

Building A Sub-Website: Facilitating Accessibility For Inclusive Higher Education Disability-Friendly Universities In Indonesia

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Abstract - *The Community Service Program (CSM) aims to facilitate information access for students with disabilities aspiring to pursue higher education. In collaboration with internal partners from PUTI and international partners from Lancaster University, the program is developing a sub-website within Telkom University's platform as a Data Integration Hub for disability-friendly universities across Indonesia. This sub-website will serve as a central access point for comprehensive information on universities that support the needs of students with disabilities nationwide. Additionally, it will act as a research hub for disability inclusion studies. By updating the main website <https://telkomuniversity.ac.id> and introducing a sub-domain, the initiative seeks to make it easier for students with disabilities and their parents/guardians to access information about disability-friendly universities in Indonesia, both public and private. Currently, the working version of the website is hosted on the domain <https://ideahub-snowy.vercel.app>, pending security approval from the internal PUTI (Information Technology Centre). Disability-friendly universities are institutions that accommodate students with various types of disabilities across their faculties and programs nationwide. Through this development, the program aims to provide more accessible and inclusive information for individuals with disabilities, while also raising awareness about the importance of disability inclusion in educational environments.*

Keyword: Disability; Inclusion; Accessibility Information; Website; Inclusive Education

Abstrak - Program Pengabdian kepada Masyarakat (PKM) bertujuan untuk memfasilitasi akses informasi bagi mahasiswa penyandang disabilitas yang bercita-cita melanjutkan pendidikan ke jenjang perguruan tinggi. Bekerja sama dengan mitra internal dari PUTI dan mitra internasional dari Lancaster University, program ini sedang mengembangkan sub-website dalam platform Universitas Telkom sebagai Data Integration Hub untuk universitas ramah disabilitas di seluruh Indonesia. Sub-website ini akan menjadi titik akses utama untuk informasi komprehensif mengenai universitas yang mendukung kebutuhan mahasiswa penyandang disabilitas di seluruh negeri. Selain itu, platform ini juga akan berfungsi sebagai pusat penelitian terkait studi inklusi disabilitas. Dengan memperbarui situs utama <https://telkomuniversity.ac.id> dan memperkenalkan sub-domain, inisiatif ini bertujuan untuk mempermudah mahasiswa penyandang disabilitas beserta orang tua/wali mereka dalam mengakses informasi mengenai universitas ramah disabilitas di Indonesia, baik negeri maupun swasta. Saat ini, versi kerja dari situs web tersebut dihosting pada domain <https://ideahub-snowy.vercel.app>, sambil menunggu persetujuan keamanan dari internal PUTI (Pusat Teknologi Informasi). Universitas ramah disabilitas adalah institusi yang mengakomodasi mahasiswa dengan berbagai jenis disabilitas di seluruh fakultas dan program mereka di tingkat nasional. Melalui pengembangan ini, program ini bertujuan untuk menyediakan informasi yang lebih mudah diakses dan inklusif bagi individu penyandang disabilitas, sekaligus meningkatkan kesadaran akan pentingnya inklusi disabilitas dalam lingkungan pendidikan.

Kata kunci: Disabilitas; Inklusi; Aksesibilitas Informasi; Website; Pendidikan Inklusif

I. INTRODUCTION

The issue of information accessibility for students with disabilities aspiring to pursue higher education requires serious attention. Although several policies emphasize the importance of inclusive education in Indonesia, significant challenges remain. Indonesia has three main policies related to inclusive education (1) Law No. 8 of 2016 on Person with Disabilities (President of The Republic of Indonesia, 2016), (2) Government Regulation NO. 13 of 2020 on Reasonable Accommodations for Student with disabilities, and (3) Ministry of Education and Culture Regulation No 10 of 2020 on Special Education. These policies cover aspects such as equity, admission, facility support, assistance, and evaluation.

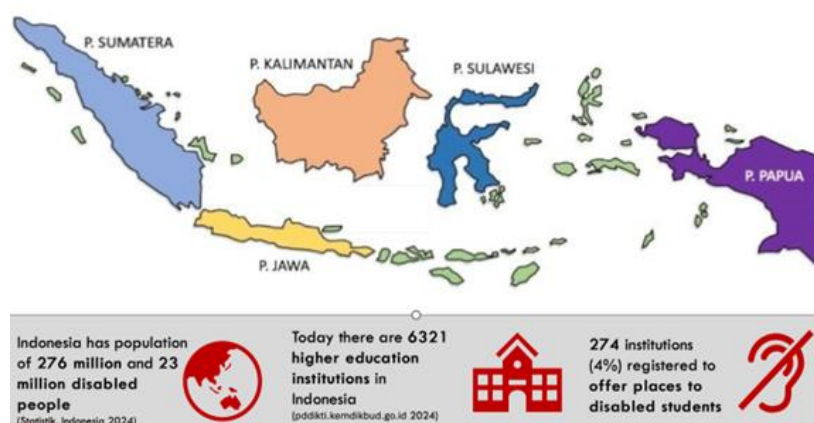


Figure 1. Author's Illustration, 2024

Figure 1 presents a map of Indonesia accompanied by data on the population, the number of higher education institutions, and accessibility for persons with disabilities. Indonesia, with a population of 276 million, has 23 million people with disabilities (Statistics Indonesia, 2024). There are 6,321 higher education institutions across the country, yet only 274 institutions, or 4%, are registered as providing access and accepting students with disabilities (Layanan Mahasiswa Disabilitas, 2024).

