



## Managing Facilities to Ensure Accessibility for Individuals with Disabilities in Higher Education

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### ABSTRACT

Every individual, including those with disabilities, has the right to equal opportunities in learning, achievement, and personal development. The effectiveness of inclusive education depends on well-managed facilities and infrastructure, as students with disabilities often require customized support. Moreover, specialized tools and applications are vital to addressing their specific needs. This study investigates how facilities and infrastructure are managed to ensure accessibility for individuals with disabilities in higher education. A literature review method was employed, drawing data from sources such as journals and e-books, followed by data collection, classification, and analysis. The results reveal that accessibility for individuals with disabilities in higher education remains insufficient. Many institutions still lack the necessary resources and infrastructure to adequately support students with disabilities.

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### INTRODUCTION

Under the law, every citizen has equal rights, including individuals with disabilities. In pursuing higher education, individuals with disabilities are entitled to the same opportunities to engage in the academic process as other students. All Indonesian citizens have the right and opportunity to access education, and students with disabilities should be able to excel and learn comfortably. Therefore, educational institutions must ensure accessibility for students with disabilities.

Higher education institutions should meet the criteria for being disability-friendly campuses, which include providing academic and supporting facilities, fostering social interaction, enabling both academic and non-academic activities, and ensuring accessible information and physical environments, as well as institutional support from campuses and the government (Liritantri et al., 2021). Higher education refers to a level of education pursued after completing secondary education, encompassing undergraduate, master's, doctoral, professional, and specialist programs offered by universities or colleges.

Universities are institutions that facilitate academic and non-academic activities and social interactions within the campus environment. Effective management of facilities and infrastructure is crucial, especially in inclusive higher education institutions, which must cater to the specific needs of students with disabilities. Today, many students with disabilities are pursuing higher education, demonstrating growing awareness and support from the government and society in ensuring their right to education. This progress helps individuals with disabilities achieve better lives and equitable opportunities.

The primary role and purpose of higher education are to produce an educated generation for the nation. To achieve this, it is essential to adopt guiding principles for advancing education, including: (1) expanding and equalizing access to education; (2) improving quality, relevance, and competitiveness; and (3) enhancing accountability and effective management of educational processes (Wijaya et al., 2021).

Disability refers to a condition where an individual experiences physical or mental limitations, making it challenging to perform tasks in typical ways. Policies regarding disabilities define individuals with disabilities as those who have long-term intellectual, sensory, physical, or mental impairments that hinder interaction within their environment and create difficulties in participating in society on an equal basis. People unable to adapt to their environment are categorized as having disabilities.

Higher education institutions, as part of the education system, must focus on inclusive education to foster a society that rejects discriminatory attitudes (Indriani & Marlina, 2020). Individuals with disabilities require special attention from the government, as the state holds the responsibility to protect and ensure the welfare of its citizens (Amnesti, 2021).

In inclusive education, there are specific criteria for disability-friendly campuses that must adhere to principles aimed at providing appropriate facilities for individuals with disabilities. These principles include: 1) Safety, meaning that all buildings and public spaces in the environment should prioritize safety for everyone; 2) Accessibility, meaning that each building must have easy access to enable people to reach those places within the environment; 3) Usability, meaning that the buildings should be designed for use by all individuals in the community; and 4) Independence, meaning that everyone using the space should be able to do so independently without requiring assistance from others (Hikmah et al., 2020).

The success of implementing inclusive education depends, in part, on effective management of facilities and infrastructure. Educational leaders must provide adequate resources to support the smooth implementation of inclusive education. In inclusive education settings, school facilities must be accessible to all students with disabilities, particularly those with visual impairments, physical disabilities, and motor function limitations. These challenges often result in reduced mobility and independence within the school environment, requiring students to rely on others for assistance in their daily activities. The educational resources needed for students with disabilities vary and are essential for an effective learning process. This includes the use of assistive technology, specialized software, and support from companions or volunteers. Relevant policies and theories in this context involve the provision of academic facilities. For example, facilities for students with visual impairments may include Braille books, digital books, electronic calculators, voice-assisted computers, electronic maps, and Braille printers. Volunteers, coordinated by the PSLD, assist in campus orientation for visually impaired students, including library assistance and translation or reading support. Learning difficulties experienced by students with disabilities are often caused by inadequate support, limited access, and difficulties accessing information (Rahma et al., 2020).

