

# The Advocacy of Disability Service Unit in the Education Sector in the City of Surabaya

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**Abstract:** Republic of Indonesia's Law No. 8 of 2016 recommends the guarantee for People with disabilities' right to live, including education. It turns out that, on the other hand, most people with disabilities (pwds) in Indonesia live in vulnerable, underdeveloped, and poor conditions. Therefore, certain endeavours need to be done to realize the equal rights of pwds towards a prosperous, independent, and non-discriminatory life, through the establishment of a Disability Service Unit.

*Unit Layanan Disabilitas* (abbreviated as *ULD* - Disability Service Unit) in the education sector is an important part of the Regional Government body (Provincial and Municipality) which functions as a provider of services and facilities for pwds. Hence, its presence is very important for the lives of pwds. Lembaga Pemberdayaan Tunanetra (LPT—Blind Empowerment Institute) is a non-governmental organization (NGO) that is engaged in advocacy, education, and research related to disability. LPT has drafted East Java's Governor Regulation and Surabaya's Mayor Regulation regarding the Implementation of Inclusive Education as legal protection.

Regarding this Disability Service Unit (*ULD*), Petra Christian University (PCU) has *formed Unit Layanan Disabilitas dan Pengguna Khusus* (abbreviated as *ULDPK* - Disability and Special User Services Unit) since April 12, 2017 in the PCU Library. This Services Unit has facilitated several users with special needs to try to borrow books, accessing library services, and was assisted by librarians, lecturers, and eight students in 2017. This effort was redeveloped again in April and May 2018 to share the importance of the Educational *ULD* and PCU Library's *ULDPK* to various Provincial Offices, Municipal Offices, Non-Governmental Organizations, Special Schools, and Inclusive Schools for two weeks. This activity was very impactful in strengthening the concept of inclusive development, especially on increasing the awareness of various parties about the importance of Educational *ULD* in the City of Surabaya.

**Keywords:** Disability Service Unit, Law no. 8 of 2016, regional regulation, inclusive education.

## 1. INTRODUCTION

In 2018, there were 6,416 People with disabilities (pwds) in Surabaya (Surabaya Social Office, 2019). Most of them are still living in vulnerable, underdeveloped, and/or poor conditions. To support the equality of the rights of pwds, the state has regulated this issue in Law No.8 of 2016 regarding pwds. Under that law, the state requires several steps to protect and empower pwds with the establishment of the Disability Service Unit (*ULD*). It is mentioned in Law No.8 of 2016 Article 1 Paragraph 14, “Disability Service Unit is a part of an institution or body that functions as a service and facility provider for People with disabilities.”.

In Law No.8 of 2018, there are 33 fundamental rights of People with disabilities that are protected by the state. One of them is education. In Article 40 Paragraph 1 it is emphasized that the education referred to is up to tertiary education. It is mentioned in Article 40 Paragraph 1, “What is meant by ‘forms of education’ are formal, nonformal, and informal. What is meant by ‘types of education’ are general, vocational, academic, professional, and religious education. What is meant by ‘stages of education’ are primary, secondary, and tertiary education.”. Therefore, it can be concluded that the right to tertiary education for pwds must be fought for.

*ULD* has become a very important part of the education sector for the realization of inclusive education. Article 42 Paragraph 3 requires tertiary education providers to establish *ULD*. In 2016, there were 908 out of 7322 pwds in Surabaya, in minor age group (Surabaya Social Office, 2019). Therefore, an implementation reference for organizing inclusive education is needed.

Inclusive library services are substantial comprising of steps, resources and allocation of librarians (Trischler & Kelly, 2016). Trischler & Kelly (2016) recommended to ensure the front-liners able to serve all users including pwds in physical or digital interaction. The important process of Inclusive Design (ID) library services design has to map out users’ needs, values, and social context (Trischler & Kelly, 2016).

Trischler & Kelly (2016) evaluates the applications of the ID process for three libraries services design from three university libraries in Australia. Several success key words are identified such as ‘lead users’, high motivation and the frequency of uses and the participation of pwds. And the ID process is found creating bonding between users and library services. It has created awareness of the other users on the importance of the services, therefore increase the library’s attendance (Trischler & Kelly, 2016).

Copeland (2011, p.223) also finds on the positive impacts of inclusive library services from perspectives of pwds. Five respondents were involved in the study and the socially-constructed phenomenon found are legislative compliance versus compassion, love for libraries and reading; physical limitations and barriers to library accessibility and services; and technology and adaptation (Copeland, 2011, p.223).

The Blind Empowerment Institute (LPT) is an NGO which engaged in the field of Advocacy, Education, and Research utilized for the benefit of pwds. LPT has proposed drafts for East Java’s Governor Regulation and Surabaya’s Mayor Regulation regarding the Implementation of Inclusive Education as the legal protection and implementation reference in organizing inclusive education.

## Disability Service Unit at Petra Christian University

Since April 2017, Petra Christian University (PCU) has established a Disability and Special Users Service Unit (*ULDPK*) in the PCU Library



**Picture 1. Special assistance corner**

Source: Wulandari et al. (2017)

Initially, this unit has served the needs of four pwds and users with special needs to carry out their activities in the library. Activities served at the *ULDPK* include: trying to borrow books, accessing library services, and assisted by librarians, lecturers, and eight students in 2017.

## 2. METHOD

The method used is public outreach and discussion. The public outreach and discussion were carried out in the form of Community Service activities. Community Service was organized by PCU, which in total was supported by 25 and 35 executing students, a librarian, and a lecturer.

