

## AUDIT OF ACADEMIC SERVICE COMMUNICATION FOR STUDENTS WITH DISABILITIES AT UIN SUNAN KALIJAGA YOGYAKARTA

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### Abstract

Academic services for students with disabilities at UIN Sunan Kalijaga Yogyakarta need to be evaluated, especially communication between academic servants and students with disabilities. With the evaluation, communication blockages that interfere with the running of academic services can be identified. Organizational communication studies examine the events or processes of communication implementation can be investigated using communication audits. Communication audit techniques and studies are used to analyze experiences and photograph in the dimension of communication. By using qualitative descriptive methods and data collection techniques with the FGD method, the results of this study state that academic service communication for students with disabilities at UIN Sunan Kalijaga is quite good. However, communication blockages were found in some characteristics of students with disabilities. For deaf people with disabilities, they experience problems in communicating because they have to use sign language. For students with visual disabilities, they experience problems with communication media, namely digital media when required to access information through digital media. This study contributes theoretically by applying communication audit in the context of inclusive higher education and practically by offering recommendations to improve accessible academic service systems.

**Keywords:** *Communication Audit, Inclusive Higher Education, Academic Service Communication, Students with Disabilities, Organizational Communication Climate*

### INTRODUCTION

Access to inclusive higher education for students with disabilities has become an increasingly prominent global concern over the past two decades. Higher education institutions are no longer expected merely to provide physical accessibility, but are also required to ensure equitable access to communication, information, and academic services for all students (UNESCO, 2020; WHO, 2022). The concept of inclusive education emphasizes that the primary barriers faced by students with disabilities do not lie solely in individual impairments, but rather in systems, policies, and institutional practices that have not yet fully adapted to diverse student needs (Seale, 2020). Within the context of higher education, communication plays a strategic role as the primary medium for delivering academic information, facilitating administrative decision-making, and enabling interactions between students and academic service units. The quality of academic service communication is therefore crucial in determining students' academic progression, particularly for students with disabilities who often require specific forms of communication support. Numerous studies indicate that students with disabilities continue to face significant challenges in accessing academic services, especially those related to interpersonal communication and digital media-based communication (Seale, 2020; UNESCO, 2020). These communication barriers may include limited understanding among service staff regarding the communication needs of students with disabilities, the absence of accessible alternative communication media, and weak coordination among service units (WHO, 2022). Such communication barriers do not only result in administrative delays but also have broader psychosocial consequences, including reduced learning motivation, diminished self-confidence, and increased risks of study discontinuation among students with disabilities. Consequently, academic service communication should not be viewed merely as a technical process of information transmission, but as an integral component of organizational communication that directly affects service quality and institutional effectiveness. From an organizational perspective, communication is understood as a process occurring within a consciously coordinated social collective consisting of two or more individuals who perform specific functions on a continuous basis in order to achieve shared goals (Robbins, cited in P. Kinkin, 2021). Members of an organization require adequate and accurate information to effectively perform their roles and

responsibilities. Therefore, the distribution of information among organizational members must be structured, clear, and continuous to ensure comfort, efficiency, and effectiveness within the organizational environment. Effective organizational communication contributes to the development of a supportive organizational climate and enhances collective performance, thereby fostering synergy in achieving organizational objectives. Accordingly, organizational communication processes require careful attention and understanding from all organizational members to ensure that communication functions effectively and supports the attainment of desired organizational goals (Pertiwi *et al.*, 2021).

Evaluation of public service performance, particularly in relation to communication processes, can be conducted through various approaches, one of which is communication audit. A communication audit is a comprehensive and systematic examination of an organization's communication system aimed at improving organizational effectiveness (Hardjana, 2019). Communication audits function to measure, analyze, and evaluate ongoing communication processes, including message clarity, comprehension, relevance, and communication efficiency within organizations. The techniques, procedures, and methods of communication audits have been standardized by the International Communication Association (ICA) as a framework for organizational communication evaluation (P. Kinkin, 2021). According to Myron Emmanuel, a senior communication consultant based in New York, the purpose of a communication audit is to identify communication programs that function effectively and to establish a foundational basis for the development and planning of new communication systems within organizations (Hardjana, 2019). One of the models employed in communication audits is the organizational communication profile model. This model represents a functional analytical approach designed to identify communication breakdowns and inefficiencies within organizations in order to formulate appropriate corrective strategies (Hardjana, 2019).

