UNIVERSITAS YARSI

,

GUIDELINES FOR MANAGING EDUCATION FOR STUDENTS WITH DISABILITIES

UNIVERSITAS YARSI

www.yarsi.ac.id
@universitasyarsi
Cempaka Putih,
Jakarta Pusat 10510

APPROVAL PAGE

GUIDELINES FOR MANAGING EDUCATION FOR STUDENTS WITH DISABILITIES YARSI UNIVERSITY

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Process	Person in Charge		
	Name	Position	Signature
1. Formulation	Alabanyo Brebahama, M.Psi., Psikolog.	Head of Formulator	
	Dr. Elita Donanti, M.Biomed	Formulator Team	
	Flazia Sonia, S.Psi.	Formulator Team	
2. Review	Andreas Febrian, Ph.D.	Director of Distance Learning Directorate (PJJ)	
3. Establishment	Prof. dr. Fasli Jalal, Ph.D.	Rector	
4. Control	Dr. Rifqatussa'adah, S.K.M., M.Kes.	Director of the Directorate of Database, Quality Assurance and Accreditation (PDJAMA)	

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1 Background

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. In Article 5, paragraph 1 of the law, it is also mentioned that every citizen has the same right to obtain quality education, including those who have physical, emotional, mental, intellectual, and/or social impairments. This is also reinforced by Law Number 8 of 2016 concerning Persons with Disabilities in Article 10, which emphasizes that every person with a disability has the right to obtain quality education at all types, paths, and levels of education inclusively and specially. Based on the mandate of these two laws, YARSI University is obliged to accept persons with disabilities as students. However, the acceptance process alone is not enough; it must be balanced with the readiness of human resources, supporting facilities and infrastructure, curriculum modifications, and policies related to the implementation of education for disabilities within YARSI University.

Referring to Law Number 8 of 2016, a person with a disability is defined as anyone who has physical, intellectual, mental, and sensory limitations over a long period and experiences various obstacles and difficulties to fully and effectively participate with other citizens based on equal rights. From various literatures, it is also mentioned that persons with disabilities can be categorized into several types, namely sensory disabilities (vision and hearing), physical disabilities, intellectual disabilities, and mental disabilities (social and emotional barriers). Therefore, this recommendation will also propose the establishment of campus policies related to the types and severity levels of students with disabilities that will be the target of YARSI University's inclusive services.

1.1 Purpose

This learning guide is created as a guideline for lecturers to make adjustments to teaching methods, information delivery strategies, as well as assessment and evaluation methods that are accessible to students with special needs.

1.2 Legal Basis

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
2. Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities.
3. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 46 of 2017 concerning Special Education and Special Service Education in Higher Education.

4. Government Regulation of the Republic of Indonesia Number 13 of 2020 concerning Appropriate Accommodation for Students with Disabilities.
5. Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards.
6. Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2023 concerning Appropriate Accommodation for Students with Disabilities in Formal Early Childhood Education, Basic Education, Secondary Education, and Higher Education.
7. Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance in Higher Education.
8. YARSI University Statute of 2020.
9. Rector Regulation of YARSI University Number: 001/INT/PER/REK/UY/VII/2020 concerning Evaluation, Curriculum Development, and Learning for Undergraduate, Professional, and Postgraduate Programs at YARSI University.
10. Rector Regulation of YARSI University Number: 006/INT/PER/REK/UY/XI/2019 concerning Guidelines for New Student Admissions for Undergraduate and Postgraduate Programs.
11. Rector Regulation Number: 004/INT/PER/REK/UY/IV/2020 concerning Amendments to Rector Regulation Number 06/INT/PER/REK/UY/XI/2019 concerning Guidelines for New Student Admissions for Undergraduate and Postgraduate Programs.

1.3 Target

The Guidelines for the Management of Education for Students with Disabilities are intended for undergraduate, master, and doctoral programs at YARSI University.