| No | Perguruan Tinggi | Alamat Web Layanan | Kontak Person |
|-----|---|--------------------|---------------------------------|
| 1. | Institut Bakti Nusantara | | |
| 2. | Institut Bio Scientia Internasional Indonesia | | |
| 3. | Institut Ilmu Kesehatan STRADA Indonesia | | |
| 4. | Institut Kesehatan dan Bisnis Surabaya | | |
| 5. | Institut Seni Indonesia Yogyakarta | | |
| 6. | Institut Teknologi dan Bisnis Bina Adinata | | Nurwahid Syam,S.Pd,M.Pd |
| 7. | Institut Teknologi Indonesia | | |
| 8. | Institut Teknologi Nasional Bandung | | |
| 9. | Institut Teknologi Telkom Purwokerto | | Elisanna Gerda Pertiwi |
| 10. | Politeknik Unggulan Kalimantan | | Arfan Hamzah, S.Pt.,M.Erg.,AIFO |
| 11. | Sekolah Tinggi Ilmu Administrasi Madani | | Tri Mardiana |

Figure 2. Disability Student Services Website (Accessed on December 16, 2024, at 3:13 PM WIB)

Figure 2 shows a page from the Disability Student Services website listing higher education institutions in Indonesia that have Disability Service Units (ULD). The table on this page includes the names of institutions, service website addresses, and contact persons as a form of commitment to accessibility and inclusive higher education for students with disabilities. Despite various efforts to enhance disability inclusion in education, numerous

challenges persist, particularly concerning accessible and disability-friendly information. For example, the Belmawa website provides a list of all universities in Indonesia that have “Disability Service Units.” However, this does not fully address the issues surrounding information accessibility for students with disabilities seeking higher education opportunities, issues with managing inclusive education in public schools, including inadequate resources, inaccessible infrastructure, and suboptimal collaboration with relevant parties (Prathama et al., 2022), and disparate levels of success in implementing inclusive education in various regions due to variables like facility availability and knowledge gaps about the inclusive education system (Sari et al., 2022).

Concrete steps are needed to change societal perceptions, create inclusive environments, and prioritize justice and equality for all individuals. Within the context of the Sustainable Development Goals (SDGs), particularly in the education sector, Indonesia bears significant responsibility for improving inclusivity and equitable access to education. The significant growth in the number of students with disabilities demands concrete actions to ensure equal access to higher education. The Coordinating Ministry for Human Development and Culture (Kemendiknas) noted that as of September 2023, a total of 44,477 regular schools had become inclusive schools, an increase of 8,675 compared to 2021, which had only 35,802 inclusive schools (Zain et al., 2022).

In the current 4.0 era, the internet offers countless benefits for supporting various activities and information search (Melawati & Wijaksana, 2020). To address these challenges, Community Service Programs (CSM) offer an appropriate solution. The implementation of a sub-website at Telkom University as a **Data Integration Hub** for all universities in Indonesia can serve as a significant initial step in improving information accessibility for students with disabilities. This sub-website is expected not only to provide information about disability-friendly universities but also to function as a **one-stop research centre** to raise awareness of the importance of disability inclusion in higher education.

By creating this sub-website, it is hoped to improve access to information for students with disabilities and their parents/guardians when searching for disability-friendly universities in Indonesia. Additionally, this platform will serve as a research hub aimed at raising awareness about the importance of disability inclusion in higher education. Updating Telkom University's website to include this sub-website is expected to contribute significantly to promoting equal access to education and fostering an inclusive academic environment in Indonesia. Because improving the quality of services for persons with disabilities is key through social innovation and rehabilitation (Sholikhan et al., 2023).

This initiative also aims to inspire students with disabilities to pursue higher education and to raise awareness among parents of children with disabilities about the critical value of education. Data in Indonesia shows that over 80% of individuals with disabilities are unemployed, underscoring the urgent need for programs that encourage the independence and empowerment of students from special education schools (SLB) (Arifputri et al., 2025).

Collaboration with international partners such as Lancaster University will provide broader perspectives on inclusive education. As a university that has declared and implemented disability-friendly higher education practices, cooperation with Lancaster University will be highly beneficial. The CSM team plans to conduct pre-community service research on 78 universities across Indonesia, both public and private, to gather data on the names, faculties, and study programs that accept students with disabilities.

The results of this study will be presented and shared as valuable information for students with disabilities, special education teachers, and parents/guardians. The CSM team has coordinated with PUTI (Centre of Excellence for Information Technology) to create a subdomain named <http://ideahub.telkomuniversity.ac.id>. The website content will include information about various public and private universities that accept students with specific

disabilities, making it easier for prospective students and parents who wish to support their children in pursuing higher education. However, the current website domain link is as follows: <https://ideahub-snowy.vercel.app>, pending security approval from the internal team at PUTI (Centre for Information Technology).

