUniversity Jambi and verification results obtained data student with disabilities in University of Jambi with 103 people (Figure 1). Based on the number data students with disabilities also carried out clusters of students with disabilities based on the limitations possessed by students in each faculty (Figure 2). Communication with students with disabilities is done by the formation of communication groups and the formation of Community associations Special Ability Students (KMBK). The existence of KMBK is necessary socialized to the University of Jambi Academic Community to create more conducive academic atmosphere.

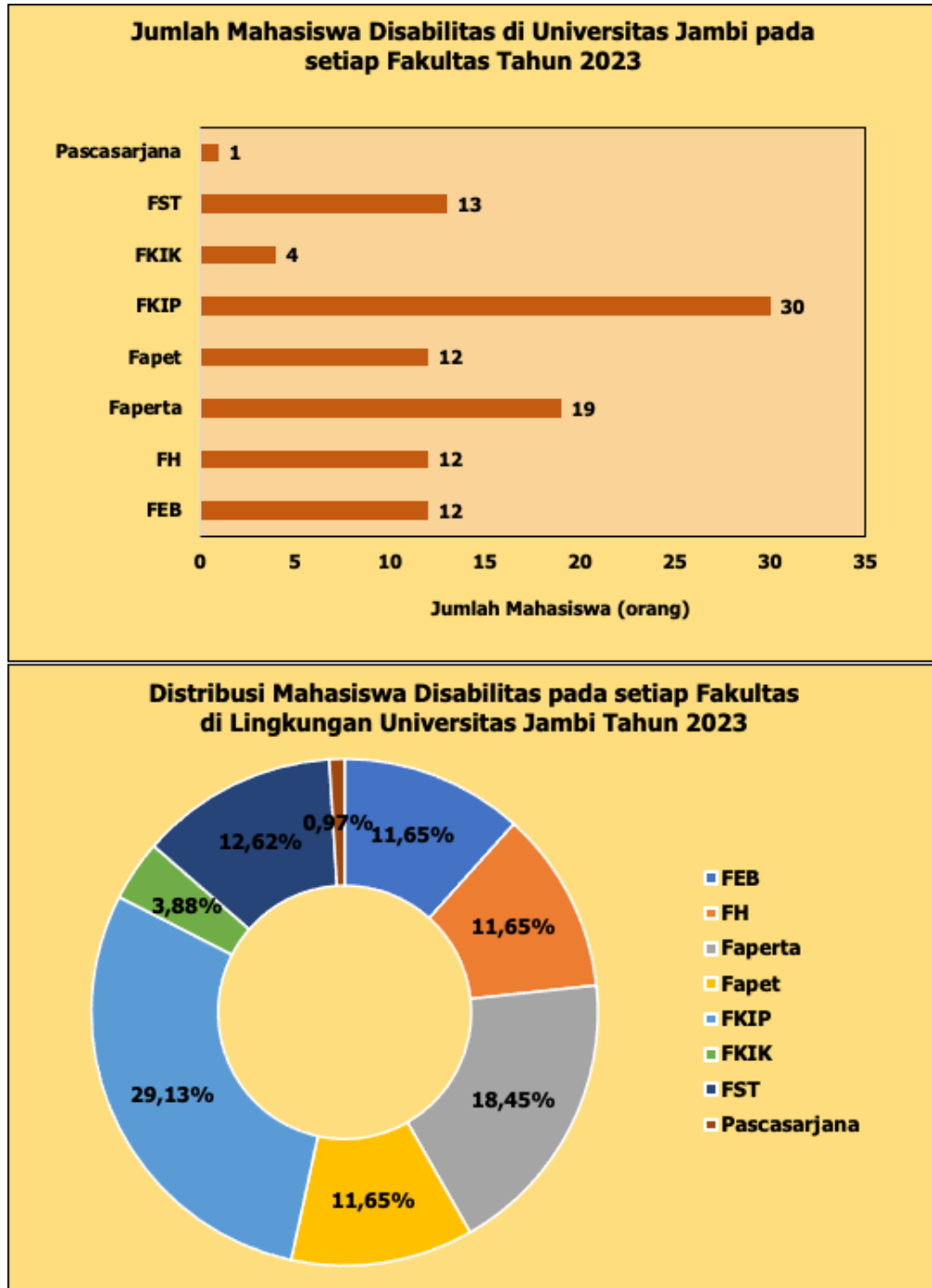


Figure 1. Amount And distribution student with disabilities in every faculty in environment University Jambi Year 2023