2 Definition of Disability

Based on Law Number 8 of 2016, the types of disabilities can be classified into four categories, namely physical disabilities, intellectual disabilities, sensory disabilities, and mental disabilities. Furthermore, each disability can be subclassified based on the location of the damage and the severity level (mild, moderate, severe, and profound) with reference to various scientific literatures.

1. Physical Disabilities: Individuals whose motor functions are impaired, such as due to amputation, limp or stiff paralysis, paraplegia, cerebral palsy, stroke, leprosy, and dwarfism. These types of physical disabilities can be subcategorized into neuromotor disorders, where the damage is located in the nervous system (e.g., cerebral palsy, limp paralysis, paraplegia); and orthopedic and skeletal muscle disorders, where the damage is located in the bones, joints, and muscles (Mangunsong, 2016).
2. Intellectual Disabilities: Individuals whose cognitive functions are impaired due to below-average intelligence levels. Subcategories of this disability include slow learners, intellectual disability, and Down syndrome. A person can be declared to have an intellectual disability if they meet two indicators, namely an intelligence score below 70 (Mangunsong, 2014) and low self-help skills (Mangunsong, 2016). Meanwhile, a person is declared as a slow learner if they have an intelligence score in the range of 71 to 89 on the Wechsler or IST scale, but have adequate self-help skills.
3. Mental Disabilities: Individuals whose cognitive, emotional, and behavioral functions are impaired, including psychosocial disorders (such as schizophrenia, bipolar disorder, depression, anxiety disorders, and personality disorders) and developmental disabilities that affect social interaction abilities, such as autism and hyperactivity. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM) V, autism is known as Autistic Spectrum Disorder, while hyperactivity is one of the indicators of Attention Deficit Hyperactivity Disorder (ADHD).
4. Sensory Disabilities: Individuals who have impairments in one of the functions of their senses, such as visual impairment, hearing impairment, and/or speech impairment, each of which will be described in more detail below.
    a. Visual impairment can be classified into two categories: total blindness (totally blind), which does not have light perception, and low vision. Low vision can be measured by visual acuity (visus) and field of view. A person is declared visually impaired if, after using various visual aids, their visual acuity is no more than 20/200 (only able to see from a distance of 20 feet, while a sighted person can see from a distance of 200 feet) or their field of view is no more than 20 degrees (Mangunsong, 2014).
    b. Hearing impairment can be categorized into mild (20-30 decibels), marginal (30-40 decibels), moderate (40-60 decibels), severe (60-75 decibels), and profound (>75 decibels).

c. Speech impairment refers to individuals who have difficulties in word production (e.g., voice disorders, articulation disorders, fluency disorders, and language disorders).

5. Multiple Disabilities: Individuals who have two or more types of disabilities.

To be declared as having a disability, an individual must experience difficulties for a period of at least six months and/or be permanently established by medical personnel in accordance with applicable regulations.

3 Types of Disabilities Accepted at YARSI University

Not all variations and levels of disabilities can be accommodated by YARSI University, as the determination is influenced by professional demands, graduate outcomes, and the readiness of each study program. In this section, these various variations and levels of disabilities are explained. A similar approach is also used by several universities within the LLDIKTI Region III, such as the University of Indonesia, BINUS University, and Muhammadiyah University of Jakarta.

3.1 Physical Disabilities

All non-medical study programs at YARSI University can accept prospective students with physical disabilities, defined as individuals with disproportionate bodies (e.g., dwarfism) or experiencing orthopedic and skeletal muscle disorders in the hands and feet, requiring wheelchair or cane assistance for mobility.

3.2 Intellectual Disabilities

All non-medical study programs at YARSI University can accept prospective students with intellectual disabilities in the category of slow learners, defined as individuals with intelligence scores in the range of 80 to 89 on the Wechsler or IST scale. To increase learning success opportunities, study programs can form study groups or provide tutors for slow learners.

Prospective students with intelligence scores in the range of 71 to 79 on the Wechsler or IST scale can be considered for admission, considering their self-help skills and non-academic potentials (e.g., sports, arts, or religious skills).

Prospective students with intelligence scores below 71 on the Wechsler or IST scale cannot be accepted at YARSI University.