The proposed solution is the creation of a sub-website at Telkom University as a Data Integration Hub for all disability-friendly universities in Indonesia. This sub-website will serve as a comprehensive and easily accessible source of information for students with disabilities and their parents/guardians seeking information about disability-friendly universities in the country. Additionally, the sub-website will function as a research hub to raise awareness of the importance of disability inclusion in higher education. By providing complete and detailed data on disability-friendly universities, this platform aims to enhance public awareness about the significance of inclusion within the academic environment. The next step involves updating Telkom University's main website and integrating this sub-website. It is hoped that this initiative will make a significant contribution to promoting equal access to education for all individuals while strengthening the commitment to creating an inclusive educational environment in Indonesia.

Coordination between the CSM Team and PUTI (Centre for Information Technology) to establish a subdomain named <http://ideahub.telkomuniversity.ac.id> represents a concrete step in implementing this solution. This sub-website is expected to act as a vital first step in improving information accessibility for students with disabilities and fostering greater inclusivity in higher education in Indonesia. a regular meeting held after the iDEA hub website had incorporated data from 25 universities. The meeting involved Mr. M. Noor Hadi, Manager of Volunteers, and Cahaya Inklusi, a nonprofit organization specializing in developing inclusive, equitable, and participatory activities. Their expertise is leveraged to provide continuous reviews, critiques, and suggestions for the iDEA hub website to ensure it meets “disability-friendly” standards. This collaboration underscores the commitment to maintaining a high standard of inclusivity and accessibility in the website's development and functionality.

II. IMPLEMENTATION METHOD

The method used to implement this solution can be divided into several steps as follows:

Focus Group Discussion to Identify Information Accessibility Needs. A Focus Group Discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator. This method serves to solicit participants’ attitudes and perceptions, knowledge and experiences, and practices, shared in the course of interaction with different people (Eeuwijk & Angehrn, 2017). The FGD was conducted with the involvement of 30 stakeholders, consisting of academics (lecturers and students with disabilities), government representatives (from the Ministry of Manpower, Ministry of Religious Affairs, and the Directorate General of Higher Education), NGOs, the National Disability Commission, media, and industry.



Figure 3. FGD Activity with Cahaya Inklusi and Several Stakeholders

Figure 3 shows a Focus Group Discussion (FGD) involving Cahaya Inklusi and various stakeholders to identify relevant keywords for developing disability-friendly website features and content. In this process, Boolean logic is applied to examine various aspects of accessibility across universities in Indonesia. **Identification of Keywords for Fulfilling Website Features and Content.** Using boolean logic to examine various disability-friendly accessibility across universities in Indonesia. The figure 4 shows a table mapping the features and website content of universities, analyzed using Boolean logic with a focus on keywords related to disability services. Boolean logic is a mathematical theory that uses symbolic operations such as AND, OR, and NOT to systematically classify objects or statements, serving as the foundation of modern mathematical (Wille, 2000). Variations of this approach have been successfully deployed in the United Kingdom, Canada, and the United States (Ames et al., 2022; Vincent et al., 2022). Carey (1994 from Afiyanti, 2008) explains that information or data obtained through FGD is richer or more informative compared to data collected using other data collection methods. This is possible because individual participation in providing data can increase when they are in a discussion group.

| No | Names of Universities | Main Website | Region | Public / Private | Dedicated Disability Centre or Service | Disability Admission Policy/Scholarship | Accessible Campus | Academic Accommodations | Social Support | Mental/Health Support | Employment support | TOTAL |
|---|---|---|--------------------------------------|------------------|---|---|---|---|---|-----------------------|--------------------|-------|
| Site: www.institution.ac.id OR "Layanan" OR "Fasilitas" OR "Ketersediaan" AND "Disabilitas" OR "Daksa" OR "Rango" OR "Netra" OR "Emosi dan Perilaku" OR "Komunikasi" OR "Autisme" OR "Perawatan dan Hipertensi" OR "Kualitas Belajar Spesifik" | | | | | | | | | | | | |
| 1 | Kopang Academy of Social Work | https://www.kopang.ac.id | Nusa Tenggara (Lesser Sunda Islands) | Private | https://www.kopang.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://www.kopang.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | https://www.kopang.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | | |
| 2 | Bandung Culinary Academy | https://rsh.bandung.ac.id | Java | Private | | | https://rsh.bandung.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://rsh.bandung.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | | |
| 3 | PGRI Pontianak Teacher Training and Education Institute | https://kipgriptk.ac.id | Kalimantan | Private | https://kipgriptk.ac.id/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | https://kipgriptk.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://kipgriptk.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | | |
| 4 | Indonesian Institute of Arts Surakarta | https://iisika.ac.id | Java | Public | | https://iisika.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://iisika.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://iisika.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://iisika.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | |
| 5 | National Institute of Technology Bandung | https://www.itb.ac.id | Java | Private | | | | | https://www.itb.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | |
| 6 | Telkom Institute of Technology Purwokerto | https://telkom-pwt.ac.id | Java | Private | | https://telkom-pwt.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://telkom-pwt.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | https://telkom-pwt.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | | |
| 7 | Polytechnic of Indonesia Surakarta | https://www.poltek-indonesia.ac.id | Java | Private | | | | | https://www.poltek-indonesia.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | |
| 8 | Amuntal College of Administrative Sciences | https://www.amsatuntal.ac.id | Kalimantan | Private | | | https://www.amsatuntal.ac.id/wordpress/wp-content/uploads/2020/08/kebijaksanaan-moral-dan-konsep-sistem-kampus-dititiklensia.pdf | | | | | |

Figure 4. Keyword Features and Website Content

Planning. The CSM team will discuss with Lancaster University regarding the branding like colours, logo, and project name (see figure 5). Once the needs are identified, the team will plan in detail how the sub-website will be developed, including the features provided, layout, and necessary resources. This will be discussed with PUTI regarding the subdomain and other technical aspects.