In the practice of academic services within higher education institutions, including services for students with disabilities, academic guidelines and the establishment of disability service units have normatively been implemented to support inclusive education. However, in practice, students with disabilities continue to encounter various obstacles when accessing academic services. Meanwhile, existing studies on inclusive higher education tend to focus primarily on policy frameworks, physical accessibility, curriculum design, and accessible learning technologies, while research that specifically examines the quality of academic service communication from an organizational communication perspective remains relatively limited. Based on these conditions, a systematic evaluation of academic service communication patterns for students with disabilities is necessary, particularly concerning interactions between academic service staff and students with disabilities. Communication audit offers an analytical approach to identifying communication bottlenecks that hinder the effectiveness of academic services. Through communication audit, it is possible to assess whether communication processes within units, departments, or organizations function effectively or experience communication failures. In line with the perspective of George Odiorne, who first introduced the concept of communication audit, communication processes within organizations can be corrected, evaluated, and systematically assessed in a structured manner, similar to auditing practices in the field of finance (Morrisan, 2008).

## **LITERATURE REVIEW**

### **Organizational Communication**

Organizational communication refers to communication processes that occur within organizations, encompassing both formal and informal interactions that operate through networks broader than group communication. Formal communication follows organizational structures, including vertical (upward and downward) and horizontal communication, while informal communication flows independently of formal structures (Mulyana, 2014). Pace and Faules conceptualize organizational communication as the performance and interpretation of messages among communication units within an organization (Mulawarman & Rosilawati, 2014). Similarly, Clappitt defines organizational communication as the process of sending and receiving information and transferring meaning within both formal and informal organizational groups (Romadona & Setiawan, 2020). Collectively, these perspectives position organizational communication as interaction among organizational members aimed at achieving shared objectives through both direct and mediated communication. Organizational communication fulfills several key functions, including task accomplishment, adaptation to change through individual creativity, maintenance of policies and procedures, development of interpersonal relationships, and coordination and control of organizational operations (Romadona & Setiawan, 2020).

### **Communication Audit in Organizations**

An effective communication system is essential to organizational effectiveness. Odiorne argues that communication improvement is best achieved through systematic communication analysis (cited in Hardjana, 2019). Communication audit provides a comprehensive examination of internal and external communication systems, ranging from divisional inputs to the overall organizational communication climate (Hardjana, 2000). Booth further emphasizes communication audit as a structured analytical process conducted by internal or external consultants to enhance organizational efficiency (*The Communication Audit: A Guide for Managers*) (Hardjana, 2000). Three dominant communication audit models are identified. The conceptual structure model examines relationships among organizational goals, workflows, communication networks, policies, and activities, although it is often difficult to operationalize (Hardjana, 2000). The Organizational Communication Profile (OCP) model applies functional and social science analysis to identify communication bottlenecks and propose solutions for improving organizational effectiveness. The communication evaluation model focuses on communication practices within specific situations, providing audit results that support planning and control of internal and external communication systems (Hardjana, 2000).

### **Organizational Communication Climate**

Organizational communication climate reflects shared perceptions of organizational elements and their influence on communication, developed through interactions among organizational members (Pace & Faules, 2002). A positive climate encourages open, relaxed, and collegial communication, whereas a negative climate restricts openness and trust (Muhammad, 2004). Redding describes communication climate as organizational practices that demonstrate trust, encourage responsibility, ensure open information flow, promote attentive listening, and emphasize participation and high-quality performance (Pace & Faules, 2002). Denis further defines communication climate as the subjective quality of members' experiences of internal organizational environments, shaped by perceptions of messages and organizational events (Goldhaber, 2000). Communication climate plays a crucial role in shaping organizational life, influencing interaction patterns, adaptation processes, and work relationships (Pace & Faules, 2002). A more human-centered communication climate is associated with higher performance and job satisfaction, thereby motivating employees to work more effectively (Davis, 1995).

### **Direction of Organizational Information Flow**

Information communicated within organizations typically includes task instructions, rationales for policies and practices, performance feedback, and organizational mission statements (Pace, 2006). Upward communication, which often occurs informally, enables subordinates to provide input for decision-making, express concerns, signal readiness for information, and contribute ideas that support organizational sustainability (Perbawasari & Setianti, 2013). Horizontal communication occurs among members at equivalent organizational levels and supports coordination, shared understanding, problem-solving, and interpersonal support (Masmuh, 2010). Cross-channel communication involves information flow across functional boundaries, such as interdepartmental consultations, and is considered appropriate within functional role relationships. Informal communication networks, commonly referred to as the grapevine, operate outside formal channels and involve information sources perceived as confidential, even when the information itself is not necessarily secret.