3.3 Mental Disabilities

All study programs at YARSI University can accept prospective students with mental disabilities, such as bipolar disorder, dyslexia, dyscalculia, and dysgraphia, which are also known as specific learning disabilities.

Individuals with bipolar disorder can function well cognitively, sensorily, and physically while taking the appropriate medication. The Psychology Study Program at YARSI University has had students with bipolar disorder who have successfully completed their studies with satisfactory results.

Individuals with specific learning disabilities have no cognitive, sensory, and physical impairments, thus can understand instructions and perform practical tasks with minimal supervision.

3.4 Sensory Disabilities

All non-medical study programs at YARSI University can accept prospective students with sensory disabilities in the categories of low vision and mild hearing impairment. Individuals with low vision can still read and see with the help of magnified letters and magnifying tools. Individuals with mild hearing impairment can still detect sounds above 30 decibels, allowing them to communicate on a limited level. Strategies to enhance participative learning processes for students with these disabilities include providing special front-row seats, instructing all students to speak loudly during discussions, and ensuring microphone configurations in recordings or online meetings have a gain above 90%.

4 Procedures for Admission of New Students with Disabilities

4.1 Selection of New Students with Disabilities

Prospective new students (camaba) with disabilities must have a medical certificate (diagnosis) from an authorized party (doctor or psychologist). If they do not have a medical diagnosis certificate, prospective students with disabilities are referred to a doctor to obtain the certificate (e.g., specialist eye doctor, ENT, orthopedist, neurologist).

Camaba with disabilities are encouraged to attach documentation of academic or non-academic achievements with the aim of guiding their development while studying at YARSI University. Prospective students with disabilities who have academic potential can be helped to target scholarships prioritized for students with disabilities. Meanwhile, prospective students with disabilities who excel in non-academic fields will be directed to be active in Student Activity Units and participate in competitions, such as the Paralympics.

The selection of new students with disabilities is conducted as follows:

1. Assessment of academic and non-academic documents
   a. Report cards and diplomas from high school or equivalent for undergraduate program prospective students;
   b. Report cards and diplomas from high school or equivalent, as well as undergraduate diplomas and transcripts for master's program prospective students;
   c. Assessment of academic and/or non-academic achievements (if any)
   d. English proficiency certificates (if any)
2. Interview
   a. Interviews are conducted by the study program and disability service unit
   b. The interview aims to determine the level of functionality of prospective students in terms of comprehension, communication, and social interaction, as well as to explore their needs as a basis for consideration in modifying the instructional design.
3. Agreement signing

   Prospective students are asked to sign an agreement regarding the rights and obligations of students with disabilities, which includes but is not limited to:
   a. Prospective students must provide independent facilities (e.g., telescopes and magnifiers for low vision, hearing aids for the deaf).
   b. Prospective students agree to visit partner institutions (e.g., Mitra Netra Foundation for the visually impaired, Sehjira Foundation for the hearing impaired) and participate in efforts to seek assistance for themselves.
   c. The university provides information on the scope of support that can be given to students with disabilities, referring to their needs.

4.2 Admission and Placement Stages

New students with disabilities participate in the PEKIK MABA (New Student Orientation Program) with adjustments to the demands given, such as:

- Not involving excessive physical activity
- Placement of seating according to needs
- Provision of volunteer companions
- Special marks to receive more attention from the committee and other PEKIK MABA participants

5 Curriculum for Students with Disabilities

5.1 University Graduate Profile

Students with disabilities must achieve the same graduate profile as regular students.

5.2 Learning Outcomes

Graduate Learning Outcomes (CPL) are a series of competencies acquired by students in several aspects (i.e., attitudes, general skills, specific skills, and knowledge) that are formulated based on the graduate profile during their higher education journey to become graduates with profiles that align with the University's standards. There is no difference in CPL between students with disabilities and regular students.

5.3 Instructional Techniques

YARSI University will and must implement the principles of Universal Design for Learning (UDL) to accommodate students with special needs. This means that lecturers need to apply a variety of learning strategies, methods of information delivery, and assessment techniques from the beginning, even if there are not yet students with disabilities in the study program or class.