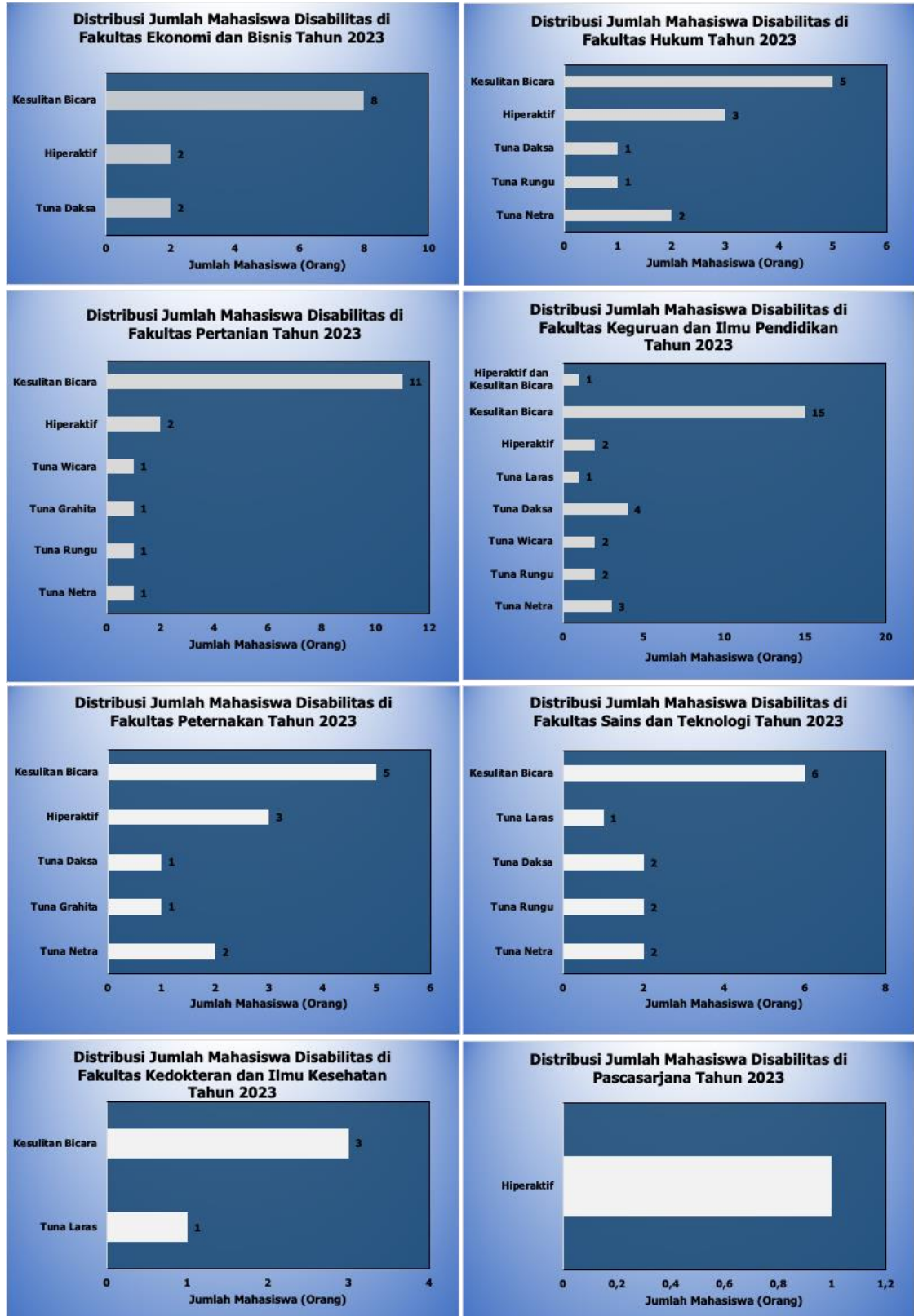


Figure 2. Distribution amount student with disabilities in every faculty based on type limitations Year 2023

Provisions regarding the right to education for persons with disabilities has been regulated in the Law on Disabilities, basically that persons with disabilities have the right to quality education in units education in all types, pathways, and levels of education in an inclusive manner and get proper accommodation as students persons with disabilities. In addition, they also have the right to access to take advantage of public facilities; and get accommodations appropriate as a form of accessibility for individuals. Thus, must It is understood that persons with disabilities have the right to education both on an inclusive and special basis and also get accommodation worthy of its accessibility rights. According to the provisions of the Elucidation of Article 10 Law on Disabilities, what is meant by inclusive education is education for students with disabilities to learn together with other non-disabled students in college country. This means that persons with disabilities have the right to education with non-disabled people in college higher education, and therefore every college should be provide reasonable accommodation as a form of the right of accessibility from persons with disabilities.