## **METHOD**

### **Research Design and Methodology**

This study employs a qualitative research design with a descriptive approach. Qualitative research is a scientific process aimed at understanding human problems within their social contexts by constructing comprehensive and complex descriptions based on detailed perspectives from information sources (Creswell, cited in Herdiansyah, 2014). It is fundamentally field-based research that gathers empirical data reflecting real-life conditions. In line with postpositivist philosophy, qualitative research examines phenomena in natural settings, positions the researcher as the primary research instrument, utilizes triangulated data collection techniques, applies inductive data analysis, and emphasizes meaning rather than generalization (Sugiyono, 2013). Qualitative descriptive research relies on narrative description to analyze events, beliefs, perceptions, attitudes, and social realities experienced by individuals or groups, commonly using interviews, observation, and document analysis (Sukmadinata; Arif Furchan, 1992). This research adopts a case study approach by focusing on the Undergraduate Thesis Office (*Biro Skripsi*) of the Faculty of Social Sciences and Humanities. As a descriptive study, it aims to portray factual conditions as they occur in natural settings. Descriptive research seeks to clarify social phenomena

through systematic data collection, highlighting differences among phenomena in terms of form, activity, characteristics, change, and relationships, and presenting findings as qualitative descriptions of the studied variables (Mulyadi, 2011).

### **Data Collection**

Data were collected through Focus Group Discussions (FGDs) and in-depth interviews. FGDs are structured group discussions conducted in an informal setting to explore specific issues in depth. The researcher adopted an empirical approach by engaging directly with students with disabilities and academic service providers, including academic administrative staff, volunteers from the Disability Service Center (*Pusat Layanan Difabel/PLD*) of UIN Sunan Kalijaga, and Academic Advisors (*Dosen Pembimbing Akademik/DPA*). The object of this research is the communication audit of academic services for students with disabilities at UIN Sunan Kalijaga Yogyakarta, with analytical focus on the organizational communication climate and the flow of academic information. Direct observation was conducted to examine how students with disabilities access academic information through interactions with academic staff and Academic Advisors. Primary data were obtained from FGDs and in-depth interviews with students with disabilities, PLD volunteers, Academic Advisors, and administrative staff, while secondary data were collected through observation and document analysis. Interviews were conducted using structured interview guides, and relevant documents such as institutional reports and academic manuscripts were examined to support the findings.

### **Data Analysis and Trustworthiness**

Data analysis followed the Miles and Huberman interactive model, which involves data reduction, data display, and conclusion drawing or verification. This analytical process is conducted iteratively and continuously until data saturation is achieved (Sugiyono, 2016). The analysis involves organizing data, identifying patterns, synthesizing key themes, and drawing conclusions that can be systematically communicated. To ensure data trustworthiness, this study applies triangulation techniques. Trustworthiness criteria include credibility, transferability, dependability, and confirmability (Sugiyono, 2013). This research emphasizes credibility through triangulation. Four types of triangulation are identified: methodological triangulation, investigator triangulation, data source triangulation, and theoretical triangulation (Puji Leksono, 2015). The present study utilizes data source triangulation by comparing information from multiple sources to identify convergence and divergence (Sugiyono, 2013). In addition, benchmarking with the Center for Disability Studies and Services (*Pusat Studi dan Layanan Disabilitas/PSLD*) at Universitas Brawijaya, Malang, was conducted to strengthen the validity of the findings.