The principles of UDL are divided into three aspects, namely: multiple means of engagement, multiple means of representation, and multiple means of action and expression; each of which is described as follows:

1. ***Multiple means of engagement*** This relates to interactive teaching strategies that can involve students with various special needs in both asynchronous and synchronous activities. Lecturers **MUST** think of strategies to make students feel part of the class they attend (**belongingness**). Moreover, synchronous meetings should not solely focus on one-way lecture methods in all sessions. Classes are designed to be more interactive, involving students in discussions and Q&A sessions, encouraging group activities (through assignments, case studies, simulations, role-playing, or projects). The goal is to enhance the sense of belonging among students with special needs while also increasing empathy among regular students. Some adjustments that can be made include: creating group assignments/projects, providing dialogue and feedback on student responses to given case studies, availability of peer tutors for students with disabilities, availability of student volunteers to assist students with disabilities.
2. ***Multiple means of representation*** This pertains to strategies in delivering information or lecture content. It involves the use of at least two types of media (PowerPoint presentations, written documents, audio-visual presentations, concrete objects, prototypes), as well as leveraging information technology in delivering information. In practice, lecturers are required to enrich the LAYAR (YARSI's e-learning platform) page with varied asynchronous activities (e.g., explanatory videos or recorded lectures with subtitles, case studies, quizzes, or lecture materials). Lecturers can utilize the BANG-MAL services from the Directorate of Distance Learning for recording or editing videos, documents, or presentation materials, including adding subtitles.

3. ***Multiple means of action and expression*** This relates to strategies for assessing and evaluating student achievements. In this regard, lecturers must design assessments beyond written exams, such as project assignments, group case analyses, oral exams, presentations both live and recorded, and creating posters or flyers. Lecturers are required to distribute assessments periodically, with proportional value percentages. They should not rely solely on Mid-Term Exams (UTS) and Final Exams (UAS) with significant weight as the sole techniques to assess learning target achievements. Additionally, lecturers are required to utilize YARSI's e-learning platform (LAYAR) in conducting assessments and evaluations, providing opportunities for students to complete assessments and evaluations more than once, taking the best score.

These three aspects must be reflected in the instructional design for students with disabilities. Each strategy used can accommodate the needs of more than one type of disability.

6 Instructional Strategies to Support Students with Disabilities

Lecturers are **REQUIRED** to implement the strategies outlined in this chapter, which are derived from the principles of Universal Design for Learning (UDL). These strategies should be integrated into all learning resources and activities.

6.1 General Strategies

As the name implies, this strategy must be carried out by all lecturers across various courses to ensure that the course competency targets are achieved and understood by students with disabilities. The essence of this general strategy is to complete administrative documents, make explicit the competency targets of learning activities, and provide asynchronous activities. Below are these strategies in more detail:

1. prepare the LAYAR page for the course;
2. describe the final competencies that students will possess after completing the course, at the beginning of the LAYAR page;

   Note: This description can be accessed by visually impaired students using screen readers, directly read by students with hearing or physical disabilities, and can be accessed repeatedly by slow learners and students with mental disabilities.
3. ensure that every document or video uploaded to LAYAR follows the strategies mentioned in subchapters **Error! Reference source not found.**, **Error! Reference source not found.**, and **Error! Reference source not found.**;
4. ensure that every document, video, or learning activity provided on LAYAR has a description;

   Note: Providing descriptions for each document, video, and learning activity will help slow-learning students to understand the relevance of each activity to the lecture topics discussed.
5. design learning activities for pre, during, or post synchronous meetings that are equivalent to the course credit load (SKS);
6. upload the syllabus and course contract to LAYAR no later than four working days after the first synchronous meeting;
7. provide asynchronous activities on LAYAR before face-to-face meetings, which can include: learning videos narrating cases related to lecture topics, case studies, triggering questions related to the lecture, or literature that needs to be read by students;

   Note: These activities will help all students feel connected to the lecture topics that will be discussed.
8. design participatory synchronous learning activities according to the guidelines listed in subchapters **Error! Reference source not found.** dan **Error! Reference source not found.**;

   Note: Lecturers are recommended to convert most of their lecture content into video format to maximize synchronous meeting time for providing constructive feedback to students.
9. rovide learning resources and activities for synchronous meetings no later than one day before the meeting;

Note: The availability of learning resources and activities before synchronous meetings will help all students, including those with special needs, to prepare for the meeting.