Accessibility of buildings and surrounding environments, including physical facilities and infrastructure, is essential for creating an inclusive campus. Key elements include: 1) Ramps or sloped stairs, which should be available at every entrance for easy access by wheelchair users or individuals with visual impairments. 2) Elevators or escalators, which are necessary in buildings with more than one floor. 3) Automatic doors with motion sensors to open and close automatically. 4) Specialized restrooms, which should be spacious enough for wheelchair users and equipped with a sitting toilet and safety rails for support. 5) Rooms or areas labeled with Braille for easy identification. 6) Distinct landmarks to help identify buildings or rooms. 7) Designated parking spaces for individuals with disabilities. 8) Environmental safety, including covered drainage systems and non-slippery, dry floors (Muhammad, 2014).

However, accessibility for inclusive education remains limited. Many buildings still have steps or ramps instead of proper sloped entries, and there are no special restrooms. Floors are not yet designed for visually impaired students, and several schools lack specialized assessment tools such as audiometers for hearing impairments or equipment for visually impaired assessments.

Based on the explanation above, the researcher is interested in conducting a study on this topic. The purpose of this research is to examine the management of facilities and infrastructure in meeting the accessibility needs of individuals with disabilities in higher education.

## **METHOD**

In this research, the author employs a literature study method, which involves finding and collecting relevant data and theories based on the established research

problem (Hastomo & Zulianti, 2021; Kholid & Hastomo, 2022). According to Creswell, a literature review is a written summary of articles, including journals, books, or other documents, that discuss theories and contain information from both past and current sources relevant to the topic at hand (Habsy, 2017). The literature study method is a research process step that involves gathering several relevant sources, reading the abstracts, noting important points, and then processing the information into research material (Jamil et al., 2020).

This research method combines findings from multiple journals to obtain a comprehensive and accurate result. The process includes identifying and gathering relevant data, reading and noting key points, paraphrasing the findings, processing the collected data, and drawing conclusions. The researcher begins by gathering data from previous studies, selecting the most relevant ones to the topic. After reading the abstracts to ensure the discussed issues align with the research topic, the researcher notes the pertinent sections. The researcher then draws conclusions and paraphrases the findings from the literature review, ensuring the data is consistent with the facts derived from the reviewed literature.

## **RESULTS AND DISCUSSION**

Accessibility for individuals with disabilities should not only be provided because of legal regulations, but because it is genuinely needed by people with disabilities. The situation on the ground clearly shows that individuals with disabilities require accessibility to overcome their limitations. Therefore, laws and regulations aim to accommodate the needs of individuals with disabilities, ensuring that they can be implemented by the relevant authorities. In the context of higher education, this responsibility lies with the Rector and other officials. Regulations regarding accessibility are crucial for individuals with disabilities, and the proper implementation of these regulations is equally important.

From the analyzed articles, it is evident that the provision of accessible facilities and infrastructure for individuals with disabilities in higher education has not been properly realized. Many universities still lack adequate and comprehensive accessibility for individuals with disabilities. This indicates that the legal regulations regarding the fulfillment of the rights of individuals with disabilities have not been fully implemented. Therefore, there is a need for greater awareness among higher education institutions to provide sufficient accessibility to ensure that students with disabilities can exercise their right to education and perform activities more easily. As individuals with disabilities face certain limitations or barriers, special attention is required to help meet their needs and facilitate their access to facilities and infrastructure.

### **Results**

There are at least nine journals and two books that discuss the provision of

accessibility in facilities and infrastructure for individuals with disabilities in higher education. A summary of these journals and the book is presented in Table 1 below.