## **RESULTS AND DISCUSSION**

### **1. Communication Climate in Academic Services for Students with Disabilities**

The communication climate in academic services reflects how students with disabilities perceive the atmosphere of interaction, the level of support, openness, and trust formed in their relationships with the academic service system. From the perspective of organizational communication climate theory, Pace and Faules (2002) emphasize that communication climate is shaped by organizational members' perceptions of support, participation, openness, and interpersonal concern experienced in everyday interactions. A positive communication climate encourages engagement, a sense of safety, and confidence in expressing individual needs. Interview data indicate that interpersonal support is relatively strong in the relationships between students with disabilities and Academic Advisors (*Dosen Pembimbing Akademik/DPA*) as well as volunteers from the Disability Service Center (*Pusat Layanan Difabel/PLD*). Students reported feeling more comfortable communicating academic difficulties through personal and empathetic relationships. This suggests that at the interpersonal level, the communication climate already embodies elements of supportiveness and trust as articulated in communication climate theory. However, this positive communication climate is not consistently present at the level of administrative services. Barriers emerge when interactions involve service staff who lack inclusive communication competencies. Deaf students reported the following experience:

“When I go to the administration office, it is sometimes difficult because they do not know sign language, so I have to type first, and sometimes it is still not well understood, until it feels like I am being ignored. Maybe because they don't really understand, it becomes frustrating” (AL, 2023).

This quotation illustrates that students encounter not only technical barriers but also emotional consequences, such as feelings of neglect. Within the framework of communication climate theory, this condition indicates weak

elements of empathy and communication competence among some service actors. When messages are not effectively conveyed, students' perceptions of organizational support decline.

Students with visual impairments described a different experience, yet one that similarly reveals gaps in the communication climate:

"I personally don't have major problems because I am visually impaired and can still hear, but when they start telling me to 'open this' or 'click that,' I find it difficult because I can only imagine it" (AS, 2023).

This statement shows that while interpersonal communication functions relatively well, support diminishes when interactions shift to digital media. This finding reinforces the conclusion that an inclusive communication climate has not yet been fully integrated at the system level but remains dependent on individual actors.

From the perspective of service staff, the following acknowledgment reveals awareness without consistent practice:

"Actually, PLD has provided training, but because we don't practice it daily, we forget. So we just do what we can—if not, we use WhatsApp or writing" (AN, 2023).

This statement indicates that although the organization has provided training, it has not yet fostered a sustainable culture of inclusive communication. In communication climate theory, this condition reflects a gap between policy and practice, resulting in inconsistent communication experiences for students with disabilities. Overall, the findings demonstrate that a positive communication climate is more evident in interpersonal interactions but weakens when communication involves digital media or administrative procedures.

## **2. Patterns of Academic Information Flow for Students with Disabilities**

Information flow in organizations describes how messages move through formal and informal channels, vertically, horizontally, and across communication media. Pace (2006) explains that the effectiveness of information flow is highly dependent on the suitability of communication channels to the needs of message recipients. In the context of academic services for students with disabilities, this suitability becomes crucial, as students have diverse communication access characteristics. The findings show that students with disabilities rely more heavily on interpersonal communication channels than on formal system-based channels. Downward communication from Academic Advisors is relatively effective because it occurs directly, verbally, and allows for two-way clarification. Students reported that academic information is easier to understand when conveyed personally. In contrast, information flow through formal channels such as administrative staff or digital campus media demonstrates varying levels of effectiveness. Deaf students face difficulties when information is conveyed through written text without sign language support, as reflected in AL's (2023) statement:

"When I go to the administration office, it is sometimes difficult because they don't know sign language, so I have to type, and sometimes it is still not well understood..."

This statement indicates that vertical information flow from staff to students is not fully effective due to mismatched communication media. Messages may reach the recipient, but their meanings are not fully comprehended. In organizational information flow theory, this condition represents message distortion caused by inappropriate communication channels (Pace, 2006).

Students with visual impairments encounter different forms of barriers. AS (2023) stated, "When they start telling me to open this or that, I find it difficult because I can only imagine it." Here, information flow through digital or visual media is not fully accessible. Although information is structurally available, it cannot be accessed independently. This demonstrates that information flow effectiveness depends not only on the existence of channels but also on their accessibility. From the service providers' perspective, AN (2023) explained that alternative channels such as written messages or WhatsApp are used as solutions: "If not, we use WhatsApp or writing." However, these solutions may not be effective for all types of disabilities, particularly when deaf students have different levels of written literacy or when visually impaired students cannot optimally access visual messages. In organizational communication theory, this condition reflects reliance on individual improvisation rather than standardized communication systems. Triangulation with Zubaidah's perspective reveals a different structural approach. Zubaidah (2023) explained that academic information coordination actively involves academic programs, including adjustments to activities such as community service (KKN): "Because we cannot directly accompany them, and they are clearly in one group together 24 hours a day at the location, we train them and require them to provide regular reports." This quotation shows that information flow at Universitas Brawijaya is coordinated across units rather than relying solely on individual interactions. Academic information is distributed through mechanisms specifically designed to ensure the continued involvement of students with disabilities. This finding strengthens the analysis that at UIN Sunan Kalijaga, information flow still depends heavily on interpersonal channels and has not yet been fully

integrated into the organizational communication system. Thus, academic information flow patterns for students with disabilities indicate a high dependence on interpersonal communication and PLD volunteers, while formal system-based channels remain insufficiently accessible. Structurally, information flows exist, but functionally, they are not yet inclusive for all disability characteristics.