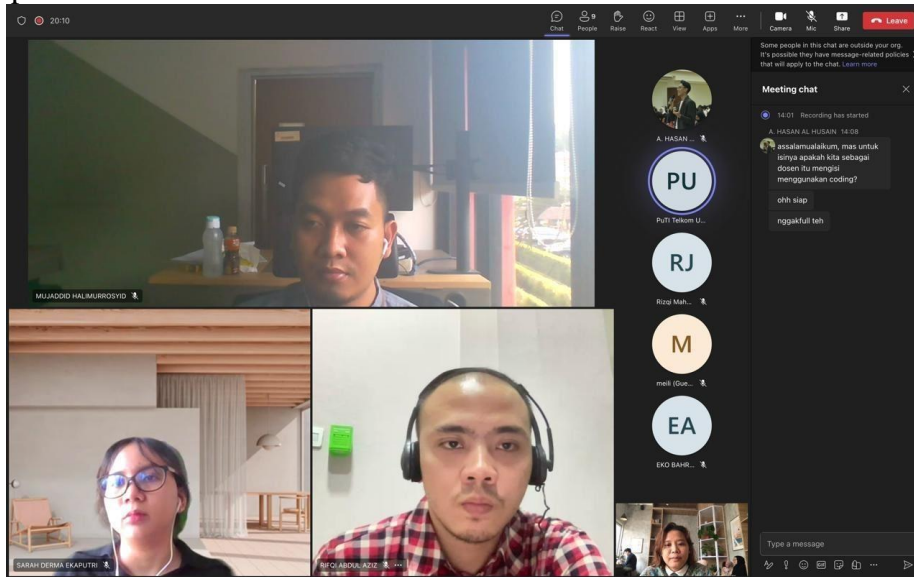


Figure 5. CSM Team Planning, External Website Developer and PUTI

Content Creation. The next step is to create content for the sub-website, including planning for Search Engine Optimization (SEO). SEO is an optimized technique to ensure that a website appears at the top of the search engine results pages (SERPs) for a particular keyword (Khraim, 2015). This content will include information about disability-friendly universities, guidelines for prospective students with disabilities, information on inclusion programs at universities, and more. As seen in the figure 6, SEO optimization strategies are implemented through the selection and approval of keywords relevant to disability issues in higher education. In line with Norton (2016) findings, that companies that implement SEO techniques effectively can significantly increase website traffic, which in turn contributes to increased sales and profits.

| Keywords Approval: Ideahub | | | | | | | | | |
|---|--|---------------|----------|----------------------|---------------|--------|---|---------|---|
| File Edit View Insert Format Data Tools Extensions Help | | | | | | | | | |
| A1 Keywords | | | | | | | | | |
| | A | B | C | D | E | F | G | H | I |
| 1 | Keywords | Search Volume | Status | New Keywords | Search Volume | Status | Gdoc Links | Article | |
| 2 | contoh disabilitas fisik | 590 | Approved | | | | https://docs.google.com | | |
| 3 | derajat disabilitas | 170 | Approved | | | | | | |
| 4 | disabilitas ganda | 320 | Approved | | | | | | |
| 5 | disabilitas kaki | 70 | Change | apa saja program | 210 | | | | |
| 6 | disabilitas mata | 70 | Change | kuliah jurusan des | 390 | | | | |
| 7 | disabilitas tuna rungu | 210 | Approved | | | | | | |
| 8 | jenis disabilitas bagi pelamar disabilitas | 480 | Change | kampus swasta te | 320 | | | | |
| 9 | inklusi disabilitas | 110 | Approved | | | | https://docs.google.com | | |
| 10 | jenis penyandang disabilitas | 70 | Approved | | | | | | |
| 11 | jenis tuna disabilitas | 170 | Change | fasilitas telkom uni | 110 | | | | |
| 12 | kebutuhan disabilitas | 30 | Approved | | | | | | |
| 13 | kebutuhan penyandang disabilitas | 20 | Approved | | | | | | |
| 14 | disabilitas bekerja | 30 | Approved | | | | | | |
| 15 | macam macam tuna disabilitas | 320 | Change | cara daftar kampu | 40 | | | | |
| 16 | penderita disabilitas | 30 | Change | kampus swasta de | 110 | | | | |
| 17 | penyandang difabel | 50 | Approved | | | | | | |
| 18 | pendidikan disabilitas | 50 | Approved | | | | | | |
| 19 | mahasiswa disabilitas | 50 | Approved | | | | https://docs.google.com | | |

Figure 6. Keyword Approval for SEO

Technical Development. The website developer will develop features and content within the temporary domain before handing it over to PUTI for Security Approval testing. The

developer will also be responsible for the technical development of the sub-website (See Figure 7 iDEA hub website view on temporary domain).



