

Research Article

School Well-being in the Implementation of Inclusive Education in Higher Education

Eva Meizara Puspita Dewi*, Basti, Astiti Tenriawaru, and Asmiati

Faculty of Psychology, Universitas Negeri Makassar, Indonesia

Abstract.

Inclusive education echoed by the Indonesian government is still limited to elementary and secondary schools. It is now expected that individuals with disabilities must also be provided access to educational services at the tertiary level. This study uses a qualitative method in describing inclusive education that has been applied to four universities in Indonesia, namely: Universitas Brawijaya Malang as the main place of research, and the other three universities (UIN Sunan Kali Jogjakarta, Unika Atmajaya Jakarta, and Padang State University) as a comparison. There were 9 respondents in total comprising: the Manager of the Service Unit Disability, Lecturer, Psychologist, Student and Alumni. The method used is an interview. The results showed that every university that had implemented inclusive education provides services in accordance with the needs of disability through collaboration with various parties on campus so that optimal services are provided to students with disabilities. Moreover, everyone is involved in the process, ranging from the Rector (policy-makers), Deans, Head of Study Program, Lecturers and Students so that all assume their respective roles so that every aspect of school well-being can be achieved optimally. Among the aspects of school well-being, the aspect of loving has a very large role in the creation of welfare for students with disabilities. When students are able to feel understood and accepted, they will exert their utmost effort in maximizing their potential.

Keywords: higher education, inclusive education, school well-being

Corresponding Author: Eva Meizara Puspita Dewi; email: eva.meizara@unm.ac.id

Published 7 February 2024

Publishing services provided by Knowledge E

© Eva Meizara Puspita Dewi et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICAP-H Conference Committee.

1. BACKGROUND

Inclusive education means the unification of students without disabilities with students with disabilities in a comprehensive way including curriculum, environment and social interaction in the school as a whole [1]. Inclusive education is a place where all individuals, without all individuals, without exception, have an equal opportunity to be involved in regular classrooms while receiving the support necessary to while receiving the necessary support to facilitate their needs and accessibility to information and the environment [2]. However, not all universities in universities in Indonesia are ready to launch an inclusion programme except the University of Education of Indonesia, Jakarta State University, Surabaya State University, University of Indonesia, Semarang State University, ITS, Airlangga University and UIN Sunan Kalijaga [3].

OPEN ACCESS

Inclusive education in Indonesian universities has been regulated by the Ministry of Education and Culture Regulation No.46 of 2014 concerning Special Education [4]. This regulation describes the concepts, objectives, infrastructure, learning programs and educators that must be met by universities in implementing inclusive education. However, most universities are not yet disability-friendly places due to facilities that do not support the needs of people with disabilities [5].

This causes individuals with disabilities to have difficulty adjusting to their learning environment due to inadequate social support and infrastructure that is difficult for students with special needs to access. In fact, through inclusive education in higher education, students with disabilities are expected to learn, participate and be seen as valuable individuals [5].

Furthermore, according to [6] there are many difficulties faced by people with disabilities, namely personal and communication barriers, physical barriers that prevent mobility, general attitudes towards disability, and the availability and use of teaching equipment and resources. In addition, there is no curriculum that is adapted to the needs of students so that teachers, assistive technology, and course diktats are not able to facilitate the specificities of individuals with disabilities [7]. Therefore, the researcher wants to explore the necessary needs by knowing the criteria and forms of organizing an inclusive education system by psychology study programs in Indonesia in accepting and increasing the number of students with disabilities.

Brawijaya University (UB Malang) has often been a benchmarking destination for several well-known universities (UI, UGM, UNPAD and UNAIR) because it has a long-standing and optimally developed disabled student service center. So that it can be used as a model or reference for other HEIs to establish a service unit that serves students with disabilities. In this study, there are aspects of school well-being, namely, having, loving, being and health, which will be used as a reference to see the achievement of school well-being in the disability student service unit.

