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Study Title: Providing Accessibility For Disabilities In Various Universities In Bandung

Author 1: Febilita Wulan Sari, Indonesian Computer University, Indonesia. febi_fws@yahoo.com

Authors 2: Rino Adibowo, Indonesian Computer University, Indonesia. renoreno648@yahoo.com

Presenter : Febilita Wulan Sari

Correspondence : Rino Adibowo

ABSTRACT

Accessibility for persons with disabilities focused on the availability and feasibility of difable-friendly facilities, where planners are the subject of the designer responsible for the accessibility of persons with disabilities as citizens who also have the same rights as other citizens. The availability of facilities and infrastructure difable friendly (persons with disabilities) are still very limited in several Indonesian universities in general, and particularly the city of Bandung. This impacted negatively on persons with disabilities, in which persons with disabilities are not able to play a role in their social environment and do not have equal opportunities in education as well as the rights of citizens of Indonesia. The problem is legal protection in terms of accessibility, implementation, as well as the efforts of Bandung municipal government in terms of accessibility. Based on the results of this research is that the legal protection of accessibility for persons with disabilities regulated in Law Number 19 Year 2011, Article 8 and 10 of Law No. 4 of 1997 on Persons with Disabilities, Article 41 Paragraph 2 of Law No. 39 of 1999 on Human Rights, Article 27 of Law No. 28 of 2002 on Building, Law No. 20 Year 2003 on National Education System, as well as PP and ministerial decrees. Implementation of accessibility provisions for persons with disabilities in various universities in Bandung is not fully running. The availability of facilities and infrastructure in various universities in Bandung has not complied with the accessibility, among others: (a) The absence wheelchair ramp; (b) Ignoring factors will need special toilets for persons with disabilities; (c) The lack of parking spaces for persons with disabilities; (d) Access into and out of the classroom that are not accessible; (e) No provision of assistants on campus for persons with disabilities. Efforts made by the Government of Bandung to meet accessibility by issuing Bandung City Regulation No. 26 of 2009 on Equality and the Empowerment of Persons with Disabilities and Bandung Regional Regulation No. 5 of 2010 on Building requiring college buildings meet accessibility for persons with disabilities.

Keywords: accessibility, disability, implementation

INTRODUCTION

One form of measuring instruments of democracy that is being taught by a government is to weigh the state's ability to meet and guarantee the rights of its citizens. On that basis, the State is obliged to serve every citizen to fulfill the rights and basic needs is no exception for persons with disabilities. According to the World Health Organization or WHO (World Health Organization), disability is a term that covers a nuisance, activity limitations, and participation restrictions. Interference is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action, while the participation restriction is a problem experienced by an individual in involvement in life situations. While the definition of disability in the national provisions called disabled in Article 1, paragraph 1 of Law No. 4 of 1997 on Persons with Disabilities states that disabled people are all people who have physical abnormalities and / or mental, which may interfere with or constitute obstacles and barriers for him to perform activities properly, which consists of persons with physical disabilities; persons with mental disabilities; persons with physical and mental disabilities. Based on these definitions, it can be concluded that persons with disabilities are identical to limitations that required the fulfillment of accessibility for persons with disabilities to perform activities of daily life. In fact a lot of places and facilities that can not be enjoyed by minority groups, including persons with disabilities.

Accessibility for persons with disabilities focused on the availability and feasibility of difable-friendly facilities, where planners are the subject of the designer responsible for the accessibility of persons with disabilities as citizens who also have the same rights as other citizens. The planners and managers of public service centers both public and private many do not realize the importance of providing facilities and infrastructure accessibility for persons with disabilities.

Even in various educational institutions started elementary school to higher education such as universities, accessibility for persons with disabilities is also not a lot of attention on the part of planners and managers.

In terms of accessibility, availability of facilities and infrastructure difable friendly (persons with disabilities) are still very limited in several Indonesian universities in general, and particularly the city of Bandung. This impacted negatively on persons with disabilities, in which persons with disabilities are not able to play a role in their social environment and do not have equal opportunities in education as well as the rights of citizens of Indonesia. Hence the need for further study with regard to the provision of accessibility for persons with disabilities in various universities in Bandung.