University of Jambi as a major tertiary institution in Jambi feels care about this condition, and feel the need to facilitate needs students with disabilities. Efforts to fulfill various facilities (Figure 3) has been started and is still being refined and completeness.

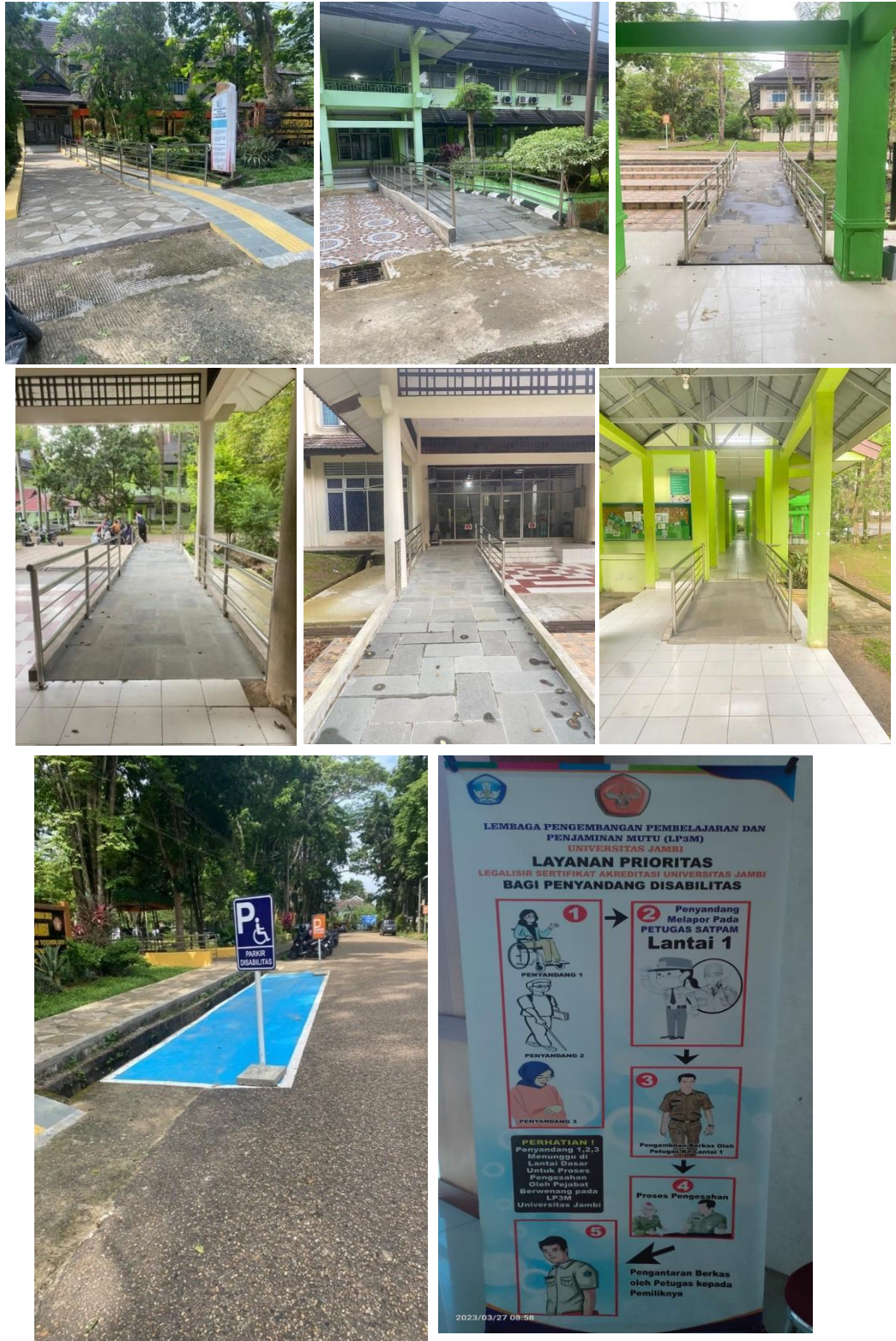


Figure 3. Facility For student with disabilities in University of Jambi

## **1.2 Objectives**

1. Provide guidelines for the University of Jambi academic community in organizing and facilitating administrative, general and academics for students with disabilities;
2. Provide guidelines for the University of Jambi academic community in provide services to students with disabilities;
3. Provide guidelines and information to students with disabilities disability related to the facilities and compensation that are the right of the students with disabilities;
4. Provide guidelines in the preparation and publication of standards and other guidelines that have not been regulated in this service guideline.