About

Universitas Indonesia (UI) merupakan salah satu kampus tertua di Indonesia yang telah berdirinya sejak tahun 1950. UI membawahi 14 fakultas yang terdiri dari Fakultas Hukum, Fakultas Farmasi, Fakultas Ilmu Administrasi, Fakultas Ilmu Pengetahuan Budaya, Fakultas Ekonomi dan Bisnis, Fakultas Ilmu Keperawatan, Fakultas Ilmu Komputer, Fakultas Ilmu Sosial dan Ilmu Politik, Fakultas Kedokteran, Fakultas Kedokteran Gigi, Fakultas Kesehatan Masyarakat, Fakultas MIPA, Fakultas Psikologi, dan Fakultas Teknik. Serta dua sekolah, yakni Sekolah Ilmu Lingkungan dan Sekolah Kajian Strategik dan Global, dan Program Vokasi.

Basic Info

Type

Public

Regions

Website

<https://www.ui.ac.id/>

Address

Jl. Lingkar, Pondok Cina,
Kecamatan Beji, Kota Depok, Jawa
Barat 16424

Email

humas-ui@ui.ac.id

Contact

Telephone

(021) 786 7222

Social Media



Akomodasi Akademik

Apakah universitas ini memiliki Akomodasi Akademik?

Tidak ada informasi terkait fasilitas akademik aksesibel di kampus UI.

Layanan Kesehatan Mental

Apakah universitas ini memiliki Layanan Kesehatan Mental?

Tidak ada informasi terkait layanan kesehatan mental di kampus UI.

Aksesibilitas Kampus

Apakah universitas ini memiliki Aksesibilitas Kampus?

Fasilitas yang disediakan oleh UI untuk mahasiswa disabilitas beragam di setiap gedung fakultas. Silahkan menghubungi kontak yang tertera pada website resmi UI untuk memastikan fasilitas yang tersedia sesuai kebutuhan Anda.

Dukungan Sosial

Apakah universitas ini memiliki Dukungan Sosial?

Tidak ada informasi terkait dukungan sosial yang disediakan oleh UI. LMD UI memiliki relawan, namun informasi terkait relawan ini sangat minim.

Jalur Admisi & Beasiswa untuk Disabilitas

Apakah universitas ini memiliki Jalur Admisi & Beasiswa untuk Disabilitas? ?

Tidak ada informasi mengenai beasiswa dan jalur admisi khusus yang disediakan bagi UI untuk mahasiswa disabilitas. Namun, mahasiswa disabilitas yang berkuliah di UI dapat mengajukan Beasiswa Afirmasi Pendidikan Tinggi (ADik) untuk mahasiswa disabilitas.

Dukungan Karir

Apakah universitas ini memiliki Dukungan Karir?

Tidak ada informasi terkait dukungan karir spesifik untuk mahasiswa disabilitas di UI. Namun, UI memiliki layanan dukungan karir dalam bentuk UI Career Development Center (CDC).

Unit/Pusat Layanan Disabilitas

Apakah universitas ini memiliki Unit/Pusat Layanan Disabilitas? ?

UI memiliki unit Layanan Mahasiswa Disabilitas (LMD) yang berada di bawah Direktorat Kemahasiswaan. LMD yang dimiliki oleh UI memiliki tiga jenis layanan yang diperuntukkan bagi mahasiswa disabilitas, yakni layanan pembelajaran, training, dan advokasi.

Figure 7. iDEA hub website view on temporary domain

Launch Event (see figure 8). After the sub-website is developed and tested, the next step is its official launch. The team from Lancaster University, including Dr. Jonathan Vincent and Dr. Ann-Marie Houghton, will be present and participate in a Sharing Session in the form of a talk show, along with two other speakers from Dilans Indonesia and one representative of visually impaired students from Universitas Pendidikan Indonesia.



Figure 8. iDEA hub website launch and introduction

Socialization. Socializing the existence of the sub-website to the public, particularly to students with disabilities and their parents/guardians. The CSM team will post regularly on Instagram @i_deahub and use the hashtag #SemuaBisaKuliah (see figure 9) in each post as a

tool for socialization and campaigning to inform the public that this project exists, is ongoing, and accessible.