Table 1. Summaries of Journals and Books

No.	Book/Research Title, Author	Year	Research Methods	Results
1.	Accessibility of Persons with Disabilities to Higher Education; Case Study of Four State Universities in Yogyakarta (Akhmad Soleh)	2016	Qualitative approach with phenomenology and educational policy	The book "Accessibility of Persons with Disabilities to Higher Education; Case Study of Four State Universities in Yogyakarta" by Akhmad Soleh (2016) examines the accessibility of higher education for individuals with disabilities in Yogyakarta. It focuses on UIN Sunan Kalijaga, UGM, UNY, and ISI, using a qualitative and phenomenological approach. The study reveals that while efforts have been made to provide both physical and non-physical accessibility, significant challenges persist. UIN demonstrates a better understanding of the needs of individuals with disabilities compared to UGM, UNY, and ISI, which often adhere to traditional approaches. Moreover, existing facilities frequently fall short of adequate standards, forcing students with disabilities to struggle for equal educational opportunities. The book highlights the urgent need for more inclusive policies and greater attention to the needs of individuals with disabilities in higher education (Soleh, 2016).
2.	Service Accessibility Handbook (Ari Pratiwi, Alies Poetri Lintang Sari, Ulfa Fatmala Rizky & Rachmat Gustomy.)	2016	Descriptive qualitative, with a practice-based approach and literature study	The document is a guidebook from Universitas Brawijaya that outlines inclusive education for students with disabilities. It emphasizes the importance of equal access to education and highlights the institution's commitment to supporting disabled students through its

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				Disability Studies and Services Center (PSLD). Key topics include ethical guidelines for assisting and communicating with disabled individuals, inclusive classroom strategies, and the legal framework supporting such education in Indonesia. The guide provides practical advice on teaching methods tailored to various disabilities, including visual, hearing, physical impairments, and autism, ensuring these students can participate effectively in academic activities (Pratiwi, et.al., 2016).
3.	Fulfillment of the Rights of Students with Disabilities within the Surabaya State University (Rega Franandaka & Indri Fogar Susilowati)	2015	Juridical-empirical	According to regulations concerning individuals with disabilities, research indicates that the fulfillment of rights for students with disabilities at Universitas Negeri Surabaya remains inadequate. Accessibility for disabled students has not been provided comprehensively or evenly across campus. Efforts have primarily focused on the FIP and PLB buildings, while other buildings either lack sufficient accessibility or are entirely inaccessible. This highlights that the legal provisions regarding the rights of individuals with disabilities have not been fully implemented. Many students with disabilities face challenges accessing buildings, classrooms, and course materials, with minimal accessibility provided beyond the FIP building, which still has significant shortcomings (Franandaka & Susilowati, 2015).
4.	Accessibility Facilities and Infrastructure for Incumbent	2016	Qualitative methodology	This study highlights several accessibility issues regarding facilities at UB, particularly in certain faculties. Based on

	Physically disabled in University of Brawijaya (Tamba Jefri)			observations of six participants (MIZ, S, LI, RM, WE, and KR) and five facility types (pedestrian paths, doors, lifts, ramps, and restrooms), the findings are: <ul style="list-style-type: none"> <li>• Pedestrian paths: The number of ramps (32) is insufficient, which poses challenges for students with mobility impairments.</li> <li>• Doors and lifts: These are mostly accessible to individuals with mobility impairments.</li> <li>• Restrooms: Facilities, especially at the Faculty of Administrative Sciences, fail to meet accessibility standards. Toilets often have inadequate space and lack handrails. (Jefri, 2016).</li> </ul>
5.	Fulfillment Disabled Rights in UIN Sunan Kalijaga and University of Atma Jaya Yogyakarta (Ridho Agung Juwantara)	2020	Qualitative approach	Overall, the physical facilities at UIN Sunan Kalijaga and Atma Jaya University Yogyakarta are mostly accessible and supportive for individuals with disabilities in their learning processes. However, some aspects still need improvement, particularly in ensuring equal accessibility across all campus areas. Despite these gaps, both universities show strong commitment and focus on providing facilities to support students with disabilities, as well as older faculty and staff, in carrying out their activities effectively (Juwantara, 2020).
6.	Analysis Availability and Eligibility Means Infrastructure Lectures at College Tall (Ibnu Hasan Karbila & Usman).	2021	Qualitative research descriptive.	Most facilities at IAIN Palangka Raya, distributed across various faculties and institutional units, are adequate and functional for use. These facilities align with the characteristics of teaching methods and formats, supporting the learning process and academic administrative services. However, certain