## **1.3 Legal Basis**

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. United Nations Resolution 48/96 year 1993: Standard Rules about equality Opportunities for Persons With Disabilities.
5. Convention on the Rights of Persons with Disabilities (UN Resolution 61/106, 13 December2006)
6. UUD 1945 (amendment), in particular article 31 paragraph (1): "every citizen the state has the right to education", and paragraph (2): "every citizen must follow basic education and government obliged finance it"
7. UU No: 39 Year 1999 about Human Right
8. UU No. 4 Year 1997 about Persons With Disabilities
9. Law of the Republic of Indonesia No. 23 of 2002 About Child Protection
10. Constitution Number 20 Year 2003 about National Education System
11. Constitution Number 19 Year 2011 concerning Ratification of the Rights Convention
12. Law number 12 year 2012 concerning Higher Education
13. Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education.
14. Government Regulation of the Republic of Indonesia Number 13 of 2020 Concerning Decent Accommodation for Students with Disabilities
15. Regulation of the Minister of National Education no. 70 of 2009 concerning

Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents.

16. Memorandum of Understanding between the Minister of Education and Culture of the Republic Indonesia with the Indonesian Blind Association (PERTUNI) number 6/V/MK/2012 dated 2 May 2012
17. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 46 of 2014 concerning Special Education, Service Education Special, and or Special Service Learning in Higher Education
18. Regulation of the Minister of Research, Technology and Higher Education No. 44 Years 2015 concerning National Higher Education Standards
19. Regulation of the Minister of Research, Technology and Higher Education of the Republic Indonesia Number 46 of 2017 concerning Special Education and Special Service Education in Higher Education.

#### **1.4 Definition And Limitation**

1. Persons with disabilities include (a) physical disabilities, (b) disabilities intellectual disability, (c) mental disability, and/or (d) sensory disability, which consisting of blind disabilities, hearing disabilities and/or disabilities talk (PP RI No. 13/2020, Article 9).
2. Special Education is held for students who have: (a) level of difficulty in following the learning process due to limitations physical, emotional, mental, social; and/or (b) potential intelligence and special talent.
3. Students who have difficulties as referred to in point 1 include (1) blind, (2) deaf, (3) paralyzed, (4) retardation mental, (5) communication disorders, (6) slow learning, (7) learning difficulties specifically, (8) autistic spectrum disorder, and (9) attention disorder and hyperactivity.
4. Blind people have limitations in the form of:
  - a. Limitations in obtaining diversity of experience, because Experience is gained through the senses of touch/touch and hearing. Information obtained visually will be more complete/detailed will provide a different experience with the blind.
  - b. Limitations in moving places (mobility), limitations vision affects the ability to move (mobility). The ability to move in the blind requires learning accommodate non-visual senses to move independently.
  - c. Limitations interact with the environment (social and emotional), which

is also influenced by the attitudes of parents, family and society against him.

5. Deaf, have obstacles in the form of:
  - a. Barriers to mastery of language and communication as an impact directly from the deaf or hearing loss. Deaf (especially those who have been deaf since birth experience obstacles expressive or receptive verbal communication (understanding other people's language) other).
  - b. Barriers to cognitive development and thinking power, development Cognitive is influenced by language skills. Therefore, Deaf people often show lower academic achievement compared to children of the same age.
  - c. Emotional barriers and social adjustment. Tuna learning barriers sensory deafness is caused by experiencing barriers to emotional development and social adjustment. Emotional function is defined as perception a person about himself and social function is perception about relations with others in social situations.
6. Physically Disabled with the classification of obstacles as follows:
  - a. Barriers to movement (mobility): the condition of students with disabilities most of them have movement disorders so they need systematic and continuous exercise such as physical therapy (physiotherapy), dance therapy, play therapy, and occupational therapy.
  - b. Social barriers: students with disabilities experience obstacles in adapting to the environment because of their presence physical abnormalities.
  - c. Skill Barriers and Job Barriers
7. Autistic Syndrome with disorders that include:
  - a. Communication: autistic disabilities experience abnormal communication, usually indicated by speech that is not developed or experiencing delays in communicating with the environment around and unable to start an engaging conversation two-way communication and use language that is not common always repeated (stereotype).
  - b. Social Interaction: the emergence of impaired quality of social interaction, among others failing to make eye contact, showing an expressionless face, inability to empathize and read the emotions being

expressed by others.

- c. Behavior: Activities, behaviors and interests appear very limited. Lots constant repetition and stereotypes and attachment to routine or useless rituals. If one of the routines is missed or the order is reversed, he will be so annoyed that he even screams for a repeat.
  - d. Sensory disturbances: Overly sensitive to touch, such as dislike hugged, when you hear a loud sound, immediately cover your ears and don't sensitive to pain and fear. Special learning difficulties.
8. Attention and hyperactivity disorder (ADHD): barriers to focus attention; barriers in setting activity levels, and compulsive.
9. Mentally impaired: barriers to abstract thinking; the concentration is brief; difficulty in thinking deductively; inductive, or synthetic; difficulty in generalizing and transferring something new; and lack interest and concern for task completion. Mental retardation has limited physical abilities, but has normal intelligence or less and require self-development so that it is not fully depend on others. In addition, good cooperation is required with companies, both government and private, to be able to provide accommodation.

