



Students' Perception and Social Acceptance towards Lecturers with Diffability (Different Ability)

Rifqi Muhammad^{1✉} Mualimin²

¹Institut Agama Islam Sultan Muhammad Syafiuddin Sambas, Indonesia

²Sakarya Üniversitesi, Serdivan-Sakarya, Türkiye

ABSTRACT

Employing disabled lecturers on campus necessitates an inclusive culture which can be achieved through positive social perception and student acceptance. This study aims to (1) examine the relationship between student perception and social acceptance of disabled lecturers; (2) describe the differences in student perception and social acceptance based on gender. A quantitative survey approach was employed, with the study conducted at the IAIS Sambas campus, Indonesia. The respondents comprised 102 active students from the Faculty of Da'wah and Humanities. Data analysis included correlation analysis, t-tests, and ANOVA. The results of this study indicate: (1) a positive and very strong correlation ($r = 0.626$) between student perception and social acceptance of disabled lecturers, and 2) that female students have more favorable perceptions and higher social acceptance of disabled lecturers compared to male students. These results contribute empirically to the field of inclusive education in Indonesia, particularly within Islamic religious colleges.

 OPEN ACCESS

ARTICLE HISTORY

Received: 09-05-2024

Accepted: 31-12-2024

KEYWORDS

Perception; Social Acceptance; Lecturer with Diffabel

ABSTRAK

Mempekerjakan dosen disabilitas di kampus memerlukan budaya inklusif yang dapat dicapai melalui persepsi sosial yang positif dan penerimaan mahasiswa. Penelitian ini bertujuan untuk (1) mengkaji hubungan antara persepsi mahasiswa dan penerimaan sosial terhadap dosen disabilitas; (2) mendeskripsikan perbedaan persepsi mahasiswa dan penerimaan sosial berdasarkan jenis kelamin. Penelitian ini menggunakan pendekatan survei kuantitatif yang dilakukan di kampus IAIS Sambas, Indonesia. Responden terdiri dari 102 mahasiswa aktif dari Fakultas Dakwah dan Humaniora. Analisis data meliputi analisis korelasi, uji t, dan ANOVA. Hasil penelitian menunjukkan: (1) terdapat hubungan positif yang sangat kuat ($r = 0,626$) antara persepsi mahasiswa dan penerimaan sosial terhadap dosen disabilitas, dan (2) mahasiswa perempuan memiliki persepsi yang lebih baik dan penerimaan sosial yang lebih tinggi terhadap dosen disabilitas dibandingkan mahasiswa laki-laki. Hasil penelitian ini memberikan kontribusi empiris terhadap bidang pendidikan inklusif di Indonesia, khususnya di perguruan tinggi agama Islam.

KATA KUNCI

Persepsi; Penerimaan Sosial; Dosen dengan Disabilitas

Corresponding Email: ✉ ananda.rhifqie@gmail.com

Introduction

Understanding the appropriate support needs and engaging the entire university community have significantly shaped disability awareness. Researchers emphasize the importance of identifying and implementing appropriate support mechanisms to create an inclusive academic community that meets diverse needs. The goal is to eliminate barriers, ensuring that equal opportunities for all (Ehlinger & Ropers, 2020).

Individuals with long-term physical, intellectual, mental, and/or sensory disabilities may encounter difficulties and barriers in performing their tasks completely and successfully, as stated in the Law on Persons with Disabilities (President, 2016). These restrictions can hinder their equitable engagement, as outlined in Article 1, paragraph 1 of the law.

Despite these challenges, it is acceptable for individuals with impairments to work as lecturers. The role of disabled lecturers and their contribution to enhancing inclusive education and the broader education system has not received much attention (Neca, Borges, & Pinto, 2022). It is crucial to foster a culture that values inclusion for instructors with impairments. Campuses can employ various strategies to promote an inclusive atmosphere, such as supporting inclusion policies and removing obstacles that cause exclusion. According to Lindner et al. (2023), research is increasingly focusing on inclusion, and inclusion policies in education are becoming more developed and frequently debated. Systematic reviews (e.g., De Vroey et al., 2016; Van Mieghem et al., 2020) have shown that attitudes toward inclusive education have garnered significant attention in the literature.