In addition, the researcher will also examine how the School Well-being achievement programmes in this service unit for students. This research will refer to the basic theory of school well-being found by [8] which explains that school well being is a state in which individuals can fulfil basic needs in an educational environment, in this case a school or college.

2. RESEARCH METHODS

In this study, the type of research used is qualitative research. In line with [9] who state that qualitative research is a means of exploring and understanding the meaning of social problems from individuals or groups. The boundaries of terms in this study are students with disabilities, inclusive education and school well-being. The subjects in this study were selected using purposive techniques. There are several universities involved, namely UIN Sunan Kali Jaga Jogja, Brawijaya University Malang of Disability Service, Atmajaya University Jakarta, and Padang State University. Data collection using semi-structured interview techniques using zoom through webinar activities, participant observation, and documentation. Data analysis techniques are carried out by systematically compiling data obtained from interviews, field notes, and documentation by organizing data into categories, breaking down into units, synthesizing, compiling into patterns, and making conclusions so that they are easily understood by readers. The data verification technique used in this research is triangulation.

3. RESULT

3.1. Brief Overview of the Implementation of Legislation on Inclusion in Higher Education

In Indonesia, educational inclusion has become an important issue in the effort to achieve educational equality for all individuals. One of the frameworks used is Law No. 20/2003. Some of the efforts include improving physical accessibility for students with disabilities, developing inclusive education programs, and raising awareness about the importance of inclusion in higher education. Based on Law No.8/2016 Article 42,44 dan 97 Paragraph [1]. In the context of inclusive education, this law provides a legal basis for local governments to take concrete steps to facilitate the implementation of inclusive education at the primary and secondary levels. In education, especially higher education, there is a regulation on national education standards No. 57 of 2021 which requires universities to meet the standards of disability-friendly educational infrastructure facilities. The article that regulates this is article 25 paragraph [4] the standard of facilities and infrastructure as referred to in paragraph [1] is determined by the principles of: a) supporting the implementation of active, creative, collaborative, fun and effective learning; b) ensuring security, health, and safety; c) friendly to persons with disabilities; and d) friendly to environmental sustainability. Then to clarify the related law, Article 25 paragraph [10] continues about facilities and infrastructure as referred

to must be available in education units and adapted to the needs of each path, level and type of education. With a legal, policy and regulatory framework in place that supports educational inclusion, Indonesia has a strong foundation to continue improving accessibility for vulnerable groups, including people with disabilities, and ensure that no one is left behind in the educational inclusion agenda.

3.2. Implementing Inclusion in Higher Education

3.2.1. UIN Sunan Kali Jaga Jogja

UIN Sunan Kalijaga Jogja already has a PSLD (Center for Disability Service Studies) which has now changed its name to PLD (Disability Service Center) which has been established since 2007. UIN Sunan Kalijaga Jogja has two foundations or capital used in establishing PLD, including:

- 1) Commitment that states that students with disabilities have the same rights as other students to get the fulfillment of rights that should be obtained.*
- 2) Creative in identifying and finding resources. UIN Sunan Kalijaga Jogja has a very good networking with disabilities communities and organizations out there.*

Based on the presentation of data, the number of students with disabilities in 2021 reached 95 students with various types of disabilities, including; visual disabilities, speech deaf disabilities, physical disabilities, slow learners, autism and anxiety disorder.

3.2.2. Brawijaya University

Brawijaya University is committed to providing a fair and equal education for all individuals, regardless of background, ability, or special needs. The following are some of the initiatives undertaken:

- 1) Student Admissions: Brawijaya University accepts students with special needs through inclusive admission channels.
- 2) Physical Accessibility: Brawijaya University strives to provide facilities and environments that are accessible to all students, including those with limited mobility.
- 3) Academic Support: Brawijaya University provides academic support services for students with special needs. These services may include learning adjustments, tutor assistance, counseling, or special equipment needed to support their academic success.