## **II. FACILITY AND SERVICES FOR STUDENTS WITH DISABILITIES**

### **2.1 Infrastructure And Signs**

University of Jambi is trying to prepare accessibility for students disabilities to public facilities that are still being perfected and equipped, including:

1. Provision of signs and symbols of facilities, places/rooms provided for disabled students.
2. Labeling public facilities with braille symbols such as on room doors lecture and office space.
3. Provide ramps on each building for access for wheelchair users.
4. Equip multi-storey buildings with lifts or ramps to make it easier wheelchair users.
5. Provide elevators equipped with audio and braille information so that it can be accessed by the blind.
6. Provision of allocation of classrooms, laboratories and other facilities for students with disabilities on the ground floor of a multi-storey building that is not equipped with a lift or ramp.
7. Provision of guide blocks, namely guidelines/lines that allows the blind to walk straight in the intended direction. Guide path that provided in the form of part of the road/floor surface which has the color and a different (rougher) texture.
8. Provision of special toilets designed for students with disabilities so that it can be accessed by wheelchair and crutches users with specifications measuring 2 m x 2 m, the toilet seat is 45-50 cm high and equipped with a handle beside the closet, and the width of the door is attempted to be more than 80 cm.
9. Provision of an elevated campus map to provide orientation campus environment for blind students.
10. Provision of crossing facilities equipped with sound lights (pelican crossing).
11. Provision of pedestrian paths for students with disabilities.
12. Provision of bus stops equipped with accessible facilities disabled students.
13. Provision of special parking spaces equipped with disability signs for students with disabilities.
14. Provision of a disability corner in the library, namely a special room for disabilities with special facilities and services so that students with disabilities easier access to references and information. Disability corner requirements include: (a) easily accessible (room location, roads, and signs); (b) safe for the orientation and mobility of students with disabilities; and (c) convenient for students with disabilities (not visible to other visitors). Corner fittings disabilities in the library consists of (a) scanner equipment,

computers with built-in layer reader, open book, braille translator, and talk book applications; (b) CCTV (Closed Circuit Television), which used to enlarge writing / objects in printed books so that they can be accessed read by low vision students; (c) e-books for students with disabilities; (d) digital talk book (DTB); (e) braille books; (f) internet network; (g) printers and embossers; (h) a quiet room (not too bright) for autistic students and distracting attention as a place to calm down.

15. Provision of a language laboratory equipped with an on-board computer screen reader application, open book, Digital Talking Book (DTB) for blind students and CCTV for low vision.
16. Provision of space to release tension or relaxation space for disabled students.
17. Application setup for standard implementation of deep access pages good use of technology, applications and technology-based equipment in the registration system, administration, teaching and learning process, and evaluation.
18. Organizing training for lecturers and education staff for serve students with disabilities.

## **2.2 Admission of New Students**

University of Jambi expressly provides an opportunity to persons with disabilities to study at University of Jambi. Therefore, University of Jambi provides services for persons with disabilities for the registration and selection process of new students, namely:

1. Provision of exam registration announcements that can be accessed by persons with disabilities (such as in audio-visual and online formats);
2. Examination question papers are provided in a format accessible to candidates students with disabilities, examples for prospective students with blind disabilities is presented in braille format, soft copy, audio or question text printed in capital letters. If not available, prospective students are blind are allowed to use reader;
3. Provision of places/rooms for exams that can be accessed by prospective students disabilities, for example on the ground floor;
4. Provision of access to oral information during exams and sign language interpreters for deaf test takers;
5. Enforcement of the provision of additional time of up to 50% in the exam for blind and deaf test takers if the question script given in braille format or read aloud by the companion;
6. Organizing additional tests in the form of special interviews for anticipating study failures and directing the suitability of the field of study chosen by prospective students with disabilities.