10. if using presentation slides as learning resources, ensure that the competency targets to be achieved in the synchronous meeting are written and communicated to students;
11. if there is more than one unrelated competency target in a synchronous meeting, ensure that the main learning resource is split into two documents;
12. rovide asynchronous activities on LAYAR after face-to-face meetings in the form of assignments; and

    Note: Lecturers can utilize quizzes to allow the students' work to be automatically graded.
13. provide additional learning resources, whether in the form of documents, videos, or links.

6.2 Diverse Synchronous Theory Learning Strategies

To optimize student learning, especially for those with disabilities, in synchronous theory meetings, lecturers should apply the following strategies:

1. use textual aids displayed to students, such as presentation slides;
2. design learning activities in synchronous meetings in several short sessions;

   Note: This strategy is very helpful for slow learners in understanding and achieving competency targets. It would be better if each session had its own competency targets.
3. speak at a moderate and consistent pace;
4. avoid turning their back on students;
5. communicate the competency targets to be achieved for each session;

   Note: To make it clear, use the phrase "after completing this learning activity, students will be able to..." where the words "learning activity" and "..." refer to the competencies that students will have after successfully following the part of a synchronous meeting. Clear goals will help students with special needs monitor and evaluate their learning progress.
6. start the meeting by attracting students' attention, such as holding ice-breaking activities, asking about their well-being, or uncovering the difficulties they experienced while doing asynchronous activities;
7. offer to record synchronous meetings, such as using a room recorder in a smart classroom, placing a recorder in the lecturer's pocket, or placing a device in front of the class;
8. ask students with hearing impairments and slow learners to sit in the front row;
9. ensure that students with physical disabilities have enough space to move with their wheelchairs or crutches;
10. review important issues and competencies obtained in previous meetings;
11. prepare questions to generally confirm students' understanding accuracy;

    Note: To avoid forgetting, display questions in presentation slides or other aids, so the questions become part of the content delivery strategy. In principle, something will be considered important when it is questioned. Lecturers can also ask students to write their answers in the discussion forum on LAYAR during the synchronous meeting. These answers can serve as notes since they can be seen by other students.
12. prepare questions to trigger discussions among students;

    Note: As in the previous point, display the questions in presentation slides or other aids.

13. prepare activities to see the achievement of competency targets for each session;
14. provide specific feedback on student performance to help them improve their competencies; and
15. conclude at the end of each session;

    Note: Conclusions can be delivered by lecturers or students, verbally or in writing via LAYAR. Repetition of information is very helpful for slow learners in absorbing information delivered in lectures.

6.3 Diverse Synchronous Practical Learning Strategies

To optimize student learning, especially for those with disabilities, in synchronous practical meetings, lecturers should apply the following strategies:

1. communicate the competency targets to be achieved for the meeting;

   Note: To make it clear, use the phrase "after completing this learning activity, students will be able to..." where the words "learning activity" and "..." refer to the competencies that students will have after successfully following the part of a synchronous meeting. Clear goals will help students with special needs monitor and evaluate their learning progress.
2. demonstrate the competencies to be trained, such as demonstrating effective presentation techniques in front of clients, showing how to debate according to rules, or demonstrating the counseling process with clients;
3. give visually impaired students the opportunity to see up close during demonstrations;
4. ensure that there are students (e.g., volunteers from the study program) who accompany disabled students in carrying out practical activities; and
5. provide specific feedback on student performance to help them improve their competencies.

