

University Management In Making Disability Friendly Campus

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Abstract--- This study aims to analyze and describe academic program planning, facilities and infrastructure in realizing campus-friendly disabilities at UML, organizing academic programs and facilities and infrastructure in creating disability-friendly campuses in UML, implementing academic program, facilities and infrastructure in realizing campus-friendly disabilities in UML, evaluating academic programs and facilities and infrastructure in creating a disability friendly campus at UML. The method used in this study is qualitative with a phenomenological design. The informants were the rector, dean, head of the PLB study program, lecturers, and students. The results showed that planning academic programs in realizing campus-friendly disabilities has (1) structure, (2) rules of task completion, (3) plan of activities, and (4) objectives. Infrastructure planning begins with determining when the committee, needs analysis and preparation of a list of needs. Organizing academic programs to prepare knowledge or insight for all PLB students, both those with disabilities or those who are unable to enter the world of inclusion after graduating from UML. Organizing infrastructure through the stages of procurement, and controlling / controlling facilities and infrastructure. The implementation of the academic program implements the Tri Dharma of Higher Education, the maintenance of infrastructure is carried out by checking efforts periodically once a year to prevent damage. Evaluation of academic programs consists of several aspects as follows: 1) Evaluation of learning outcomes; 2) Cumulative achievement index every semester; 3) Final evaluation of the S1 program. The evaluation of sarpras was carried out in accordance with Law no.12/2012 of Higher Education and the Indonesian Higher Education System regarding the characteristics of the organization of tertiary education and management of tertiary institutions where tertiary institutions have the right to non-academic autonomy (management): to improve the quality of education; principles of good university governance: (1) regulate the organization & make its own decisions; (2) management of tablespoons; (3) asset management; (4) financial management.

Key Words: Campus Friendly Disabilities, Management

I. INTRODUCTION

Fulfillment of educational rights is also an obligation for the government. Higher education institutions which are institutions directly under the government which in this case are also the executors of the mandate of the constitution in the scope of responsibility to their own students. Being responsible here can be interpreted as fulfilling the basic rights of students [1].

In the world of education, people with disabilities themselves are often ostracized, as seen from the separation of

existing schools. For example, the existence of an extraordinary school for people with disabilities. How people with disabilities can feel the same education from people in general, while he has always been cornered by government policies. In fact, what is needed by people with disabilities is the adjustment of the education curriculum for themselves, and not the distinction of schools. This will make them increasingly isolated in their social lives where they cannot interact with the wider community.

Accessibility is an important thing provided for people with disabilities in order to realize equal opportunities in aspects of life and livelihood. A clear and decisive arrangement in the laws and regulations in providing accessibility to persons with disabilities in Indonesia is slowly beginning to be realized. After the issuance of government regulations on tertiary institutions, Kemenristek-Dikti issued regulations No. 46 of 2017 concerning Special Education and Special Service Education in Higher Education. The ministerial regulation fully regulates the obligations of tertiary institutions in fulfilling the educational rights of disabled persons, ranging from admission of new students, to the services that must be provided during college.

II. LITERATURE REVIEW

A. Disability Friendly Campus

Disability-friendly campus is a friendly and non-discriminatory campus for persons with disabilities. Some things that must be managed on a disability-friendly campus include several factors. First is the student management. The purpose of student management is not so that teaching and learning activities in higher education can run smoothly, orderly, and regularly, and achieve the desired goals. Second is the curriculum management. The curriculum used in the learning of students with disabilities must be a curriculum that is responsive to differences. Third is the management of educational staff. The campus must provide lecturers who have an understanding of the concept of education for people with disabilities. Lecturers who will deal with students with disabilities must be lecturers who understand the needs of persons with disabilities. Fourth is the management of facilities and infrastructure. The availability of adequate facilities and infrastructure is a prerequisite in realizing an inclusive campus. Campus facilities from physical buildings to class facilities are what enable students with disabilities to access the education they need. Fifth is the financial / fund management. The central government, regional government,

campus, and community need to coordinate the financing of education for persons with disabilities in tertiary institutions. The problem of financing must be a concern with all stakeholders of higher education [6].

B. College Management

Management is a process that deals with the overall effort of humans with the help of other humans and uses other sources, using efficient and effective methods to achieve predetermined goals (Hamalik, 2013: 4). The management functions put forward by experts vary greatly depending on each person's perspective and approach. Educational management functions include: (1) planning (planning); (2) Organizing (organizing); (3) actuating and (4) controlling (3).