4) Awareness and Training: Brawijaya University also undertakes activities to raise awareness and understanding of inclusion among staff, faculty, and students.

5) Inclusive Curriculum: Brawijaya University strives to develop an inclusive curriculum that considers the needs of diverse students.

The aim is to ensure that every individual, including those with special needs, can reach their full potential in higher education.

3.2.3. UNIKA Atmajaya Jakarta

Students with disabilities at Atmajaya University Jakarta (UAJ) face unique challenges in their educational journey. At the university, students face a wide range of disabilities, including deafness, visual impairment, disability, dyslexia, cerebral palsy and mental illness. The first challenge faced by students with disabilities is in classroom learning. For example, for deaf students, verbal communication is a major obstacle. Another challenge is when students with disabilities have to work in groups to complete tasks. Therefore, lecturers and fellow students need to provide paying attention to students' physical needs and assigning appropriate roles in the group. Lecturers need to have a deep understanding of the types of disabilities that students have and how best to assist them in the learning process. In addition, lecturers can also provide special assistance to students with disabilities. This assistance aims to provide the necessary support so that students with disabilities can fully participate in the academic environment.

3.2.4. Padang State University

The UNP Disability Service Center currently has a disability service study center which is a center for the development of knowledge that has an activity program that can be accounted for both scientifically and professionally in the field of disability. The PLB Department currently has international standard laboratory facilities. UNP is currently continuing to improve, especially in optimizing services for inclusion education such as providing special parking for disabilities, rectorate lifts specifically designed for students with special needs, as well as a number of disability-friendly facilities both on the freshwater central campus and the Limau Manis campus which is the campus learning location for PLB study program students.

The activity of assisting blind student candidates is a form of UNP service to facilitate inclusive education. UNP is committed to creating a disability-friendly campus with

a number of programs, in addition to international nuanced programs in a series of supporting UNP with an international reputation.

3.3. School Overview on the Implementation of Inclusion in Higher Education

Aspects of school well-being [8] are as follows:

3.3.1. Having (campus condition)

Having covered material and non-material aspects including the physical environment around the campus, learning environment, curriculum, and special services for students with disabilities on each campus, the description is as follows:

1) UIN Sunan Kalijaga: Sunan Kalijaga University Jogja strives to continue to be committed to the Inclusive Education policy. Sunan Kalijaga University Jogja is currently launching a PMA on reasonable accommodation for persons with disabilities.

2) Brawijaya University Malang: Brawijaya University has made various efforts to provide supportive facilities for students with disabilities. Some of the facilities provided include: building accessibility, inclusive classrooms, mobility, support services, website accessibility, information accessibility, inclusive education training and awareness, and research and community service with disability issues.

3) Unika Atmajaya Jakarta: At Atma Jaya University instills positive values such as empathy and cooperation. So that every task and activity is designed with elements of cooperation, with the hope that students can help each other, both those with special needs and general students.

4) Padang State University: The UNP Disability Service Center currently has a disability service study center which is a center for the development of knowledge that has an activity program that can be accounted for both scientifically and professionally in the field of disability. UNP is currently continuing to improve, especially in optimizing services for inclusive education such as providing special parking for disabilities, rectorate lifts specifically designed for students with special needs, as well as a number of disability-friendly facilities both on the freshwater central campus.

3.3.2. Loving (social relationships)

Loving refers to the social learning environment, student-teacher relationships, relationships with classmates, group dynamics, violence, school-home cooperation, school decision-making and the atmosphere of the overall school organization. The description of social relationships that promote the well-being of students with disabilities is as follows:

1) UIN Sunan Kalijaga Jogja: The hole idea of universal design of learning is how lecturers have various ways to teach. Then have various ways students are able to interact with the material and the third is the various ways of evaluation that we do.