6.4 Strategies When Disabled Students Cannot Attend Offline Synchronous Meetings

If there are students who cannot attend offline synchronous meetings due to their disabilities, lecturers must facilitate by holding hybrid synchronous meetings. If needed, the study program can borrow the Smash (Smart Class Showroom) on the ground floor from the PLT or the Rascal (Collaborative Smart Classroom) on the second floor from the DPJJ.

6.5 Strategies for Using Disability-Friendly PDF Documents

When lecturers use learning resources in PDF format, they must ensure that the documents are in text format, not images, so they can be read aloud by screen readers (e.g., NVDA or Jaws) and used by visually impaired students.

6.6 Strategies for Using Disability-Friendly Presentation Documents

When lecturers use learning resources in the form of presentation slides, they must apply the following strategies:

1. Use the standard YARSI University presentation template, which can be obtained from https://www.yarsi.ac.id/dpjj/berkas/;

2. Provide a specific title for the presentation related to the competency targets to be trained in the session;

   Note: One presentation file should only cover one competency target or discussion topic. If there are 14 topics in one semester, lecturers MUST create at least 14 presentation files.
3. declare intellectual property rights and usage rules for the document;
4. provide specific titles for each slide to facilitate content search for students;
5. ensure the smallest text size is 24 points to assist visually impaired students in reading the document;
6. describe each image used in the presentation so that it can be read aloud by screen readers;

   Note: This strategy helps deaf and slow-learning students understand the meaning of images, symbols, charts, or diagrams displayed.

6.7 Strategies for Using Disability-Friendly Learning Videos

When lecturers use learning resources in the form of videos, they must apply the following strategies:

1. ensure that the video duration does not exceed 15 minutes;

   Note: A brief, repeatable information delivery strategy can help slow learners and students with concentration disorders to remember information more effectively.
2. ensure that the video resolution is at least 720p;
3. ensure that the video size does not exceed 100 MB if it will be uploaded to LAYAR;

   Note: The DPJJ and OPTIMA ITT are preparing a video learning repository via YouTube, which can only be accessed by YARSI University's academic community. All learning videos will eventually be uploaded to YouTube.
4. place the YARSI University logo at the top right corner of the video; and
5. provide subtitles, at least for every spoken information conveyed in the video;

   Note: The presence of subtitles greatly helps students with hearing impairments to understand the video learning content.

Lecturers can utilize BANG-MAL services (please refer to subchapter **Error! R eference source not found.** on page **Error! Bookmark not defined.**) edit the learning videos they have created.

6.8 Strategies for Using Models, Prototypes, or Concrete Objects

When lecturers use learning resources in the form of models, prototypes, or other concrete objects, they must inform students whether or not they are allowed to touch the models, prototypes, or concrete objects and provide reasons for it;

Note: Reasonable explanations will make students feel treated as adult.

6.9 Assessment and Evaluation Strategies

Lecturers should divide assessments into smaller portions over shorter periods instead of combining the entire assessment process during the midterm (UTS) or final exam (UAS) weeks. Some strategies that can be considered are:

1. assessing at each meeting with a smaller assessment weight, for example: 5% for one quiz; or
2. assessing according to the Course Learning Outcomes (CPMK) or sub-CPMK, so that more than three assessments can be conducted in one semester..

Lecturers can utilize the following strategies for more varied assessments and evaluations:

1. oral exam;
   Note: This strategy greatly helps visually impaired or physically disabled students to follow the assessment process.
2. demonstrations: Giving students the opportunity to display a series of behaviors that indicate mastery of certain competencies;
3. projects: Students are asked to create prototypes;
4. presentations, either offline, online, or recorded video;
5. podcasts or vlog; and
6. posters or flyers.

6.10 Asynchronous Assessment and Evaluation Strategies

When designing learning activities, assessments, or asynchronous evaluations, lecturers are recommended to use LAYAR and follow these strategies:

1. if there are physically or visually impaired students, provide the opportunity to participate in assessments and evaluations remotely;
2. set a minimum target score;
3. open learning activities for several days, for example, quizzes are open for seven days with a 30-minute completion time; and
   Note: This strategy helps students with mental disabilities who may experience episodes (i.e., relapse at any time), so they can complete the learning activities when they are in their best condition.
4. provide the opportunity to complete the learning activities more than once so they can strive to exceed the minimum target score;
   Note: Lecturers are free to determine how many opportunities can be given to students. The recommendation is a minimum of three times.