## 2.3 Services for New Students

University of Jambi also facilitates new students with disabilities by providing several facilities/services as follows:

- 1 Appointment of staff or senior students as companions for help students with disabilities
- 2 Provision of assistants to assist blind students in field orientation on campus
- 3 Provision of assistants to accompany new students with disabilities when doing orientation assignments for new students and helping out administration before lectures
- 4 Provision of assistants for new students in understanding coursework
- 5 Providing information and correcting new student assignments (educational/technical)
- 6 Collecting data and developing a new student database classified as disabled

## 2.4 Study Process

### 2.4.1 Student with Disabilities

#### a. The flexibility of the learning process

- Students with physical disabilities in the same batch are placed in same class as other students
- Faculties/Departments provide learning facilities for physical disability students
- Facilitate online learning for students with physical disabilities
- Schedule of lectures and/or practicum for students with physical disabilities carried out at a time that is not too early or too late
- The study program informs the existence of students with disabilities physical education to the lecturer in charge of the subject
- Lecture materials are delivered to students with physical disabilities no later than 2 days before the implementation of the lesson
- Lecturers provide the needed attention and protection physical disability studentsb.

#### b. Flexibility of learning materials

- Provision of additional materials for students with physical disabilities need
- Lecturers apply adapted learning methods/strategies with students with physical disabilities

#### c. Flexibility in the formulation of graduate competencies and or learning outcomes

- Study programs need to adjust the formulation of learning outcomes especially those related to competency and skills of students with physical disabilities
- The study program conveys changes in learning outcomes for students with physical disabilities to lecturers
- Lecturers convey learning outcomes to students with physical disability

- d. Flexibility of competency evaluation/assessment
  - Lecturers evaluate learning and competence according to learning achievement of students with physical disabilities
  - Separate evaluation for students with physical disabilities
  - Competency assessment of students with physical disabilities adjusted to learning outcomes formulated by study programs
- e. Flexibility in time for task completion and evaluation
  - Providing tolerance for completing assignments with an additional 50% time for students with physical disabilities
  - Provision of aids and/or assistants for students physical disability while taking the exam
- f. Assistance in the learning and evaluation process, can be in the form of other guarantees that students with physical disabilities can participate in the process learning, for example:
  - The study program management unit appoints staff and/or students seniors to assist students with physical disabilities
  - Providing assistants for students with physical disabilities through academic and non-academic processes on campus

#### *2.4.2 Students with Intellectual Disabilities and Mental Disabilities*

- a. The flexibility of the learning process
  - Students with intellectual and mental disabilities in the same generation equally placed in the same class
  - The number of students with mental retardation is 10 people per class or 30 person per class for inclusive class
  - The study program provides additional learning facilities for build skills, both at home, social interactions and the world Work
  - The study program appoints senior students as assistants students with intellectual and mental disabilities
  - The lecturer adjusts the sitting position of students with intellectual disabilities and mentally according to their needs and abilities
  - The study program facilitates students with intellectual disabilities and mentally to attend online learning with a companion
  - Schedule of lectures and/or practicum for students with disabilities intellectual and mental carried out at a time that is not too early or not too late

- The study program provides information to lecturers about the existence of students with intellectual and mental disabilities
  - Lecturers provide attention and protection as needed students with intellectual and mental disabilities
  - Lecturers deliver lecture learning materials no later than 2 days before lectures
- b. Flexibility of learning materials
- Lecturers provide material in a format appropriate to the conditions students with intellectual and mental disabilities
  - Lecturers apply learning methods/strategies that are suitable for students with intellectual and mental disabilities
  - Lecturers provide additional lecture time for students intellectual and mental disabilities
- c. Flexibility in the formulation of graduate competencies and/or achievements learning
- The study program makes adjustments to the formulation of learning outcomes according to the conditions of students with intellectual and mental disabilities
  - The study program conveys adjustments to learning outcomes for students with intellectual and mental disabilities to lecturers
  - Lecturers deliver learning outcomes to students with intellectual disabilities and mental disabilities
- d. Flexibility of competency evaluation and assessment
- Lecturers carry out evaluations according to learning outcomes for students with intellectual and mental disabilities
  - Implementation of competency evaluation of students with intellectual and mental disabilities can be carried out specifically (separately)
  - Competency assessment tailored to learning outcomes for students with intellectual and mental disabilities
- e. Flexibility in completing evaluation assignments
- Study programs and lecturers provide tolerance for completing assignments and exams with an additional 50% of the standard for students intellectual and mental disabilities
  - Faculties/Departments provide tools and/or assistants for students with intellectual and mental disabilities while taking the exam
- f. Assistance in the learning and evaluation process
- Study Program appoints staff and/or senior students as assistants for students with intellectual and mental disabilities

- Assistants assist academic and non-academic processes students with intellectual and mental disabilities on campus