OBJECTIVE OF THE STUDY

Based on the background described in the discussion of the previous chapter it can be some identification problems as follows:

a. How is legal protection for persons with disabilities in terms of accessibility and obtain equal opportunities in education in college?
b. How far the implementation of the accessibility provisions for persons with disabilities in various universities in Bandung?

c. Efforts are made by the government of Bandung to meet accessibility for persons with disabilities in various universities in Bandung?

RESEARCH METHODS

In this study, researchers used the following methods:

1. Approach The method used is a normative juridical approach, a study that emphasizes the study of library materials or secondary data, which include:
   a. Primary legal materials, namely legislation, international conventions. Secondary law, ie, materials that can help analyze and understand the primary legal materials, such as the results of research, scientific work in the form of books, journals, papers and other literature relevant to the substance of the study.
   b. Tertiary legal materials, ie materials that provide information about the primary and secondary legal materials, such as legal dictionaries (Black's Law Dictionary).
   c. In this study, test and review of secondary data related to the fulfillment of accessibility for persons with disabilities, as well as at this stage grammatical interpretation.
2. Specifications Research Research conducted analytical description, which describe the instruments of national and international law associated with theories of law and practice relating to the implementation of the research object.
3. Data Collection Techniques In this research, data collection techniques performed through two stages, namely:
   a. Library research (library research), in this case the researchers conducted a study of secondary data primary legal materials in the form of legislation, as well as other related regulations. In addition it also examined secondary data secondary law in the form of works of scientific experts in the field of law and supported by research on secondary data tertiary legal materials.
   b. Field research (field research), in this case only as supporting data in research to support and complement the study of literature, by conducting a structured interview (guided interviews) with relevant parties.
4. Analysis of Data All data were analyzed by juridical qualitative. In this case the analysis carried out with due regard to the hierarchy of legislation so that the legislation that is not contrary to the laws and regulations as well as the achievement of other legal certainty.
5. Location Research Location of the research carried out in several places, among others: Padjadjaran University, University Computer Indonesia, Bandung City Government, Maranatha University, Bandung Islamic University as well as a number of websites in the internet system.

RESULTS AND DISCUSSION

A. Legal protection for persons with disabilities in terms of accessibility and obtain equal opportunities in education in colleges

The existence of persons with disabilities in the community vulnerable to the conditions that are discriminatory, therefore strived for equality and recognition of the environment. In Indonesia, people with disabilities are often isolated socially and face discrimination in access to education and employment. According to data from the Ministry of Social PUSDATIN, in 2010, the number of persons with disabilities in Indonesia is 11,580,117 3,474,035 people with disabilities including vision, 3.01083 million people with physical disabilities, and 2,547,626 people with disability hearing. Meanwhile, according to data from the Ministry of Manpower and Transmigration, in 2010 the number of people with disability is 7,126,409 people. It shows that the absence of accurate data and deep understanding of persons with disabilities in Indonesia.

The Indonesian government has adopted a number of international and national regulations related to persons with disabilities. The provisions relating to the legal protection of persons with disabilities are essentially already contained in the Indonesian constitution. As known in the Preamble of the 1945 Constitution which states that the second paragraph:

"... And the struggle for Indonesian independence movement had reached the happy moment safely deliver prosperous people of Indonesia to the front gate of the independence of the Republic of Indonesia, independent, united, sovereign, just and prosperous".

The implied meaning of the word "fair" and "prosperous" in the second paragraph is a designated justice for all Indonesian people, not least for persons with disabilities.

In addition, the implementation of the objectives State mandated in the fourth paragraph of the Preamble of the 1945 Constitution which states that:

"Then instead of it to form a Government of the State of Indonesia which shall protect all the Indonesian people and the country of Indonesia and to promote the general welfare ...".

Mandate in the fourth paragraph of the Preamble to the Constitution of 1945 is a consequence of the law that requires the government not only carry out government duties, but also social welfare through national development. It is also a cornerstone of legal protection for persons with disabilities in terms of accessibility and obtain equal opportunities in education in college, because the word "protect" contains the principle of legal protection for all the Indonesian people to achieve justice.