2) Brawijaya University Malang: Brawijaya University has various SMEs that are concerned with inclusion, such as UKM Purnama (Brawijaya University Blind), UKM PANDU (Deaf), and UKM Peduli Difabel who are committed to helping students with various types of disabilities at Brawijaya University.

3) Unika Atmajaya Jakarta: In the learning process, regular students show extraordinary empathy for their friends with special needs and are responsive to the situation of their friends with special needs.

4) Padang State University: Committed to providing the best services to facilitate inclusive education in various forms of educational and teaching activities. The activity of assisting blind student candidates is a form of UNP service to facilitate inclusive education.

3.3.3. Being (self-murder)

Being is the existence of respect for individuals as people of value in society [8,11]. In the school context, being can be seen by the school's efforts in providing self-fulfillment for its students. The description of self-fulfillment that welfare students with disabilities as follows:

1) UIN Sunan Kalijaga Jogja: In making curriculum changes, UIN Sunan Kali Jaga Jogja stated that there are two ways that can be taken, namely accommodation and modification.

2) Brawijaya University Malang: Inclusive education at Brawijaya University makes efforts to ensure that all students, including those with special needs, feel welcome, respected, safe, and have overall well-being in the educational environment.

3) Unika Atmajaya Jakarta: At the Faculty of Psychology, the implementation of inclusive education has great potential. Inclusive education involves providing equal learning opportunities for all students, including those with special needs.

4) Padang State University: Padang State University implements a social inclusion system, which hopes to make students with disabilities accepted in their social environment.

3.3.4. Health

Health is a resource and an important part of well-being [11]. Health status, which consists of physical and mental symptoms. An overview of health aspects in the welfare of students with disabilities, as follows:

1) UIN Sunan Kalijaga Jogja: In the aspect of health, UIN Sunan Kalijaga Jogja is very concerned about the physical and mental health of students with disabilities who are studying at UIN Sunan Kalijaga Jogja.

2) Brawijaya University Malang: The following are some aspects of health that are considered in inclusive education at Brawijaya University: Physical health aspects, Brawijaya University provides facilities and services that support the physical health of students with special needs. Accessibility facilities such as ramps, elevators, and toilets designed for wheelchair access are provided to ensure students with limited mobility can move easily around campus. Next, mental health through psychologist services at the Disability Services Unit includes counseling and emotional support services available for students to help them cope with stress, anxiety, or other mental health issues as well as special needs assessments. The last is social health, with the existence of UKM Peduli Difabel at Universitas Brawijaya encouraging social interaction and collaboration between students with special needs and other students.

3) Unika Atmajaya Jakarta: At the Faculty of Psychology, there is a MABIN (Guidance Period) that lasts for one semester related to the courses taught by the PA Lecturer (Academic Advisor). In collaboration between PA Lecturers and MABIN, UNIKA organizes a program on topics related to Positive Psychology, such as self-love, self-management, and anxiety.

4) Padang State University: Neighborhoods of people with disabilities are expected to be able to get support from the community, country and loved ones.

4. DISCUSSION

4.1. Regulation of the Implementation of inclusion in higher education according to Indonesia Law

The implementation of inclusive education has attracted more and more attention in recent years as the world community's concern for individuals with disabilities has increased.

Some of the regulations that form the basis for the implementation of inclusion in higher education are as follows:

- 1) Law No. 20/2003 on the National Education System, which emphasizes the importance of inclusive education;
- 2) Law No. 8 of 2016. The law does not contain the word "disability", but the word "people with disabilities" and universities that organize teacher education are obliged to include courses on inclusive education in the curriculum;
- 3) National education standard regulation No. 57 of 2021 which requires universities to meet the standards of disability-friendly educational infrastructure facilities, including infrastructure, learning processes, ensuring safety, health, and security;
- 4) Permen Ristek Dikti 46 of 2017 special education and special service education in the context of fulfilling the rights of persons with disabilities includes admission of new students, inclusive culture, learning and assessment of funding facilities and infrastructure, and disability service units.