### *2.4.3 Blind Students*

#### a. The flexibility of the learning process

- Blind students in the same class are placed in same class
- The lecturer adjusts the sitting position of blind students according to needs and abilities
- The study program facilitates blind students to participate online learning accompanied by a companion
- Faculties/Departments provide learning facilities needed by blind students
- Schedule of lectures/practicums for blind students carried out at a time that is not too early or too late
- The study program provides information to lecturers about presence of blind students
- Lecturers deliver learning materials no later than 2 days before learning
- Lecturers provide attention and protection as needed blind student
- Study programs with lecturers modify learning materials, assignments, and evaluation of learning content, especially those related to the skills of blind students
- Faculties/Departments provide tools or media that can present lecture material and/or information in braille format especially for text and symbols and/or sound
- Provision of reading resources, information and library services
- easily accessible specifically for blind students

#### b. Flexibility of learning materials

- Lecturers provide additional material for blind students requiring
- Lecturers apply learning methods/strategies that are suitable for blind students

#### c. Flexibility of graduate competencies and learning outcomes

- The study program makes adjustments to the formulation of learning outcomes related to the competence and skills of blind students
- The study program conveys adjustments to learning outcomes for blind students to lecturers
- Lecturers convey learning outcomes to blind students

#### d. Flexibility of competency evaluation and assessment

- Lecturers carry out evaluations according to learning outcomes blind student
- Evaluation for students with disabilities can be done separately

- Competency assessment adjusted to learning outcomes blind student
- e. Flexibility in time for task completion and evaluation
- Study programs and lecturers give tolerance to students blind in completing assignments and exams with additions 50% of the time given to other students
  - The study program provides tools and/or companions for blind students during exams
  - The study program provides an embossed plan/model describe the campus environment
- f. Examination and Evaluation Implementation
- Modification of the presentation of questions that display pictures and charts in the form of simplified embossed pictures, descriptions of pictures, or the use of visual aids
  - Presentation of exam questions in soft copy form, which is operable with a talking computer, that is, a computer equipped with layer reader software or exam questions read by officers reader
  - Extension of time in completing tasks of at least 50% of standard time specified using braile format or recited; and/or other forms that guarantee students with disabilities netra to get educational services
- g. Assistance in the learning and evaluation process
- Study Program appoints staff and/or senior students as assistants for blind students
  - Assistants assist academic and non-academic processes blind students on campus

#### *2.4.4 Deaf and Speech Impaired Students*

- a. The flexibility of the learning process
- Deaf and mute students in the same class placed in the same class
  - The lecturer adjusts the position according to the student's sitting position with the needs and abilities of deaf and disabled students talk
  - The study program facilitates deaf and mute students to take part in online learning accompanied by a companion
  - Accompaniment in class by a sign language interpreter or note taker if lecturers cannot communicate using sign language
  - Faculties/departments provide learning facilities needed by deaf and mute students in the form of visualization of lecture material and information
  - Schedule of lectures and practicum for classes of deaf and deaf students
  - speech impaired carried out at a time that is not too early or too late
  - The study program provides information on the whereabouts of students with disabilities deaf and speech impaired to lecturers

- Lecturers provide attention and protection needed by deaf and mute students
  - Lecturers deliver lecture material no later than 2 days previously to deaf and mute students
  - Study programs with lecturers modify learning materials, assignments, and evaluation of learning content especially related with the skills of deaf and mute students
  - Flexibility in carrying out assignments and using evaluations written, oral presentations with the help of sign language, presentations videos, animations, and other audio-visual forms.
  - Faculties/Departments provide tools/media that can be used to present lecture material and/or information visually
  - Provision of reading resources, information and library services which is easily accessible specifically for deaf and disabled students talk
- b. Flexibility of learning materials
- Lecturers provide additional material for deaf and mute students who need it
  - Lecturers apply learning methods/strategies that suit the conditions of deaf and mute students
  - The Study Program delivers learning materials no later than 2 days before the meeting in visual and written formats
- c. Flexibility in the formulation of graduate competencies and/or learning outcomes
- The study program makes adjustments to the formulation of learning outcomes for deaf and mute students
  - The study program conveys adjustments to learning outcomes for deaf and mute students to lecturers
  - Lecturers convey learning outcomes to deaf and mute students
- d. Flexibility of competency evaluation and assessment
- Lecturers carry out evaluations according to learning achievements deaf and mute students
  - Evaluation for deaf and mute students can be done separately
  - Competency assessment adjusted to learning outcomes deaf and mute students
- e. Flexibility in time for task completion and evaluation
- Study programs and lecturers give tolerance to students deaf and speech impaired in completing assignments and exams with an additional 50% of the time allotted to another student
  - The study program provides tools and/or companions for deaf and speech impaired

students during exams

f. Examination and evaluation implementation

- Modification of presentation of questions visually and/or in writing and/or by using sign language
- Extension of time for deaf and mute students in completing the task at least 50% of the standard time determined

g. Assistance in the learning and evaluation process

- Study Program appoints staff and/or senior students as assistants for deaf and mute students
- Assistants assist academic and non-academic processes deaf and mute students on campus