As well as other people with disabilities have the same rights, in this case the State has an obligation (state obligation) to fulfill (fulfill), respect (to respect), to guarantee and protect (to protect) any right to education of every citizen. As stated in Article 28 C of the Constitution of 1945 which states that everyone has the right to develop themselves by fulfilling their basic needs, is entitled to education and to benefit from science and technology, arts and culture, in order to enhance the quality of life and for the welfare of mankind, so look here the obligation of the State in the fulfillment of the right to education is facilitated (to facilitate), advancing (to promote), providing (to provide).

The education sector is one of the important sectors that should not be allowed to demonstrate the social inequalities that distinguish persons with disabilities with the general public. It is mandated also in Law No. 4 of 1997 on Disability and Law Number 20 Year 2003

on National Education System which emphasizes that the right of every citizen to education in accordance with levels, lines, units, talents, interests, and ability without discrimination. The problem faced by persons with disabilities not only on basic education to upper secondary education, but also post-secondary education. Formally, non-discriminatory access to education for persons with disabilities are already guaranteed by Law No. 20 of 2003 on National Education System and National Education Minister Regulation No. 70 Year 2009 on Inclusive Education. This policy allows people with disabilities to access education along with general students, according to the abilities of persons with disabilities.

With the issuance of Law No. 20 Year 2003 on National Education System, and the National Education Minister Regulation No. 70 Year 2009 on inclusive education, access to education for persons with disabilities become more open. Education according to two main principles of the policy is the provision of education should be based on principles of fairness and non-discriminatory.

The formulation of the provisions of Article 8 of Law No. 4 of 1997 states that the government and / or community are obliged to seek the realization of the rights of persons with disabilities. Further in Article 10 paragraph (1) and (2) of the Law No. 4 of 1997 it is stated that: "Every opportunity for persons with disabilities in all aspects of life and livelihood implemented through the provision of accessibility". Article 10 paragraph (2), the provision is intended to create a state of accessibility and environmental support people with disabilities to live in a society.

Besides the main provisions which support the right of persons with disabilities, namely Law No. 39 of 1999 on Human Rights is contained in Article 41 paragraph (2) which states that any person with disabilities has a right to facilitation and special treatment. As we know that equality for persons with disabilities in the society is the recognition of human rights, it is also in line with the provisions of universally on Human Rights, namely the Universal Declaration of Human Rights.

Especially with regard to the accessibility of the mentioned statutory provisions, namely in Law No. 28 of 2002 on Building which states clearly that the facilities should be accessible for persons with disabilities. Article 27 of Law No. 28 of 2002 on Building states that facilities must be easy, safe and fun, especially for persons with disabilities. Where such provision is interpreted in the building used as educational institutions must be accessible, especially the education sector is a primary right that must be acquired with disabilities.

Weaknesses in the education sector with regard to persons with disabilities, namely in terms of regulation. The latest provisions in the form of government issued Government Regulation (PP) No. 17 Year 2010 on the Implementation and Management of Education in Article 131 Paragraph (5) contains only the obligation of universities to provide access for students with disabilities. As for the implementation of education for persons with disabilities in higher education is not regulated in this regulation.

Legislation concerning persons with disabilities is also equipped with PP 43 of 1998 on efforts to improve the social welfare of people with disabilities, through the provision of accessibility. Article 11 (1) states the provision of accessibility in physical form held in public facilities and infrastructure include: (a) the accessibility to public buildings; (b) the accessibility on public roads; (c) the accessibility at parks and public cemeteries; (d) the accessibility to public transport. Furthermore, in Article 11 (2) states that the provision of accessibility in the form of non-physical, includes: (a) information services; and (b) special services. In detail, the provisions

of Article 11 (1) and (2) and Article 12 PP 43 of 1998 on the accessibility of public buildings carried out by providing: (a) access to, from and within buildings; (b) doors, stairs, elevator specifically for multi-storey buildings; (c) the parking lot and up and down the passenger; (d) toilets; (e) a drink; (f) a telephone; (g) emergency alert; and (h) signs (signage) other.