Based on this, it shows that inclusive education has clear and adequate regulations. Thus, every individual has the same opportunity to get the best education according to their capacity [7].

4.2. Implementation of inclusive education in 4 selected universities: Padang State University, Unika Admajaya, UIN Sunan Kalijaga Jogja dan Brawijaya University

Inclusion education has begun to be implemented in several universities in Indonesia, including universities that have become participants in this research, namely UIN Sunan Kalijaga Jogja, Brawijaya University, Atmajaya University, and Padang State University.

Every university that implements inclusion education has a concern for the equality of education for every individual. This is done, so that access to the campus environment can be reached by individuals with disabilities. Physical facilities include guiding blocks, inclined planes, elevators, disabled toilets and other public facilities. For students with sensory disabilities, adjustments to the learning process are more about the method or

approach taken while for intellectual disabilities adjustments to the content or lecture material need to be made.

After everything related to facilities and academics has been fulfilled, the next goal is to create an inclusive culture on campus. The more people who understand how to interact with students with disabilities, the greater the opportunity for these students to explore their abilities in the campus world. Each of the selected campuses has unique services in accordance with the vision and mission of each university. The details of the implementation of inclusion services are as follows:

UIN Sunan Kalijaga Jogja is one of the universities that has long provided services to students with disabilities. Thus, the form of service is increasingly developing, starting from online and offline disability candidate admission services, inclusion friend communities, volunteer programs, inclusion campus education, and disability-friendly library facilities [7].

Brawijaya University is one of the universities that has become a branch marking inclusion education. The process of admitting students with disabilities has special (SMPD) and regular pathways, disability-friendly information systems, disability-friendly infrastructure, physical disability transport cars, peer volunteer services, enablink applications as a facility to control the effectiveness of peer volunteers, 'tutorial' programs for students who lag behind in lectures, internships, and final assignments. In addition, peer counseling services are also provided for students with disabilities who need it, providing services such as Sign Language Interpreters at every campus activity provided such as during graduation, Friday sermons, HMJ, ospek and BEM activities.

The first step taken by Padang State University was the creation of a Disability Service Center due to the desire to provide adequate services for students with disabilities. The development of services for students with disabilities is also evident in the development of the Department of Special Education (PLB), which now has international standard laboratory facilities.

Unika Atmajaya has students with various types of disabilities including deaf, blind, disabled, dyslexic, cerebral palsy, and mental disorders. Service delivery at Unika Atmajaya is based on the value of "love" by providing educational services to every individual in need. This makes it necessary for lecturers to adjust teaching methods by providing materials in various formats, and using relevant supporting technology. In addition, providing special assistance to students with disabilities is needed, so that they are able to access campus facilities, attend lectures, and undergo activities outside the classroom.

4.3. Implementation of Inclusion Education System Based on Konu and Rimpela's School Well Being Theory

4.3.1. Having (facility)

The having aspect in school well being is divided into 3 parts. First, the physical aspect is related to the physical conditions or environment around or within the Higher Education facilities. The physical environment in question is a safe school environment, comfort, noise, ventilation, air temperature, and so on. Second, aspects of college conditions that deal with the learning environment. Third, aspects that include services to students such as health services, lecturers and education personnel [12]. The needs of each student based on their specificity include a) Physical disabilities require toilets for wheelchair users, elevators that can be accessed by wheelchairs, inclined planes for wheelchair walks, cars equipped with inclined planes to raise wheelchairs; b) Visual disabilities require guiding blocks; c) Hearing disabilities require information that is visual in nature. Other facilities provided relate starting from the administrative process of student registration to the preparation of the final project has a variety of programs that make it easier for every student with disabilities. Further facilities are related to curriculum adjustments that have been carried out and continue to be developed by providing training to lecturers. This condition depends on the curriculum implemented [8]. The right curriculum will help students with disabilities complete their academic tasks well.