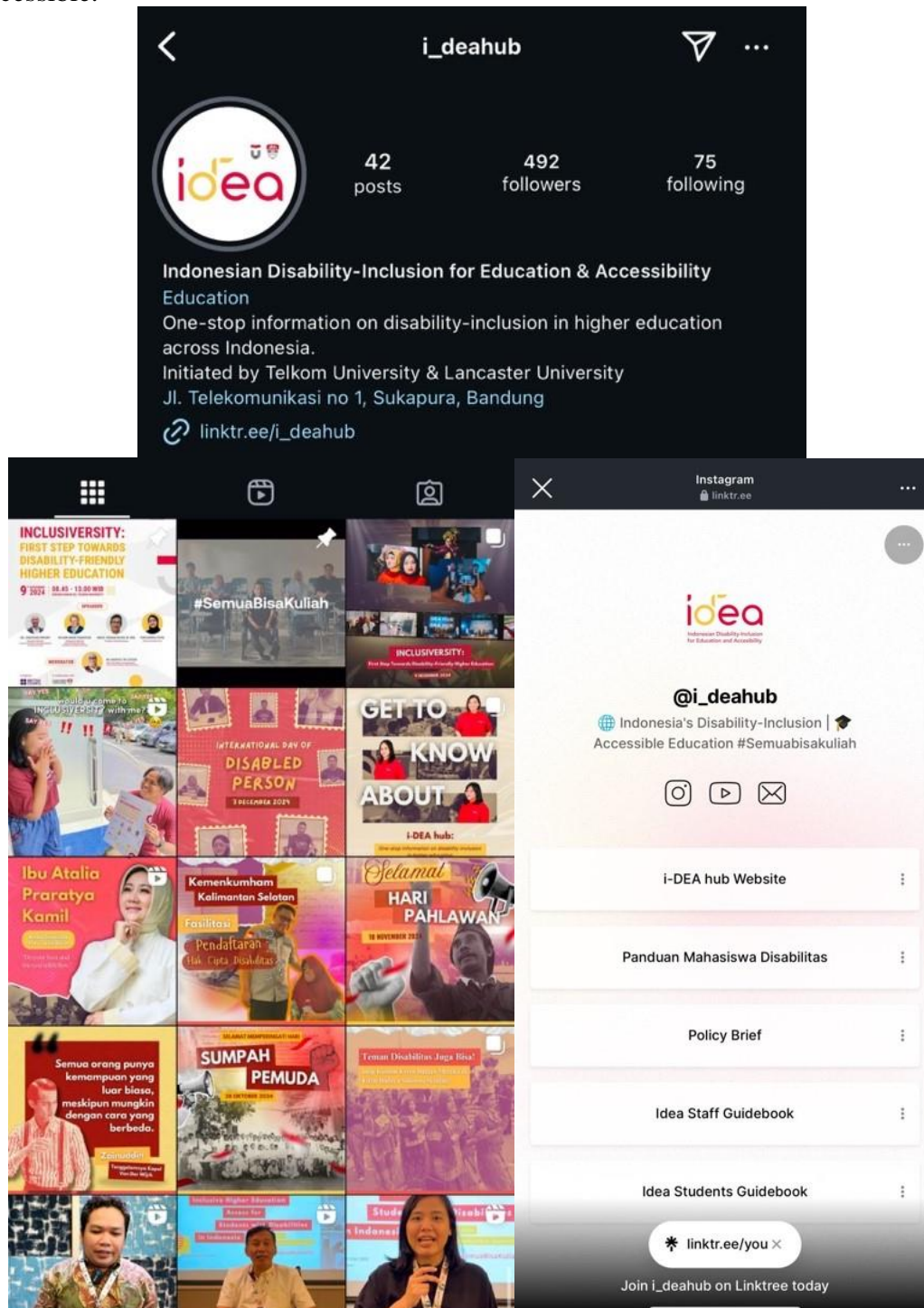


Figure 9. iDEA hub profile

Maintenance and Development. After the launch, the team will need to perform ongoing maintenance and development of the sub-website based on user feedback and needs. This includes content updates, feature improvements, and other technical adjustments.

By following these steps systematically, it is expected that the sub-website can be successfully implemented and provide significant benefits for students with disabilities as well as the community concerned with inclusion issues in higher education.

By launching the iDEA hub website titled "INCLUSIVERSITY: First Step Towards Disability-Friendly Higher Education" and inviting representatives from special needs schools (SLB) in Bandung, including SLBN Cicendo, SLBN Cipaganti, SLBN Pajajaran. It is hoped that the website can be disseminated and directly practiced by students from these schools who plan to continue their education to higher education. Furthermore, universities such as Universitas Padjadjaran, Universitas Islam Al Azhar, Universitas Widyatama, and others are expected to provide synergy and commitment to making changes towards becoming disability-friendly universities. At the launch event, the CSM team invites the PERTUNI Community, the National Disability Commission, representatives from the Ministry of Manpower, and representatives from the Ministry of Religious Affairs of the Republic of Indonesia to foster greater openness across various sectors.

III. FINDINGS AND DISCUSSION

The result of the INCLUSIVERSITY CSM activity is the creation of the iDEA hub sub-website, which serves as an information centre for students with disabilities who wish to continue their education at higher education institutions. This website makes it easier for prospective students and their parents to find information about disability-friendly universities, including inclusion programs and available facilities. The launch event, which involved various parties such as representatives from Special Needs Schools (SLB), universities, and disability advocacy organizations, is expected to raise public awareness about the importance of inclusive education. Through social media campaigns on Instagram @i_deahub with the hashtag #SemuaBisaKuliah, this information can be widely disseminated. In addition, several universities that were present and also received grants from the British Council, such as Universitas Padjadjaran and Universitas Islam Al Azhar, have expressed their support for this initiative. This Abdimas activity also successfully built synergies with various related stakeholders, including ministries and disability organizations.

Support and Solutions for Students with Low Vision Disabilities

Here are the results of the discussion with Cahaya Inklusi Indonesia after reviewing the iDEA hub website. In supporting students with low vision, it is crucial to consider colour choices and layouts that are accessible to them. Using a dark background with bright text can enhance contrast and improve text readability. For example, red might not always be suitable due to certain colour sensitivity limitations among individuals with visual impairments. Additionally, application or website interfaces should include a dark mode feature to minimize excessive light exposure, which may cause discomfort.