#### *2.4.5 Multidisability Students*

- a. Provision of a combination of appropriate accommodation for students with multiple disabilities (multiple disabilities)
- b. Using touch sign language in learning to communicate with blind and deaf students
- c. Use forms of communication that are appropriate to the abilities and capacities of other students with disabilities

### **2.5 Field Work Practices / Internships / Real Work Lectures**

- a. Practicum Commission, Field Work Practices and/or Real Work Lectures providing specific information and guidance for students with disabilities
- b. The choice of Practicum locations, Field Work Practices and/or Real Work Lectures for students with disabilities is determined by considering the conditions of students with disabilities (distance, access to transportation, and communication).
- c. Practicum materials and assignments, Field Work Practices and/or Real Work Lectures are adjusted to the conditions or abilities of students with disabilities
- d. The time for carrying out Practicum, Field Work Practices and/or Real Work Lectures can be reduced by up to 25% of the standard time for carrying out Practicum, Field Work Practices and/or Real Work Lectures for regular students
- e. Preparation of accompanying lecturers for each student with disabilities with a maximum ratio of 1: 5
- f. The study program appoints a special companion for students with disabilities

## **2.6 Completion of Final Project**

### *2.6.1 Guidance on writing proposals and final project work*

- a. modification of the learning outcomes of the appropriate final assignment course abilities and conditions of students with disabilities
- b. appoint a final task supervisor who has the skills and the ability to mentor students with disabilities
- c. adjusting the topic of the final project to the conditions and abilities disabled students
- d. Direct monitoring of the final task completion process by disabled students
- e. Providing special companions for students with disabilities who need
- f. Give additional 50% of the time for completing proposals by students in general

### *2.6.2 Implementation of Seminars*

- a. Faculties/Departments provide facilities and infrastructure for students with disabilities to carry out proposal seminars and research results
- b. The mechanism for implementing the seminar is adjusted to the conditions and ability of students with disabilities
- c. Limiting the number of participants from students in conducting seminars or adjusted to the convenience of students with disabilities
- d. The study program and the final assignment supervisor confirmed seminar participants with students with disabilities
- e. Examiners preferably lecturers who have understood or have participate in services for students with disabilities
- f. Seminar implementation time is reduced by at least 50% of the standard seminar implementation time
- g. Students with disabilities can bring a companion or sign language interpreter to expedite the implementation of the seminar

### *2.6.3 Research Implementation*

- a. The research was conducted in a location that is easily accessible to students with disabilities
- b. Faculties/Departments provide facilities and research facilities that are friendly to students with disabilities
- c. The study program provides companions for students with disabilities who need them
- d. The research implementation time can be shortened by up to 50% of the standard research implementation time as long as the research data is sufficient based on the

consideration of the final assignment supervisor

#### *2.6.4 Implementation of the Final Examination*

- a. Faculties/Departments provide infrastructure facilities for conducting exams for students with disabilities
- b. The mechanism for the final assignment examination is adjusted to the abilities of students with disabilities
- c. The study program appoints examiner lecturers who have understood or have attended service training for students with disabilities
- d. The time for carrying out the final assignment exam can be reduced by up to 50% of the standard final assignment exam time
- e. Students with disabilities are allowed to bring a companion or sign language translator to expedite the implementation of the final assignment exam

### **2.7 Administrative Affairs**

Administrative work units and services in the environment University of Jambi Study Programs/Departments, faculties, and universities will ensure the smooth running and completion of administrative processes needed by students with disabilities through:

1. provision of internet-based administrative services that can be accessed by students with disabilities
2. Provision of facilities for students with disabilities who can't afford it accessing service centers due to the unavailability of elevators, lifts or ramps through a pick-up and delivery mechanism for students with disabilities who need services
3. provision of administrative service information in braille writing, sign/symbol, audio visual display.
4. Provision of dedicated hotlines, email and social media the needs and interests of students with disabilities.

### **III. CLOSING**

University of Jambi will try to respond humanely to students with disabilities. Students with disabilities will be viewed from two sides, both weaknesses and strengths. Therefore, education for students with disabilities must also integrate efforts to optimize strengths for balance the advantages and disadvantages. Therefore, facilities and cooperation from various parties are needed to provide educational services which are also the rights of students with disabilities, including in tertiary institutions.

The guide is expected to be a guideline for the University of Jambi academic community in providing educational facilities and services for students with disabilities who take part in non-academic learning and activities at University of Jambi. The guide will always be adapted to the development of students with disabilities at University of Jambi and the development of University of Jambi policies.