Higher Education is a place for the campus community. As an organization, tertiary institutions have (1) structure, (2) task completion rules, which include the division of tasks between functional groups and between citizens in the same group, (3) activity plans, and (4) objectives. Objectives are guided by principles and guide activity plans. The structure and rules of task completion become the infrastructure for achieving goals and at the same time reflecting the principle [2].

III. METHOD

The research approach is reviewed in terms of objectives, so this research is a qualitative study conducted to answer research questions that have been formulated in research questions. Qualitative research is research that intends to understand what phenomena are experienced by the research subjects [4].

The research design used in this research is descriptive qualitative. Qualitative descriptive research when data is collected in the form of words or images, is not concerned with numbers, but rather in the process. The purpose of this study is to reveal the facts, circumstances, phenomena, variables and circumstances that occur when the research is running and present what it is. Descriptive qualitative research defines and informs data related to the current situation, attitudes and views that occur in society, contradictions between two or more conditions, relationships between variables, differences between facts, effects on a condition, and others [5].

IV. RESEARCH RESULTS AND DISCUSSION

Academic program planning is done since the early semester of lectures. Thus it can be identified from the beginning about various things that are of interest, strengths and limitations or obstacles of students in attending lectures. Academic supervisors should also know what values are contained in the profession that will be achieved in accordance with the education that is now being lived. Some academic programs that must be planned include: 1) Curriculum (Development, review); 2) Educational process cycle (Student recruitment, study planning, progress

evaluation, graduation, graduation, graduation); 3) PBM process (Academic calendar, course offerings, lecture scheduling, lecture evaluations); 4) Lab / studio / field activities - Student Guidance (Counseling, Student self-development, Tracer Study, Scholarship); 5) Management of research and community service programs (Institutional capacity building); 6) Institutional (Academic and student affairs).

The curriculum used in the learning of students with disabilities must be a curriculum that is responsive to differences. The curriculum must be modified in such a way without denying the official curriculum. The curriculum must contain an Individualized Learning Program (PPI) or Individualized Education Program (IEP) so that students with disabilities can be assisted in the learning process.

Based on research data, the University of Muhammadiyah Lampung has made stages in the management of academic programs, especially in realizing disability-friendly campuses. Academic program planning is prepared by authorized stakeholders. Organizing academic program management in line with the planned planning before the lecture. Organizing academic programs is carried out by the chancellor, deans, study programs and lecturers with the aim of academic programs that must be understood by lecturers and staff as well as students.

The implementation of academic programs in tertiary institutions refers to the Tri Dharma of Higher Education, in which there are several aspects that must be carried out by tertiary institutions including the development of education and teaching, research in the context of cultural development especially science, technology, education and arts, as well as community service. This aspect has been implemented by the Muhammadiyah University of Lampung. Students with disabilities and students in the PLB study program carry out community service in the form of field research practices (PPL) in SLB in Bandar Lampung, both elementary, junior and high school.

Academic Program Evaluation consists of several aspects that must be carried out, namely evaluation of learning outcomes, evaluation of cumulative achievement index and evaluation of S1 program. This evaluation is carried out for all students including students with disabilities who study at PLB study programs or other than PLB. Evaluation of learning outcomes is carried out routinely in the form of midterm and final examinations which are attended by all students. The implementation is to adjust the background of students with disabilities, for blind students using a laptop with a special application that has been programmed by the campus. GPA evaluation is intended so that students know the final grade for one semester that is used to determine the taking of many SKS in courses in the next semester. Evaluation of an undergraduate program is done in the form of a final student meeting after completing research or writing in the form of a

thesis, the maximum time a student is in completing his S1 is 7 years, as well as for students with disabilities.

The management cycle of educational facilities and infrastructure, namely: Procurement, Utilization, Maintenance, Elimination. Existing facilities and infrastructure in higher education institutions need to be utilized and managed for the benefit of the learning process in higher education institutions. The management is intended so that the use of facilities and infrastructure in higher education institutions can run effectively and efficiently. Management of facilities and infrastructure is a very important activity in higher education institutions, because its existence will greatly support the success of the learning process. The availability of adequate facilities and infrastructure is a prerequisite in realizing an inclusive campus. Campus facilities from physical buildings to class facilities are what enable students with disabilities to access the education they need. Physical campus buildings must be built according to conditions, for example, students who use wheelchairs can enter and leave the classroom freely. Classes on campus must also have facilities that enable learning for people with disabilities to run smoothly and achieve goals. Students with visual impairments, for example, are provided with books in braille so as not to run having difficulty participating in learning.