Inclusive education involves applying a socio-ecological approach to the interaction between students' abilities and environmental demands, emphasizing that education systems must adapt to reach all students, rather than expecting students to adapt (Nilholm & Göransson, 2017; Walker, DeSpain, Thompson, & Hughes, 2014). Muntaner Guasp et al. (2016) highlight the importance of aligning inclusive policies, culture, and practices to eliminate barriers to learning and participation. Additionally, creating an inclusive educational environment where students with and without disabilities can learn and interact promotes positive attitudes and inclusion (Tarantino, Makopoulou, & Neville, 2022).

Disabled lecturers need positive recognition of their presence in the classroom and on campus. Visse's (2016) study found that most students have a positive perception of people with Intellectual and Developmental Disabilities (IDD). Students will learn to accept educators with various body shapes, view people with disabilities more positively, and learn more from them. Previous research by Burmeister (2014) showed that participants' tendency to form friendships with those with special needs reflected their acceptance of this population. Specifically, 14% strongly agreed and 46% agreed with the idea of befriending individuals with special needs, based on a sample of 308 participants.

The readiness to establish friendships with individuals who have unique needs exemplifies acceptance of diverse characteristics. Forming an inclusive culture on campus for lecturers with disabilities requires recognition and social acceptance from students. Implementing inclusive education in various national contexts presents numerous challenges. Countries such as the United States, Canada, England, the Netherlands, Germany, Belgium, Austria, Switzerland, Italy, China, Israel (Firat, 2020), and Indonesia (Yusup, 2022) have identified several challenges related to society's acceptance of students with disabilities. Factors influencing social acceptance include the specific nature of the disability, age range, gender, and cultural background of the students (Firat, 2020).

The perspectives of individuals with disabilities regarding acceptance of their condition provide valuable insights into the psychological aspects that impact their overall life circumstances, adaptation processes, their level of self-confidence, and socialization processes. Instilling a positive attitude towards disability acceptance will encourage individuals with disabilities to actively participate in the formulation and implementation of public policies. Therefore, to ensure their integration into prevailing societal policies, individuals must have an attitude of acceptance towards individuals with disabilities. The concept of accepting disability involves recognizing the intrinsic value of a person as an individual, regardless of the presence or experience of disability. Individuals who have greater acceptance of their limitations are better able to adapt to their impairments, improve their personal relationships, and participate in social activities (Kaur, Leong, Yusof, & Singh, 2015).

According to Gökbulut et al. (2017), individuals with special needs have rights such as access to health services and education that is appropriate to their abilities. As long as they can use these rights effectively like other individuals, they feel satisfied, active, and productive in their social lives. Organizations that have previously employed people with disabilities are more likely to employ them in the future. Coworkers who have relatives or friends with disabilities will be more receptive and accepting of people with disabilities in the workplace (Kwiatkowska-Ciotucha, Załuska, & Grzes'kowiak, 2020).

Research on the social acceptance and student perceptions of disabled lecturers is crucial, as it can reveal the culture of inclusion at IAIS Sambas. Escámez (2019) asserts that an individual's attitude shapes their behavior through their values, knowledge, and feelings. Therefore, understanding students' attitudes toward disabilities is essential for predicting and educating their behavior. This study aims to provide empirical data on students' perceptions and social acceptance of disabled lecturers who teach them. Additionally, the importance of this study arises from the scarcity of information and empirical data on this topic.