From an audio perspective, various technologies can be utilized to enhance accessibility, such as:

1. Converting images into audio, ensuring visual information remains accessible.
2. Leveraging applications like NVDA (Windows built-in screen reader) or JAWS to read text.
3. Using TapTapSee, an app that enables cameras to describe objects in the environment.
4. Applications like Be My AI or Be My Eyes for real-time image-based guidance.
5. Converting graphics into audio, making data or statistical visualizations accessible in sound form.
6. Furthermore, it is important to provide a filtering system that facilitates inclusive database searches and delivers voice-based information.

Sharing Session: Challenges and Solutions for Students with Low Vision

Students with low vision often face significant disparities between the curricula of Special Needs Schools (SLB) and general schools. In higher education, they require technical support, such as the ability to operate Word, PowerPoint, read PDF files, and access websites for information.

For content accessibility, the following features are essential:

1. Image transcripts that describe visual illustrations.
2. Inclusive online articles with alternative descriptions for graphic elements.
3. For visually impaired students, access to subtitles in videos or visual media is crucial to ensure they can fully comprehend the content presented.

By understanding these needs, collaborative efforts between educational institutions, technology developers, and communities can create a more inclusive and disability-friendly learning environmental. In the future, the sub-website will continue to be updated and developed based on input from Cahaya Inklusi as the CSM partner and website users, to ensure its relevance and to support students with disabilities in accessing higher education.

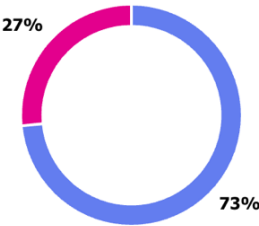
Table 1. Feedback of Community Service Results

| No | Statement | SD (%) | D (%) | N (%) | A (%) | SA (%) |
|---|---|--------|-------|-------|-------|--------|
| 1 | The activity materials align with the needs of the partners/participants | 0 | 0 | 0 | 27 | 73 |
| 2 | The timing of this activity is relatively appropriate and sufficient | 0 | 0 | 0 | 49 | 51 |
| 3 | The materials/activities presented are clear and easy to understand | 0 | 0 | 0 | 41 | 59 |
| 4 | The committee provided good service during the activity | 0 | 0 | 0 | 49 | 51 |
| 5 | The community welcomes and hopes for similar activities to continue in the future | 0 | 0 | 0 | 37 | 63 |
| SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree | | | | | | |

1. *The materials presented align with the needs.* Materi kegiatan sesuai dengan kebutuhan.

[Detail selengkapnya](#)

| | |
|---|----|
| ● Strongly agree sangat setuju | 36 |
| ● Agree setuju | 13 |
| ● Disagree tidak setuju | 0 |
| ● Strongly disagree sangat tidak setuju | 0 |



2. *The timing of this event is relatively appropriate and sufficient.* Waktu pelaksanaan kegiatan ini relatif sesuai dan cukup.

[Detail selengkapnya](#)

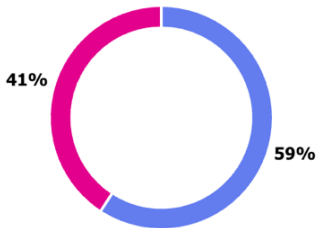
| | |
|---|----|
| ● Strongly agree Sangat setuju | 25 |
| ● Agree Setuju | 24 |
| ● Disagree Tidak setuju | 0 |
| ● Strongly disagree Sangat tidak setuju | 0 |



3. *The materials/activities presented are clear and easy to understand.* Materi/kegiatan yang disajikan jelas dan mudah dipahami.

[Detail selengkapnya](#)

| | |
|---|----|
| ● Strongly agree Sangat setuju | 29 |
| ● Agree Setuju | 20 |
| ● Disagree Tidak setuju | 0 |
| ● Strongly disagree Sangat tidak setuju | 0 |