Facilities and infrastructure planning at the University of Muhammadiyah Lampung involves the chancellor, deans, study programs, lecturers, and staff in a series of stages, starting with the establishment of an infrastructure planning committee, analyzing the needs of infrastructure and compiling a list of needs. University of Muhammadiyah Lampung plans facilities and infrastructure programs every year, in realizing campus-friendly disabilities UML plans to build campus 2 in the area of Kota Baru, South Lampung where the campus will be designed with special accessibility for people with disabilities. Accessibility is the maximum distance that can be reached from one place to another. Besides accessibility can also be interpreted as a geographical concept related to the ease of facilities and infrastructure to reach a place. So, accessibility does not only depend on distance but also depends on supporting facilities and infrastructure. Meanwhile, the accessibility received by students with disabilities at UML is in the format of inclusive education, which unites people with disabilities with the normal in one class.

Organizing the procurement of facilities and infrastructure at the University of Muhammadiyah Lampung is quite good. The development phase in the Infrastructure and Facilities sector is carried out based on a SWOT analysis, which is expected to provide an overall and complete picture of internal and external conditions, so that the direction of the development of the Infrastructure and Facilities sector can be determined precisely. Sarpras procurement begins with planning or budget submission, making a list of goods and budget planning for the next 1 year. So with the careful

planning, a new proposal will be proposed for the next 1 year. Facilities and infrastructure are very important to be held to meet the needs of people with disabilities. The main problem faced by students with disabilities related to their access to tertiary institutions, especially those who attend SLB, is the fact that many schools themselves, including teachers, do not yet understand that students have the right to enter tertiary institutions and that all tertiary institutions legally obliged to accept persons with disabilities. Currently, UML is still trying to build a Disability Service Center like the one at UIN SunanKalijaga to carry out empowerment programs for students with disabilities. The goal is for students with disabilities to increase their motivation and self-esteem, so that they have the ability to be more assertive, confident and challenged to achieve independence and actualize their academic potential.

The management of facilities and infrastructure at UML is focused on maintaining and utilizing existing infrastructure and infrastructure. Maintenance of educational facilities and infrastructure is an effort made so that facilities and infrastructure can be used whenever needed with good conditions. Maintenance of educational facilities and infrastructure is very important because it affects teaching and learning activities so that it can run optimally according to the goals set. Lampung Muhammadiyah University carries out maintenance of facilities and infrastructure by handling different things between maintaining campus facilities and maintaining campus infrastructure.

Maintenance of infrastructure at the University of Muhammadiyah Lampung is maintenance of existing infrastructure so that it can be used at any time in good condition. Maintenance of educational infrastructure at the University of Muhammadiyah Lampung is carried out with periodic checks, repairs based on building conditions. Periodic checking of campus infrastructure for the prevention of serious damage or unwanted accidents. Periodic checks are carried out to check campus facilities and infrastructure. Furthermore, maintenance based on building conditions is carried out to improve the quality and quality of buildings that are considered less than optimal in supporting teaching and learning activities. Kind of maintenance is carried out namely preventive maintenance in the form of checking regularly once a year to prevent damage. The form of efforts taken is maintenance based on the condition of goods such as buildings, electronic devices, and props. Data collection on maintenance of facilities and infrastructure at the University of Muhammadiyah Lampung has been carried out.

Evaluation of Facilities and Infrastructure Management is carried out by reporting the inventory of facilities and infrastructure in the form of monitoring and evaluation. From the center and also from Muhammadiyah directly, especially the assets, they came to send a blank to monitor whether all the items in the data were there or not. If we really don't have it, it means we have to find out where the loss or damage is, the reporting is periodic. Inventory of

educational facilities and infrastructure is carried out so that the facilities and infrastructure owned can be known in a manner an inventory of educational facilities and infrastructure is carried out so that the facilities and infrastructure owned can be known in writing about the quantity and condition of the goods. Inventory of educational facilities and infrastructure is very important as information on ownership, needs, and condition of campus facilities and infrastructure.

An inventory of educational facilities and infrastructure at the Muhammadiyah University of Lampung has been carried out in accordance with the theory. The process is carried out at the data collection stage of facilities and infrastructure owned. Furthermore, the existing facilities and infrastructure will be encoded of goods, classification of goods, and administration such as inventory master books. In accordance with Law no.12/2012 Higher Education and the Indonesian Higher Education System concerning the characteristics of the administration of tertiary education and

management of tertiary institutions in which tertiary institutions have the right to non-academic autonomy (management): to improve the quality of education; the principles of good university governance: (1) regulate the organization & make their own decisions; (2) management of tablespoons; (3) asset management; (4) financial management.

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