Operationally, the government has also issued Decree of the Minister of Public Works No. 30 of 2006 on Technical Guidelines for Facilities and Accessibility in Buildings and Environment states that both active and passive open space should follow accessibility guidelines. As a follow up of the Ministerial Decree No. PU 30 of 2006, has also outlined various terms of accessibility to all public buildings either state-run or private. Furthermore, each of accessibility according to this decision, have at least four principles. First, is the principle of convenience, which means everyone can reach all the places or buildings that are common in the environment. Second, the principle of usability means that everyone should be able to use all of the places or buildings that are common in the environment. Thirdly, the principle of safety, which means each of the buildings that are common in a built environment must consider the safety of all persons, including persons with disabilities. Fourth, the principle of independence means that everyone should be able to reach, enter and use all the places or buildings that are common in an environment with no need of help from others.

The scope of the technical requirements of accessibility in public buildings and the environment issued by the Ministry of Public The job has been set for the technical requirements of accessibility required by every public building, which is visited and used by the general public, including people with disabilities. Public buildings referred to in the guidelines are, all building, building footprints and the environment outside the building of his, both owned by the government and the private sector and individuals, who function other than as a private dwelling house, which was set up, visit and may use public, including people with defect.

B. Implementation of the provisions of accessibility for persons with disabilities in various universities in Bandung

1. Policy Implementation

Said implementation is a translation of the word "implementation", derived from the verb "to complement". According to Webster's Dictionary (1979: 914), explaining that means filling full, complete, and filling (Tachjan, 2006: 23). Furthermore, the words "to implement" intended as: "(1) to carry into effect, to fulfill, Accomplish. (2) to provide with the means for carrying out into effect or fulfilling, to give practical effect to. (3) to provide or equip with with emplements (Webster's Dictionary, 1979: 914 in Tachjan, 2006: 23). First, to implement means intended to bring an outcome (result), completing and finishing. Secondly, to implement intended "to provide the means (tools) to explain something, give results that are practical for anything".

Thirdly, to implement the purpose of providing or supplementing with tools. Based on the above understanding that the implementation of an activity is etymologically related to the completion of a job by using the means (tools) to obtain the results. If the understanding of the implementation of the above coupled with a public policy, it said the implementation of public policy can be defined as the activity of completion or implementation of a public policy that has been defined / approved the use of means (tools) to achieve policy objectives.

Thus, in the process of public policy, policy implementation is a stage that is both practical and distinguished from policy formulation that can be seen as a theoretical stage. Anderson (1978: 25) argues that "Policy implementation is the application of the policy by the government's administrative machinery to the problem". Then Edward III (1980: 1) argues that: "Policy implementation, as we have seen, is the stage of policymaking between the establishment of a policy - such as the passage of a legislative act, the issuing of an executive order, the handing down of a judicial decision, or the promulgation of a regulatory rule - and the consequences of the policy for the people whom it Affects ".

So the implementation of the measures undertaken by the government to achieve the goals that have been set in a policy decision. But the government in making policies should also assess in advance whether the policy could have a negative effect or not for the community. It is intended that a policy is not contrary to the public especially to the detriment of society. Grindle (1980: 84) states that the implementation of the policy is not actually just nothing to do with the mechanism of translation of political decisions into routine procedures through the channels of bureaucracy, but more than that policies regarding the conflict, the decision of who gets what from a policy.

Besides Jones (1996: 166) argues on the implementation of the policy, namely: Implementation is that set of activities directed toward putting a program into effect (implementation is a series of activities or activities to implement a program that is intended to cause a certain result). Due to the implementation of development policy is a very important stage of the whole process of public policy may even be more important than policy-making for policies that created will only be a dream or a good plan neatly stored in the archive if it is not implemented.

Implementation of the policy is the most important stage of the whole process of policy. This is because public policy is made not for the benefit of policy makers, but for the public interest. Therefore, once the policy proposals have been received and approved by the authorities, then the policy decisions that are ready to be implemented or enforced.

To support the creation of good administration and improved public services. Adannya need to be supported with a service-oriented policy. Therefore, the policy is intended to guide the actions so that the desired goals can be achieved. This is in line with the opinion of Daniel Mazmanian and Paul Sabatier (in Agustino, 2006: 139) Based on the above definition, a policy contains a program to achieve the goals, values conducted through targeted actions. Public policy suggests the existence of collective choices depend on each other, including decisions to take action. Public policy is made by the agency or government office, a policy when it is made it must be implemented by administrative units which mobilize financial and human resources.

