

**PROGRAM PENINGKATAN LAYANAN PEMBELAJARAN YANG INKLUSIF
BAGI MAHASISWA PENYANDANG DISABILITAS
DI UNIVERSITAS PENDIDIKAN INDONESIA**

TESIS

**diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Khusus**



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**PROGRAM STUDI
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DISABILITAS DI UNIVERSITAS PENDIDIKAN INDONESIA*

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DI UNIVERSITAS PENDIDIKAN INDONESIA**

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Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Khusus**

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**PROGRAM PENINGKATAN LAYANAN PEMBELAJARAN YANG INKLUSIF
BAGI MAHASISWA PENYANDANG DISABILITAS
DI UNIVERSITAS PENDIDIKAN INDONESIA**

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Program Peningkatan Layanan Pembelajaran yang Inklusif bagi Mahasiswa Penyandang Disabilitas di Universitas Pendidikan Indonesia

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Abstrak

Penelitian ini bertujuan untuk merumuskan sebuah program peningkatan layanan pembelajaran yang inklusif bagi mahasiswa penyandang disabilitas di UPI. Studi ini dilatarbelakangi oleh kondisi objektif layanan pembelajaran bagi mahasiswa penyandang disabilitas, yang belum sepenuhnya mampu mengakomodasi kebutuhan mahasiswa penyandang disabilitas. Dengan kata lain, layanan pembelajaran masih dilaksanakan seperti pada umumnya. Studi ini dilakukan dengan menggunakan pendekatan kualitatif deskriptif yang memaparkan lima poin utama, yaitu a) kondisi objektif mahasiswa penyandang disabilitas di UPI; b) hambatan yang dialami oleh mahasiswa penyandang disabilitas dalam mengikuti proses pembelajaran di kelas; c) kondisi objektif proses pembelajaran di kelas; d) hambatan yang dihadapi oleh dosen dalam menerapkan proses pembelajaran bagi mahasiswa penyandang disabilitas di kelas; dan e) rancangan program peningkatan layanan pembelajaran yang inklusif bagi mahasiswa penyandang disabilitas di kelas. Hasil penelitian ini menemukan berbagai permasalahan terkait dengan proses pembelajaran bagi mahasiswa penyandang disabilitas di UPI, yaitu a) penerimaan para dosen terhadap mahasiswa penyandang disabilitas pada umumnya didasarkan atas empati bukan pemahaman paradigma pendidikan inklusif dan dosen belum memiliki keterampilan khusus untuk melayani mahasiswa penyandang disabilitas di kelas; b) layanan asesmen belum sepenuhnya diberlakukan bagi mahasiswa penyandang disabilitas; c) pada umumnya, proses pembelajaran di kelas belum sepenuhnya mampu mengakomodasi kebutuhan mahasiswa penyandang disabilitas; d) belum optimalnya layanan orientasi dan mobilitas bagi mahasiswa penyandang disabilitas penglihatan di lingkungan universitas; dan e) dukungan rekan sebaya belum sepenuhnya dioptimalkan. Hasil penelitian ini menjadi landasan dalam merancang program peningkatan layanan pembelajaran yang inklusif yang mencakup lima poin, yaitu a) peningkatan pemahaman dosen mengenai paradigma pendidikan inklusif dan pembelajaran yang inklusif bagi mahasiswa penyandang disabilitas di UPI melalui pelatihan; b) penyediaan layanan asesmen bagi mahasiswa penyandang disabilitas di UPI, c) strategi pembelajaran yang inklusif bagi mahasiswa penyandang disabilitas di kelas; d) penyediaan layanan orientasi dan mobilitas bagi mahasiswa penyandang disabilitas penglihatan; dan e) pembentukan tim tutor sebaya/*peer tutoring*. Dalam rangka mendukung terlaksananya program tersebut, pihak UPI diharapkan dapat menciptakan sebuah pusat layanan universitas bagi mahasiswa penyandang disabilitas di UPI.

Kata kunci: program layanan pembelajaran yang inklusif, mahasiswa penyandang disabilitas

The Program of Inclusive Learning-service Improvement for Students with Disabilities at Indonesia University of Education

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Abstract

This study aimed to formulate a program of inclusive learning-service improvement for students with disabilities at Indonesia University of Education (UPI). This study was triggered by the real on-field conditions of learning services for disabled students, in which they have not fully been able to accommodate disabled students' needs in the class. In other words, learning services were still carried out as in the regular classes. This study was conducted using a descriptively qualitative approach which depicted five main points, namely a) the real on-field conditions of students with disabilities at UPI; b) the obstacles experienced by students with disabilities in following the learning process in the class; c) the real on-field conditions of the learning process in the class, d); the barriers encountered by lecturers in implementing the learning process for students with disabilities in the class; and e) the design of program of inclusive learning-service improvement for students with disabilities in the class. The results of this study indicated various problems related to the learning process of disabled students with at UPI, namely: a) lecturers' acceptance towards students with disabilities was generally based on empathy rather than based on the understanding of paradigm towards inclusive education and lecturers did not yet have special skills to serve students with disabilities in the class; b) assessment services have not been fully applied to students with disabilities; c) in general, the learning process in the class has not been fully able to accommodate the needs of students with disabilities; d) the lack of orientation and mobility services for students with visual disabilities in the university; and e) the peer support has not been fully optimized. The results of this study form the basis for designing a program of inclusive learning-service improvement covering five points namely: a) increasing the understanding of lecturers' paradigm towards inclusive education and inclusive learning for students with disabilities at UPI through training; b) providing assessment services for students with disabilities at UPI; c) inclusive learning strategies for students with disabilities in the class; d) the provision of orientation and mobility services for students with visual disabilities; and e) the establishment of peer tutoring / peer tutoring teams. In order to support the implementation of the program, UPI is expected to create a university service centre for its disabled students.

Keywords: the program of inclusive learning-service improvement, students with disabilities

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