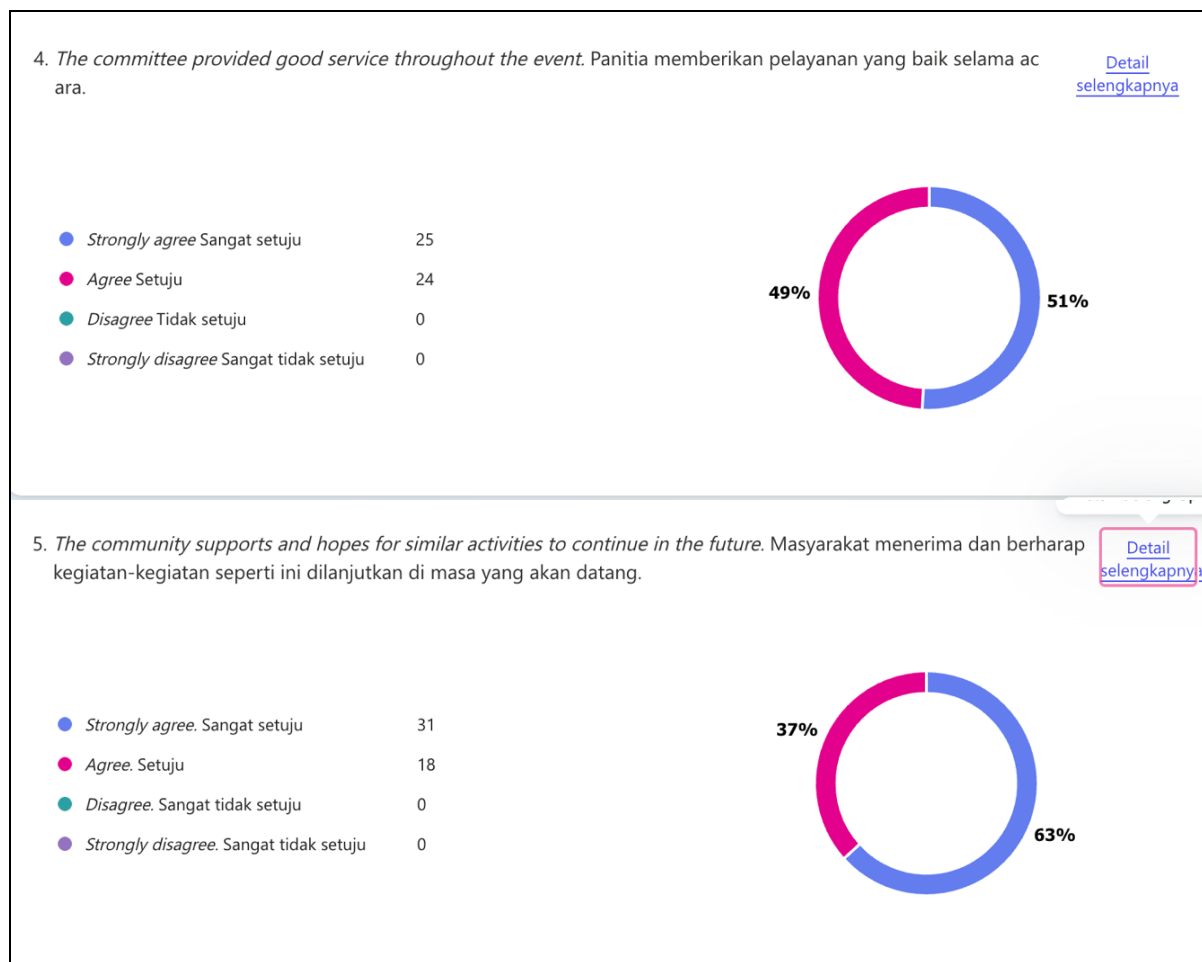


Figure 10. Feedback of Community Service Results

Based on the data in the table 1 and figure 10, it is evident that participants' responses to the activity were generally positive, with the majority expressing "Agree" (S) and "Strongly Agree" (SS) for the various aspects evaluated.

Relevance of Activity Materials to the Needs of Partners/Participants. A total of 73% of participants stated, "Strongly Agree" that the activity materials met their needs, while 27% said "Agree." This indicates that the materials were well-designed to align with participants' requirements. **Suitability of Activity Timing.** Most participants felt that the timing of the activity was relatively appropriate, with 49% stating "Strongly Agree" and 51% stating "Agree". **Clarity and Comprehensibility of Materials/Activities.** As many as 59% of respondents stated, "Strongly Agree" that the materials or activities presented were clear and easy to understand, while 41% said "Agree." This demonstrates effective material delivery. **Service Provided by the Organizing Committee During the Activity.** Participants' feedback on the committee's service during the activity was also highly positive, with 49% stating "Strongly Agree" and 51% stating "Agree." This reflects the professionalism of the organizing committee in serving the participants. **Expectation for Similar Activities in the Future.** Most participants expressed hope that similar activities would continue in the future, with 63% stating "Strongly Agree" and 37% stating "Agree." This indicates that the activity was perceived as beneficial by the community. Overall, the survey results reflect the success of the activity's implementation, with a very high level of satisfaction among participants.

IV. CONCLUSION

The “Inclusiversity” CSM activity successfully resulted in the development of the iDEA Hub sub-website, which serves as an information center to assist students with disabilities and their parents in finding information about disability-friendly universities, including inclusion programs and available facilities. The website launch received support from various parties, such as Special Needs Schools (SLB), universities, and disability advocacy organizations, and was promoted through social media campaigns using the hashtag #SemuaBisaKuliah to expand outreach.

A discussion with Cahaya Inklusi Indonesia provided key recommendations to improve accessibility for students with low vision, including appropriate color contrast, dark mode features, and the integration of assistive technologies such as screen readers and image-to-audio converters. It also emphasized the need for accessible content, including image transcripts, alternative text descriptions, and subtitles for videos.

A sharing session also highlighted the gap between the curriculum of special needs and regular schools, as well as the technical support required by visually impaired students in higher education, such as access to digital documents and university websites.

Participant evaluation showed a very high level of satisfaction with the program. The majority responded “Strongly Agree” or “Agree” that the materials were relevant, the timing was appropriate, the content was clear and understandable, and the organizing committee provided excellent service. There was also a strong expectation that similar activities would continue in the future.

Overall, the activity was successful in promoting a more inclusive and collaborative higher education environment for persons with disabilities in Indonesia. The iDEA Hub website will continue to be updated and improved based on feedback from users and partners such as Cahaya Inklusi to ensure its relevance and usefulness.

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