Very simple understanding of the implementation is as expressed by Charles O. Jones (1994: 66), where the implementation is defined as "getting the job done" and "doing it". But behind the simplicity of the formula which therefore means that the implementation of the policy is a policy process that can be done easily. However its implementation, according to Jones, demanding conditions, among others: the person or the executor, money and the ability of the organization or who is often referred to resources, further Jones formulate constraints of implementation as a process of receiving additional resources, so it can consider what to do.

In a policy will always be there are various obstacles, whether it is the risk of failure (policy failure) or the failure of policy implementation (unsuccessful implementation) of the implematasi the policy. by Hogwood and Gunn (1986: 86) there are two categories, namely non

implementation (not implemented) and the unsuccessful implementation (implementations which do not work).

The policy is not implemented (non implementation) implies that the policy can not be implemented as planned, there is good cooperation between the executive, work inefficiently, work does not mean it, do not master the issues or problems beyond the reach of existing authority , Implementation unsuccessful (unsuccessful implementation), can be caused by several factors, such as the implementation is not good (bad execution), the policy is not good (bad policy), or the policy has not fared well because of the influence of environmental factors that exist.

Tentunya a good policy in accordance with the policy required by the community. In other words, the policy will be successful if the implementation does not clash with the interests that exist in society. Many policies made by the government which aims to regulate or protect the community itself, but not maximum in implementation caused by the failure of the implementation of the policy implementation.

Furthermore, based on the understanding described above, Edward III (1980: 9-10) suggested that the factors that affect the implementation of the policy, namely: "Considering four critical factors or variables in implementing public policy: communication, resources, dispositions or attitudes, and bureaucratic structure. (argued that factors affecting the implementation of the policy include: communication (communication), resources (resources), attitude (dispotition or attitudes), and the structure of the bureaucracy (and bureaucratic structure).

Success or failure of a policy of implementor is local government, the economic empowerment of coastal communities can be seen from the factors of successful implementation of the policy, meaning that if the factors corresponding said by Edward III can be realized with both the success of the district government policy or local regulations (regulations) are managed through economic empowerment programs for coastal communities.

Policy Implementation Process

Smith (1977: 261), suggests there are three elements in the process of policy implementation, namely: "The idealized policy, the target group, the implementing organization and the environmental factors".

The intent of this opinion is:

1) The idealized policy (policy / program)

   Public policy in a form that is concrete and clear not only contains the goals and targets to be achieved by the government, but the details have called also the allocation of funds, personnel and other resources required. In addition, it includes also the working procedures to be followed in mobilizing resources to achieve policy objectives. In general, the process of implementation of the proposed Grindle (1980: 7) as follows: The general process of implementation Tus can begin only when the general goals and objectives have been specified, when action programs have been designed, and when funds have been allocated for the pursuit of the goals. These are basic conditions for the execution of any explicit public policy.

   Based on the description Grindle argues that the policy contents include: "(1) the interests of the affected policies; (2) the type of benefits that will be generated; (3) the degree of

desired change; (4) the position of the policy-making; (5) implementing the program; and (6) resources are deployed ".

Thus the content clear and detailed policies that will facilitate the implementation of the policy. Detailed contents of the policy can be used also as an indicator of the effectiveness of achieving goals.

2) Target group (target group)

A group of people or organizations in the community that the conduct or condition to be influenced by policy. They are expected to adapt to new patterns of interaction generated by the policy. As for how long they can adhere or conform to the policies that are implemented in addition to depending on the suitability of the contents of the policy with the expectation depends also on the characteristics possessed by them (the target group), while the characteristics that most influenced by the environment in which they live good geographical environment cultural and social environment.

3) Implementing organization (executive element)

Smith (1977: 261) states called "the implementing organization" that is government bureaucracy responsible for implementing the policy, where the organization is seen as a vehicle or container through and in the various activities carried out.

In line with the elements in the process of policy implementation as stated above, Korteen (in Tjokroamidjodjo, 1996) with his theory of 'three way fit' or 'fit three-way', explains that the three elements of the implementation there should be conformity, so that the expected output of the implementation will be as expected. The third element is the implementing organization, program and target groups that influenced the policy. In this case, the implementing organization should have the ability to provide a mechanism to convert the aspirations and needs of the community be objective and organizational decisions, equip the organization with multiple sources and mobilize to meet the demands of the program such that the output of this program will be in accordance with the needs of the public.

d. Successful Policy Implementation

Edwards III suggest several things that can affect the success of an implementation, namely:

1. Communications
2. Resources
3. Disposition
4. Bureaucratic Structure

(Edwards III 1980: 10-12)

Implementers of public policy heavily dependent on the clarity of the standard procedure of actions, which may manifest implementation guidelines and technical instructions or other forms, because in this SOP are sequence phase of the program from the beginning to the end so that the implementation of the policy to be effective and efficient, especially in utilization of limited resources.