4.3.2. Loving (Relationships between Personnel at Higher Education)

The loving aspect or relationship between students with disabilities and personal in higher education [8], both regular students, lecturers, teaching staff, and other campus communities becomes its own energy for students to survive during their education. Understanding and acceptance of the social environment of students with disabilities makes them more optimal in exploring their potential. Inclusive universities have provided a variety of programmes that enable good personal relationships between students with disabilities and university personnel. The provision of seminars and training to lecturers and teaching staff on understanding the condition of students with disabilities and how to effectively interact with them so that the services provided are targeted.

4.3.3. Being (award)

Involving students with disabilities in every process or activity on campus is a form of respect for individuals as people of value in society [8]. Inclusive campuses provide a variety of facilities or programs that give them space to be able to access every corner and campus activities. The realization of a disability-friendly campus has the following (a) The existence of campus policies that regulate from input-process-output for students with disabilities in ensuring the fulfillment of the rights of students with disabilities; (b) The participation of students with disabilities in decision/policy making related to the development of a disability-friendly campus [12].

4.3.4. Health

The health aspect is a condition that ensures students with disabilities are in good health both physically and mentally. This health condition includes physical and mental aspects in the form of psychosomatics, chronic diseases, minor illnesses (such as flu), and appreciation of self [10]. Several efforts have been made by this inclusive university in ensuring the health conditions of students with disabilities. Providing adequate physical facilities for students with disabilities is also another way to ensure safety in activities in the campus environment. Psychological services in the form of counseling and improving soft skills that can help the mental health of students with disabilities remain stable [13].

5. CONCLUSION

5.1. Regulation for the Implementation of Inclusion in Higher Education According to the Law in Indonesia

Based on Law No.8/2016 Article 42 Paragraph [1], local governments are required to facilitate the establishment of disability service units to support the implementation of inclusive education at the primary and secondary levels. In education, especially higher education, there is a regulation on the national standard of education No. 57 of 2021 which requires universities to meet the standards of disability-friendly educational infrastructure. In education, especially higher education, there is a national education standard regulation No. 57 of 2021 which requires universities to meet the standards of disability-friendly educational infrastructure facilities. The implementation of inclusion in Indonesia has been carried out by several universities in accordance with the stipulated

laws. Regulations for the implementation of inclusion in higher education are clearly available, both laws and government regulations.

5.2. Implementation of Inclusion Education in 4 selected Universities: Padang State University, Unika Admajaya, UIN Sunan Kalijaga Jogja and Brawijaya University

Inclusive universities provide services according to the needs of people with disabilities. The success of the service program is realized through collaboration with various parties, so as to provide excellent service to students with disabilities. Padang State University has a Department of PLB as an inclusive education program that has international standards. Atmajaya University has been able to overcome the challenges in providing inclusion services to students with disabilities by preparing an accessible campus and disability-friendly learning process. UIN Sunan Kalijaga University has prepared facilities to support disability learning, such as a disability-friendly library and a student volunteer program to support the adjustment process of students with disabilities. Brawijaya University has an information technology system, environment, mentoring programs and a disability-friendly campus culture.

5.3. Implementing an Inclusion Education System Based on Konu and Rimpela's School Well-Being Theory

The inclusive education system fulfills the theory of school well-being with the fulfillment of each aspect, namely having, loving, being, and health. However, when compared to these four aspects, the loving aspect has a major role in creating well-being for students with disabilities. When students are able to feel understood and accepted, they will strive optimally in maximizing their potential.

Acknowledgments

Our thanks go to Prof. Dr. Ir. Bakhrani A. Rauf, M.T., IPU (Head of LP2M) and Dr. Ahmad Razak, M.Si., (Dean of the Faculty of Psychology UNM) as leaders who supported this research activity in terms of funding and direction, so that this research ran optimally. Our thanks also go to the speakers who provide time and share information, so that the data obtained is very optimal with the target time available.