### **3. Communication Barriers in Academic Services**

Communication barriers in organizations are commonly classified into technical, semantic, and human barriers. In the context of academic services for students with disabilities, these three forms of barriers emerge simultaneously and reinforce one another, affecting the effectiveness of interactions between students and the academic service system. Technical barriers refer to limitations in communication facilities, media, or tools that hinder optimal message delivery. In this study, technical barriers are most evident in the absence of communication media that match the needs of students with disabilities. Deaf students experience difficulties interacting with staff who do not master sign language. AL (2023) stated: “When I go to the administration office, it is sometimes difficult because they don’t know sign language, so I have to type, and sometimes it is still not well understood...”. This condition indicates that, technically, the service system has not provided the primary communication tools required by deaf students. Communication is redirected to written or digital formats, which are not always effective. Technical barriers are also experienced by visually impaired students when information is presented only in visual or digital forms without accessible technology support, as described by AS (2023): “When they start telling me to open this or that, I find it difficult because I can only imagine it.” According to organizational communication theory, when communication media do not match recipient characteristics, communication loses effectiveness even when information is available (Pace, 2006). Thus, technical barriers here reflect not merely a lack of tools but an inclusive communication system design problem.

Semantic barriers occur when messages are not interpreted with the same meaning by senders and receivers. For deaf students, written communication used as a substitute for sign language often results in meaning discrepancies. AL (2023) noted that written messages are “sometimes not well understood,” indicating incomplete message comprehension. This aligns with semantic barrier concepts in organizational communication, where differences in language background, symbols, or experiences affect message interpretation. For deaf students, written language is not always their primary language, making written communication a potential source of meaning distortion. Semantic barriers also appear in interactions between visually impaired students and visually based information. Instructions such as “open this” or “look at that” provide verbal cues but lack accessible references, rendering message meaning incomplete (AS, 2023). Human barriers relate to psychological factors, habits, attitudes, or individual communication skills. In this study, human barriers are evident in the inconsistent practice of inclusive communication by service staff. AN (2023) stated: “PLD has actually provided training, but because we don’t practice it daily, we forget... so we use WhatsApp or writing.” This indicates that barriers stem not from the absence of training but from the lack of habitual inclusive communication practices. In organizational communication theory, this condition reflects a gap between knowledge and practice.

Human barriers also intersect with students’ perceptions of staff attitudes. AL’s (2023) experience of feeling “ignored” can reduce students’ confidence in accessing services. Over time, this may affect academic motivation, as communication climate theory suggests that negative perceptions of organizational interactions can reduce member participation (Pace & Faules, 2002). These findings align with practices described by Zubaidah (2023) at Universitas Brawijaya, where placement of students with disabilities in academic activities considers communication capacity and available support: “The head of the program eventually asked whether you could communicate without a sign language interpreter and how you would manage communication.” This practice demonstrates structural anticipation of communication barriers through cross-unit coordination. It reinforces the conclusion that barriers at UIN Sunan Kalijaga are not merely individual student issues but reflect the incomplete institutionalization of inclusive communication systems. Overall, communication barriers in academic services for students with disabilities are multidimensional. Technical, semantic, and human barriers are interrelated, showing that communication effectiveness depends not only on goodwill but on system readiness, communication competence, and an inclusive organizational culture.