The form of public outreach activities that were carried out was the outreach for PCU Library's *ULDPK* towards pwds, which involved students, teachers, and parents of SLB Siswa Budhi which took place in March 28, 2018. Meanwhile, the public discussion that was carried out was the one on regional regulations regarding disability service units. This discussion was held on May 9, 2018, with relevant provincial and municipal offices being invited.

### **Public Outreach of PCU Library's *ULD* to Students, Teachers, and Parents of SLB Siswa Budhi**

This activity was carried out in the PCU Library's Theatre Room on the 6<sup>th</sup> Floor. During the activity, every two children with disabilities were accompanied by a PCU student. This activity was arranged into four sessions. The first one was a sharing session on "The Barriers for Disabilities in Getting Education."

The second session was a presentation about the *ULDPK* in PCU Library. Afterwards, it was continued by the third session, the introduction of PCU Library and *ULDPK* to participants. Later on, it was closed with the fourth session where the participants were invited to practice sign language.



**Picture 2. Remarks from the Head of UK Petra Library**

Source: Doc. Tanuwidjaja, (2018)



**Picture 3. Sharing session on “The Barriers for Disabilities in Getting Education”**

Source: Doc. Tanuwidjaja, (2018)



**Picture 4. Presentation on Special Users Services Unit (including pwds) or *ULDPK* in PCU Library**

Source: Doc. Tanuwidjaja, (2018)



**Picture 6. Introduction to the Library and *ULDPK* for SLB Siswa Budhi: Children with Disabilities, teachers, and parents.**

Source: Doc. Tanuwidjaja, (2018)



**Picture 7. Sign Language Training**

Source: Doc. Tanuwidjaja, (2018)

**Public Discussion on the Regional Regulation regarding Disability Service Unit**

This activity was held on May 9, 2018, in the Theatre Room, 5<sup>th</sup> floor of PCU. This activity was attended by various East Java Provincial and Surabaya Municipal offices. The discussion was divided into four main sessions. The first session was the presentation of a draft of Surabaya's Mayor Regulation on inclusive education. Then, the second session was a presentation on the urgency of *ULD* for inclusive education as addressed in the legal perspective by Law No.8 of 2016. Afterwards, the third session was the presentation of the drafts of Governor Regulation and Mayor Regulation regarding *ULD*. Later on, it was closed with the fourth session, the discussion.



**Picture 8. Remarks and opening by the Mayor's Deputy Assistant**

Source: Doc. Tanuwidjaja, (2018)



**Picture 9. The Public Discussion Guests from various Government Offices, Schools, and NGOs**

Source: Doc. Tanuwidjaja, (2018)



**Picture 10. The Public Discussion Guests from various Government Offices, Schools, and NGOs**  
Source: Doc. Tanuwidjaja, (2018)



**Picture 11. Video Screening about *ULD* in Petra Uni's Library and the Design Process of the Special Users Service Corners**  
Source: Doc. Tanuwidjaja, (2018)



**Picture 12. The Keynote Speaker of the Draft of Surabaya's Mayor Regulation on inclusive education by the Head of Special Education & Special Services Curriculum Department of East Java Provincial Education Office.**  
Source: Doc. Tanuwidjaja, (2018)



**Picture 13. Presentation I and II: The Urgency of Disability Service Unit for inclusive education as addressed in Law No.8 of 2016 within the Legal Perspective and the presentation of the Draft of Governor Regulation on Educational Disability Service Unit.**  
Source: Doc. Tanuwidjaja, (2018)

### 3. RESULT AND DISCUSSION

The result of this activity is the realization of the regional regulation draft on inclusive education at the primary and secondary education stage based on the input from all stakeholders.

The benefits for the targeted communities are:

- This activity has helped University students to understand, respect, and care for pwds; and increase students' empathy towards pwds.
- For LPT as a community service partner, this activity helped spread awareness about the importance of *ULD* regulations, proposing a Draft of Regional Regulation on Disability Service Unit in Surabaya to related institutions/parties.
- For UK Petra Library, this activity has promoted the UK Petra Library's Disability Service Unit, as well as promoting UK Petra Library to the public. For related government offices, this activity has opened insights about the importance of Disability Service Unit (*ULD*), to open *ULD* in each office, to obtain inputs from pwds as the draft of regional regulation on inclusive education at the primary and secondary education stage.
- For Disability NGOs, Special Schools and Inclusive Schools, Principals of Special Schools, Shadow Teachers, and Parents & Students with Disabilities, in the future they can enjoy *ULD* services in various offices, enjoy UK Petra Library's *ULD* services, and be aware of their respective rights and obligations in terms of accessibility for the equal opportunity for students with disabilities.

### 4. CONCLUSION

To create an inclusive education world in Indonesia, it is necessary to establish the Disability Service Unit in the education sector (per Article 40 Paragraph 1 of Law No.8 of 2016 on pwds). The LPT has drafted East Java's and Surabaya's government regulations as the references and legal protection for the implementation of inclusive education. PCU, assisted by LPT, has conducted advocacy on the rights of pwds in the education sector by using the method of public outreach for Disability Service Unit (*ULD*) and discussion of East Java's government regulation.

The advocacy activities had positive impacts on the LPT and SLB Siswa Budhi as well as the invited participants. SLB Siswa Budhi appreciated this activity because students with disabilities became enthusiastic and they learned to interact with UK Petra students, and they also became fonder of reading. Besides, on several occasions, LPT uttered that thanks to this facilitation by PCU Library they succeeded in providing advocacy to East Java Provincial Offices, Surabaya Municipality Offices, Higher Education, Disability NGO, Special School and Inclusive School.

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