Funding

Funding in this research is PNBP funds from the Faculty of Psychology UNM and because the distribution of the nominal amount is based on the functional position of the chairman, so our team gets quite a lot and can seminate and international publications.

Ethics Policy

The ethical policy in this research was detailed at the research site, the Centre for Disability (PLD) of Brawijaya University. Where the rules and procedures including conflict of interest statements, approval procedures (regarding research ethics), etc. were submitted by filling out many forms provided online on its website and accompanied by a research proposal. The next process was to be reviewed and the researcher waited for the results for about a week. After that, there is a small interview process with the reviewer to clarify some points and finally a research permit letter is sent via the researcher's email. Research can only be carried out when it has passed the review.

References

- [1] Ajisukmo CRP. Practices and challenges of inclusive education in Indonesian higher education. In: 25th ASEACCU Conference on "Catholic Educational Institutions and Inclusive Education: Transforming Spaces, Promoting Practices, and Changing Minds". Bangkok, Thailand; 2017. 1–9 p.
- [2] Maris AWI, Rahmi I. Strategi lembaga pendidikan tinggi inklusif dalam meningkatkan kemampuan kerja mahasiswa difabel: Praktik baik di Indonesia. In: Seminar Nasional Inovasi Vokasi [Internet]. 2022. 106–115 p. Available from: <http://prosiding-old.pnj.ac.id/index.php/sniv/article/view/4544%0Ahttps://prosiding-old.pnj.ac.id/index.php/sniv/article/download/4544/2475>
- [3] Lolytasari. Penerapan ramah difabel dalam pelayanan perpustakaan perguruan tinggi. In: The international conference on education in muslim society [Internet]. 2016. 90–115 p. Available from: <http://repository.uinjkt.ac.id/dspace/handle/123456789/29906>
- [4] Andayani A, Afandi M. Pemberdayaan dan pendampingan komunitas penyandang disabilitas dalam mengakses pendidikan tinggi. *Aplikasia: Jurnal Aplikasi Ilmu-ilmu Agama*. 2019;16(2):153–166.

- [5] Morgado B, Cortés-Vega MD, López-Gavira R, Álvarez E, Moríña A. Inclusive education in higher education? *Journal of Research in Special Educational Needs*. 2016;16:639–642.
- [6] Martins MH, Borges ML, Gonçalves T. Attitudes towards inclusion in higher education in a Portuguese university. *International Journal of Inclusive Education*. 2017;22(5):527–542.
- [7] Ro'fah, Andayani, Muhrisun. Inklusi pada pendidikan tinggi: Best practise pembelajaran dan pelayanan adaptif bagi mahasiswa difabel netra. Pusat Studi dan Layanan Difabel (PSLD) UIN Sunan Kalijaga. Yogyakarta; 2010.
- [8] Konu A, Rimpelä M. Well-being in schools: A conceptual model. *Health Promotion International*. 2002;17(1):79–87.
- [9] Creswell J, Creswell JD. Research design: Qualitative, quantitative, and mixed methods approaches. *New Horizons in Adult Education and Human Resource Development*. 2019;31(3):75–77.
- [10] Anggreni NMS, Immanuel AS. Model school well-being sebagai tatanan sekolah sejahtera bagi siswa. *PsikobuletinBuletin Ilm Psikol*. 2020;1(3):146–156.
- [11] Allardt E. Dimensions of welfare in a comparative Scandinavian study. *Acta Sociologica*. 1976;19(3):227–239.
- [12] Hikmah TL, Yusuf M, Sianturi RS. Kriteria pengembangan kampus ramah disabilitas di Universitas Airlangga. *J Tek ITS*. 2020;9(2):C147–153.
- [13] Bungin B. Penelitian kualitatif: Komunikasi, ekonomi, kebijakan publik, dan ilmu sosial lainnya. Jakarta: Kencana; 2011.