				<p>facilities, especially those for individuals with disabilities, remain insufficient, with minimal provisions despite being mandated by the Ministry of Research and Technology regulations. Additional facilities are needed to enhance teaching, learning, and academic services, categorized into furniture and electronic equipment (Karbila &amp; Usman, 2021).</p>
7.	<p>Implementation of Fulfillment of the Right to Accessibility Higher Education for People with Disabilities In Yogyakarta (Eko Riyadi)</p>	2021	Juridical-empirical	<p>The journal article examines the accessibility of higher education for individuals with disabilities in Yogyakarta, Indonesia. It highlights the low accessibility levels in educational services and infrastructure, which hinder equal opportunities for disabled students. Despite Indonesia's ratification of international conventions and the enactment of domestic laws to promote inclusive education, most universities lack adequate policies, inclusive practices, and accessible facilities. The study emphasizes the need for higher education institutions to implement universal design standards, establish disability service units, and shift from charity-based to rights-based approaches in accommodating disabled students (Riyadi, 2021).</p>
8.	<p>Legal Awareness of Students with Disabilities at Surabaya State University regarding the Legislation that Regulates the Fulfillment of Ease of Accessibility in University</p>	2022	Juridical-empirical	<p>The study explores the legal awareness of students with disabilities at Universitas Negeri Surabaya regarding accessibility rights in university buildings. It finds that awareness is generally high, with most participants knowledgeable about relevant laws and their benefits. Factors influencing this awareness include curiosity, reading habits, and organizational involvement.</p>



- Buildings (Citra Ananda Tri Ardhiningrum & Eny Sulistyowati)
9. The Complexity of Fulfillment of The Rights of People with Disabilities with The Law in The Tanjung Karang High Court (Rini Fathonah, Maghfira Nur Khaliza Fauzi & Daffa Ladro Kusworo) 2022 Juridical legal research with a normative approach
- Challenges remain due to inconsistent understanding and application of accessibility standards. The study emphasizes the importance of raising awareness, fostering inclusive environments, and providing targeted legal and educational resources to support the needs of disabled students (Ardhiningrum & Sulistyowati, 2022). The journal article examines the complexities surrounding the fulfillment of rights for people with disabilities in the context of the Tanjung Karang High Court in Indonesia. It emphasizes the necessity for legal protection and adequate accessibility—both physical and non-physical—for persons with disabilities who are involved in legal proceedings. The research employs a juridical-normative approach, analyzing current legislation and its implementation to assess how well the rights of these individuals are being met. The findings indicate that while there are provisions in place, such as Government Regulation No. 39 of 2020, which mandates reasonable accommodations, challenges remain in fully realizing these rights due to gaps in understanding and implementation by court personnel. Overall, the study advocates for improved legal services and infrastructure to ensure equitable treatment and access to justice for persons with disabilities (Fathonah, et.al., 2022).
10. Identification of Accessibility Means for 2023 Qualitative with literature study
- The journal article titled "Identification of Accessibility Means for Persons with