While fragmentation of the responsibility for the spread of policy areas. The responsibility is limited to the center of development and distribution of aid to the region. Semangkin many

actors and institutions involved in a policy, then the lower the possibility of implementation of the policy will take place effectively. As a part of the fragmentation of the organization, coordination between implementers should exist as a logical consequence of the policy of dispersal area of responsibility among several organizational units or executive.

Implementation Provisions For Disability Accessibility

In terms of accessibility, availability of facilities and infrastructure difable friendly (persons with disabilities) are still very limited in Indonesia. The provision of accessibility for persons with disabilities are regulated in Law No. 4 of 1997 on Persons with Disabilities in practice not facilitate access to the movement of persons with disabilities.

The accessibility provisions also followed up by the government with the ratification of international conventions on the rights of persons with disabilities. In Article 4 letter h Convention on the rights of Persons with disabilities and the Optional Protocol to the Convention ratified by Law No. 19 Year 2011 regarding the General Obligations determines that: "To provide accessible information to persons with disabilities about motion aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities."

While according to Article 9 of the Convention mentioned above: "In order to enable people with disabilities to live independently and participate fully in all aspects of life of the States Parties shall take measures necessary to ensure disabled access to the physical environment, transportation, information and communication, including technologies and information and communication systems , as well as other facilities and services open or provided to the public in both urban and urban areas on an equal basis with others. Steps which shall include the identification and elimination of obstacles and barriers to accessibility, among others, should apply to:

a) Building, roads, transportation and other facilities, both inside and outdoors, including schools, housing, medical facilities and workplaces.

b) Information, communications and other services, including electronic services and emergency services.

Accessibility for persons with disabilities, especially on the availability of facilities and infrastructure both friendly difable, where the government is the subject responsible for the accessibility of persons with disabilities as citizens who also have the same rights as other citizens.

Friendly implementation of the provision of accessibility for persons with disabilities, especially in various universities in Bandung in fact not in accordance with applicable regulations. Provision of learning for persons with disabilities is the first effort that needs to be optimized realization. Universities need to be more aware of the needs of students with disabilities, this is very important because students with disabilities require different facilities and infrastructure to support the learning process. At various universities in Bandung shows that a variety of facilities and infrastructure facilities have not been complied with accessibility, including:

1. Absence wheelchair ramp

2. Ignoring factors will need special toilets for persons with disabilities
3. The absence of parking spaces for persons with disabilities who use a special vehicle.
4. Access into and out of the classroom that are not accessible for persons with disabilities
5. No provision of assistants on campus for persons with disabilities.

Shortcomings in terms of accessibility for persons with disabilities in various universities in Bandung should be minimized if policies issued by the central and local governments can be implemented optimally.

C. Efforts by the Government of Bandung to meet accessibility for persons with disabilities in various universities in Bandung

As the capital city of West Java province, Bandung is a great city that has a very important and strategic position, especially as one of the nation's capital city is Jakarta buffer. Development and growth of Bandung required to better each time, and of course it requires hard work the government of Bandung in carrying out their duties in a professional manner in accordance with the duties and functions, authority and responsibilities of each, so that the vision and mission of Bandung can reached.

State's obligation to honor and respect for human rights must be supported also by the government's efforts Bandung. Formal judicial efforts to enforce and guarantee all human rights, including the rights of persons with disabilities in social life is reflected in the 1945 Constitution and various legislations, following government regulations. In harmony with the central government, the Government of Bandung seeks also to meet accessibility for persons with disabilities.

The efforts made by the Government of Bandung by issuing Bandung Regional Regulation No. 26 of 2009 on Equality and the Empowerment of Persons with Disabilities. In Article 29 of Regulation Bandung No. 26 of 2009 states that: "Any provision of public facilities and infrastructure organized by the Local Government and / or the public are required to provide accessibility". Then in Article 30 paragraph (1) also stated that: "The provision of accessibility is intended to create a state and a more favorable environment so that disabled people can fully live in a society".