### **4. Evaluating Communication System Effectiveness through Communication Audit**

A communication audit is an evaluative method used to assess the effectiveness of organizational communication systems comprehensively, including structural, processual, and experiential dimensions (Hardjana, 2019). In this study, a communication audit was employed to examine the extent to which the academic service

communication system meets the inclusive needs of students with disabilities. From a structural perspective, UIN Sunan Kalijaga has established a dedicated unit for disability services through the Disability Service Center (PLD). The existence of PLD indicates institutional recognition of inclusive services. However, findings reveal that inclusive communication functions are not yet fully integrated across all academic service units. Interview data show that students with disabilities remain highly dependent on PLD volunteers as communication intermediaries. This dependence suggests that formal communication systems are not yet independently accessible. Within communication audit frameworks, this condition indicates that while supportive structures exist, inclusive communication has not been mainstreamed as a shared responsibility across service units.

Triangulation with practices at Universitas Brawijaya reveals a more integrated approach. Zubaidah (2023) explained that academic programs are directly involved in adjusting communication needs: “The head of the program asked whether you could communicate without a sign language interpreter and how communication would be handled.” This practice shows that inclusive communication at UB has become a structural system feature rather than the sole responsibility of a specialized unit. This strengthens the analysis that structural integration of inclusive communication at UIN Sunan Kalijaga requires further reinforcement. At the process dimension, the communication audit examines how messages are conveyed, understood, and acted upon. Findings show that communication processes are relatively effective at the interpersonal level, particularly through Academic Advisors and PLD volunteers. However, effectiveness declines when communication involves administrative staff or digital media. AL (2023) highlighted the need to switch to written communication due to the absence of sign language, while AS (2023) described difficulties understanding messages referring to visual media. These conditions indicate that communication processes have not fully adapted to recipient needs.

Communication audit theory emphasizes that effective communication processes require alignment between message content, medium, and recipient characteristics (Hardjana, 2019). The misalignments found in this study suggest that communication processes remain generic rather than adaptive. Triangulation with UB demonstrates that communication processes can be intentionally designed for inclusivity. Zubaidah (2023) stated, “Because we cannot accompany them directly and they are in one group 24 hours a day at the location, we train them and require regular reporting.” This demonstrates that communication processes can be deliberately structured to support participation, countering the assumption that communication barriers are inevitable. The experiential dimension assesses how organizational members—in this case, students with disabilities—interpret their communication experiences. Findings reveal uneven experiences. Students feel personally supported yet face systemic barriers. AL (2023) described negative emotional experiences, while AS (2023) reported limited access to digital information. In communication audits, recipient experience is a critical indicator of effectiveness because it reflects communication outcomes from the user’s perspective. Triangulation with UB practices shows that coordinated planning based on communication needs can significantly improve student experiences. Based on these three audit dimensions, it can be concluded that academic service communication at UIN Sunan Kalijaga demonstrates inclusive commitment at the value and interpersonal levels but remains insufficiently effective at the system level. Structures exist but lack integration; processes operate but lack adaptability; student experiences reveal personal support alongside persistent systemic barriers. Thus, the communication audit indicates that academic service communication effectiveness remains in a transitional phase, shifting from an individual-based approach toward a fully inclusive system-based approach.

## **CONCLUSION**

This study finds that academic service communication for students with disabilities is supported by relatively strong interpersonal relationships, particularly through Academic Advisors and volunteers from the Disability Service Center. At the interpersonal level, students with disabilities experience empathy, openness, and trust, creating a supportive communication climate that facilitates the expression of academic needs. However, at the organizational level, communication has not yet been fully inclusive. Academic information flows still rely heavily on interpersonal interactions, while formal administrative and digital communication channels remain insufficiently accessible for diverse disability needs. Deaf students face barriers due to limited sign language use among service staff, while students with visual impairments encounter difficulties when information is delivered through visually or digitally inaccessible formats. This indicates unequal access despite the availability of information. The identified communication barriers are multidimensional, including technical barriers (lack of appropriate media), semantic barriers (misinterpretation of messages), and human factors (inconsistent inclusive communication practices). Although inclusive communication training has been provided, these practices have not been fully institutionalized, resulting in communication effectiveness that depends more on individuals than standardized systems.

From a communication audit perspective, the academic service communication system is in a transitional phase—from reliance on individual empathy toward an integrated inclusive communication system. While supportive structures exist, systemic integration across procedures and units remains limited, constraining equitable access for students with disabilities. Therefore, improvements should focus on strengthening inclusive communication systems through continuous competency development, accessible academic information systems, stronger integration of the Disability Service Center into formal communication structures, and standardized inclusive communication procedures. These measures are essential for developing an inclusive, adaptive, and sustainable academic service communication system that ensures equitable access for all students.

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