	Persons with Disabilities at Lancang Kuning University According to Universal Design (Parlindungan Ravelino, Heleni Filtri, Pinto Anugrah & Masda Ulfa Arianti)		and field research	Disabilities at Lancang Kuning University According to Universal Design" discusses the university's initiative to become a "Disability-Friendly Campus" as declared in 2022. The authors emphasize the importance of accessibility, appropriate accommodations, and assistive devices to support students with disabilities in their educational pursuits. The study employs literature review and field research methods to assess the current state of accessibility in the university's buildings, revealing a significant gap in meeting required standards. The findings indicate that only 14 out of 595 assessed facilities meet the necessary accessibility criteria, highlighting the urgent need for improvements to ensure equal educational opportunities for all students (Ravelino, et.al., 2023).
11.	Fulfillment of Accessible Infrastructure for Persons with Disabilities in District Courts throughout the Special Region of Yogyakarta (Muhammad Mega Firstian Utama & M. Syafi'ie)	2023	Juridical-empirical	The journal titled "Fulfillment of Accessible Infrastructure for Persons with Disabilities in District Courts throughout the Special Region of Yogyakarta" discusses the importance of providing accessible facilities and infrastructure for persons with disabilities in district courts to ensure inclusive justice. Despite existing regulations aimed at guaranteeing equal rights for disabled individuals, the research reveals that many courts in the Special Region of Yogyakarta still lack adequate accessibility measures. The study identifies significant obstacles, including the absence of technical guidelines for standardizing accessible facilities and limited budget

allocations. The authors emphasize the need for improved internal policies within courts and government to effectively fulfill accessibility requirements, thereby promoting an inclusive judicial environment for persons with disabilities (Utama & Syafi'ie, 2023).

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## Discussion

The implementation of inclusive education in higher education institutions to meet the needs of individuals with disabilities requires accessibility as well as adequate facilities and infrastructure that accommodate the needs of inclusive education (Rizky & Ap, 2015). The facilities needed by individuals with disabilities include accessible toilets for wheelchair users, which is a primary concern according to the Ministry of Education and Culture Regulation No. 44 of 2015. These requirements are: a) The space must be sufficiently large, b) The door should be easy to use, such as a sliding door, c) The floor should have a rough texture to prevent slipping for wheelchair users, d) An emergency button should be available in case of incidents to ensure safety, e) Handrails should be provided for wheelchair users to assist with sitting or standing, f) The toilet should be at a height equal to the average height of a wheelchair to make it easier for users to access.

The macro-level infrastructure specifically applied in higher education institutions is in line with the mandate of the Education Law, and it requires collaborative efforts in its technical implementation. However, there are some challenges in implementing inclusive education in higher education, including the lack of qualified human resources such as lecturers or specialized educators with the competence and knowledge to handle individuals with disabilities. Additionally, there is a shortage of professionalism and work ethic within the institutions, as well as a lack of tolerance and understanding between disabled and non-disabled students regarding unity in diversity. These issues can be addressed through solutions such as fostering professionalism, loyalty, responsiveness, dedication, and tolerance (Alfaris, 2017).

Higher education institutions must adhere to the Ministry of Research, Technology, and Higher Education Regulation of the Republic of Indonesia No. 46 of 2017 on Special Education and Special Services in Higher Education to ensure that they facilitate: 1) the creation of an inclusive culture on campus; 2) the enhancement of lecturers' and educational staff's competencies in providing services to students with disabilities; 3) the provision of learning and assessment accommodations based on the needs of students with disabilities, without compromising the quality of learning outcomes. Learning can be adapted through adjustments in materials, tools/media, teaching processes, and/or assessment (Sari & Iqbal, 2021).

## **CONCLUSION**

Based on the discussion above, it can be concluded that in efforts to shape a superior future generation, quality education is essential, which calls for improvements in the quality of education. One of the alternatives to enhance the quality of education is by improving the education management system, such as the management of facilities and infrastructure. Facility and infrastructure management refers to all equipment and resources used to make processes more effective and efficient. Higher education institutions, as providers of inclusive education, play a crucial role in shaping future generations who can understand diversity and foster tolerant, non-discriminatory attitudes in all aspects of life. Effective management of facilities and infrastructure is especially necessary in higher education, particularly for students with special needs, as it enables easier access and provides comfort for students with disabilities. The smooth execution of these activities can be achieved if the management of facilities, infrastructure, and accessibility is well-organized according to established guidelines.

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