Subsequently in 2010, the government also issued Bandung Bandung Regional Regulation No. 5 of 2010 on Building. Article 6 Paragraph (4) (a) Higher Education building belonging to the education services building. Then under Article 72 Regulation No. 5 of 2010 states that: "Each building in addition to a single dwelling house, a simple sequence must meet requirements including ease of ease of connection to, from, and within the building, as well as the completeness of infrastructure and facilities facilities in the utilization of the building". Then reaffirmed in Article 73 paragraph (1) which states that: "Ease relation to, from, and within the building include the availability of facilities and accessibility easy, safe, and convenient for everyone, including the disabled and the elderly."

Various local regulations mentioned above issued Bandung City Government as one of the efforts of the juridical aspect in fulfilling aksesibillitas for persons with disabilities. Provision of the necessary accessibility for persons with disabilities to have equal opportunities, in this study were used as the study is an equal opportunity in education. Equal opportunity in education can

be realized when the conditions set by the central government and the region can been realized. Efforts made by the Government of Bandung so far is merely formation of juridical aspect has not been followed by the implementation of maximum and periodic monitoring will be the implementation of the provisions.

Various related agencies will be the fulfillment of accessibility for persons with disabilities in various colleges would seyoyganya socializing applicable regulations. It is intended that the owners, managers of the college buildings can know and apply the applicable local regulations, other than that people with disabilities can also find out their rights and obligations in obtaining accessibility especially in education in college.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion Based on the results of research and discussion in the previous chapter, the researchers draw conclusions as follows:

1. Legal protection for persons with disabilities in terms of accessibility and obtain equal opportunities in education in colleges regulated both internationally and within the national legal system. Internationally the Convention on the Rights of Persons with Disabilities (the Convention on the Rights of Persons with Disabilities), which has been ratified by Law No. 19 of 2011. In the national legal system, there are various provisions that protect persons with disabilities including Articles 8 and 10 of Law OF No. 4 of 1997 on Persons with Disabilities, Article 41 Paragraph 2 of Law No. 39 of 1999 on Human Rights, Article 27 of Law No. 28 of 2002 on Building, as well as Law No. 20 Year 2003 on National Education System. There are also provisions of derivatives in the form of government regulation and the Minister of Education and Public Works.
2. Implementation of the provisions of accessibility for persons with disabilities in various universities in Bandung is not fully running. It is seen from the availability of a wide range of facilities and infrastructure facilities in various universities in Bandung has not complied with the accessibility, among others: (a) The absence wheelchair ramp; (b) Ignoring factors will need special toilets for persons with disabilities; (c) The lack of parking spaces for persons with disabilities who use a special vehicle; (d) Access into and out of the classroom that are not accessible for persons with disabilities; (e) No provision of assistants on campus for persons with disabilities.
3. Efforts by the Government of Bandung to meet accessibility for persons with disabilities in various universities in Bandung so far is merely formation of juridical aspect has not been followed by an optimal implementation and regular monitoring will be the implementation of the provisions. Juridical aspects pursued by the Government of Bandung by issuing Bandung City Regulation No. 26 of 2009 on Equality and the Empowerment of Persons with Disabilities and Bandung Regional Regulation No. 5 of 2010 on Building requiring college buildings meet accessibility for persons with disabilities.

SUGGESTIONS

Magnitude Based on the description above conclusions, the researchers put forward several suggestions for further action, as follows:

1. It should soon be disseminated among officials, planners, implementers and supervisors in the region, entrepreneurs and managers of buildings and public facilities, in order to consistently implement the provisions regarding accessibility for persons with disabilities.
2. Need to prepare a plan and program counseling and mentoring activities for persons with disabilities, which is expected to raise awareness among persons with disabilities of their rights and obligations in the life and livelihood, especially in gaining accessibility of the education sector.
3. The need for continuous monitoring of the Government of Bandung related to accessibility for persons with disabilities. This is necessary so that the policies and regulations issued by the Government can be implemented optimally and the city government can know the obstacles that occur in the field.

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