6.11 Special Adjustments

When dealing with students with disabilities, lecturers need to prepare to provide special accommodations, such as:

1. allowing the presence of special assistants (shadow teachers or volunteers) during assessments;
2. adding 10-20% of the total time for assessment completion; or
3. printing questions with larger and bolder text as well as larger spacing.

7 Learning Facilities and Infrastructure

7.1 LAYAR bagi Disabilitas

In the previous chapter, especially subchapter 6.1, every course must have a related LAYAR page. The LAYAR application is also disability-friendly as it is accredited with WCAG 2.1 Level AA and implements disability standards ATAG 2.0, ARIA 1.1, Section 508 (US), and the European Accessibility Act. Several things that can be optimized by lecturers to support accessibility for students with special needs will be described in the following paragraphs.

Firstly, for total blind individuals, all features and displays in LAYAR can be read by screen reader applications (e.g., NVDA), utilizing keyboard navigation (Tab and Alt + Tab keys). The LAYAR display with structured headings facilitates keyboard navigation for the totally blind. Trials were conducted in July 2024 with 20 blind students coordinated by the Mitra Netra Foundation using laptops with minimal Intel Celeron specifications and 20 Mbps internet speed.

Secondly, low vision individuals can adjust the text size, computer display resolution, and contrast through settings on their devices.

Thirdly, links on LAYAR help lecturers provide brief information about the position of course materials to students.

Fourthly, alternative text for images uploaded to LAYAR helps lecturers add written descriptions related to the image. Visually impaired students who have difficulty understanding images can understand the meaning of the image through alternative text.

Fifthly, LAYAR has a disability-friendly user guide on the asynchronous course page "Getting to Know LAYAR and Distance Learning" (https://layar.yarsi.ac.id/course/view.php?id=2203) which includes videos with subtitles. This user guide can be accessed repeatedly by disabled students. If there are any difficulties using LAYAR, the Distance Learning Directorate provides assistance through extension 9009 or at +62-811-1213-8989.

7.2 Other Software

To ensure effective learning for students with disabilities, study programs and the students themselves need to install the following applications and configurations on their computers:

- install screen reader applications (e.g., JAWS For Windows or NVDA) to assist low vision individuals;
- enable dark mode, increase display magnification to 125%-150%, and select text in large–very large sizes to help low vision students; and
- install speech-to-text applications to help physically disabled students (hand-related issues) and low vision students express their ideas in written form more easily.

7.3 Volunteers from Study Programs

In addition to curriculum, facilities, and infrastructure support, students with disabilities can request volunteers from their study programs if needed. Volunteers must be students who have attended Disability Awareness training, which is held at least once a year by the University with assistance from the Psychology Study Program through training courses.

7.4 Assistance for Lecturers to Improve Teaching Materials Quality

The Development of Learning Materials Assistance (BANG-MAL) is a service provided by the DPJJ to help lecturers improve the quality of teaching materials. BANG-MAL offers document editing, presentation, syllabus, and video services. BANG-MAL can also assist lecturers in recording learning videos in the studio on the fifth floor or the mini studio at DPJJ, which is currently under preparation. Documents edited by BANG-MAL will be made disability-friendly, for example, by providing subtitles for video presentations or adding descriptions for images in documents.

7.5 Assistance for Lecturers to Develop Learning for Students with Disabilities

PELITA (Improvement of Learning Quality) is a coaching and mentoring program aimed at helping lecturers improve the quality of their learning activities, including implementing UDL principles which are the main strategies for dealing with students with disabilities. In PELITA activities, lecturers are encouraged to clarify course learning outcomes, determine varied assessment methods beyond paper and pencil, develop varied asynchronous activities by utilizing LAYAR, use creative synchronous activities beyond lecture methods, and provide feedback on student responses.