Recent studies on university campuses have examined various aspects, such as students' knowledge and attitudes towards peers with disabilities (Alqarni, Alsolmi, Algethami, Alsolmi, & Adhabi, 2019), reviews of students with special educational needs (Amor et al., 2019), elementary school teachers' attitudes towards inclusive education (Lindner et al., 2023), students' perceptions of people with disabilities (Roca-Hurtuna & Sanz-Ponce, 2023), and peer-based social acceptance of students with special needs (Gökbulut et al., 2017). While these studies provide valuable insights, they primarily focus on general perceptions and attitudes toward disability, leaving a critical gap in understanding the social acceptance and perceptions of disabled lecturers in specific institutional contexts. This gap is particularly pronounced in private Islamic religious colleges in Indonesia, where such research remains unexplored.

The need to address this issue is underscored by Indonesia's rich cultural diversity and complex social dynamics, which can significantly influence the acceptance of disabled lecturers in higher education. Furthermore, the effectiveness of inclusive policies in fostering a supportive academic culture, as mandated by Regulation No. 46 of 2017 issued by the Ministry of Research, Technology, and Higher Education, warrants further investigation. This regulation highlights the importance of building inclusive environments within higher education institutions, particularly in contexts like Islamic Religious Higher Education, where unique challenges and opportunities for inclusivity exist.

In response to this gap, the present study aims to provide empirical insights into students' perceptions and social acceptance of disabled lecturers, focusing specifically on private Islamic religious colleges. By examining these dynamics, the study seeks not only to enrich the understanding of inclusion in this context but also to lay the groundwork for policies that more effectively promote inclusivity. Additionally, this study explores the role of factors such as

gender and local cultural contexts in shaping students' acceptance, contributing to the broader development of theories and practices in inclusive education.

The relevance of this study is further exemplified by the unique case of the Sultan Muhammad Syafiuddin Sambas Islamic Institute, which employs a lecturer with a disability in its Islamic guidance and counseling program. This lecturer, who holds a teaching certificate and a certificate of expertise in Islamic guidance and counseling, has consistently demonstrated excellent performance. In addition to previously serving as the head of the guidance and counseling program, this lecturer now leads the gender studies center (Kemdikbud, 2022). The rarity of such cases in higher education underscores the importance of investigating how students perceive and socially accept lecturers with disabilities. Thus, this study specifically aims to: 1) examine the relationship between students' perceptions and their social acceptance of lecturers with disabilities, and 2) describe the differences in perceptions and acceptance based on gender within the context of the Sultan Muhammad Syafiuddin Sambas Islamic Institute.

Methods

This study was conducted at the Sultan Muhammad Syafiuddin Islamic Institute's campus in Sambas, Indonesia, selected due to the presence of disabled lecturers in the Islamic Guidance and Counseling department. The study involved a population sample of 102 active students from the Faculty of Da'wah and Humanities during the 2022-2023 academic year, with 59% ($n = 60$) female and 41% ($n = 42$) male.

A questionnaire was used for data collection, distributed via WhatsApp and converted into a Google Form for ease of access. This method allowed direct distribution to students' smartphones. The head of the Islamic guidance and counseling study program requested students to complete the questionnaire, resulting in 102 completed responses during the middle of the odd semester of the 2022-2023 academic year.

The data collection tool was adapted and modified from Adiputra et al. (2019) and Jung et al. (2022), incorporating Indonesian characteristics for better readability. The instrument included 21 statement items: 10 on social acceptance and 11 on perceptions, measured on a Likert scale ranging from strongly agree to strongly disagree. The instrument's validity was confirmed using Pearson Moment product validation, and its reliability was assessed with Cronbach's alpha ($\alpha = 0.668$). Descriptive statistical analysis was used to analyze the gender of the participants. Correlation analysis, t-tests, and ANOVA were employed to examine students' perceptions and social acceptance of lecturers with disabilities, as well as to compare data based on gender.

Results and Discussion

Results

The total population ($N = 102$) of participants filled out the questionnaire. The results of the data normality test on the perception questionnaire found a mean value of 42.07 (standard deviation = 2.953); this indicates that the data is normally distributed. Meanwhile, the results of the data normality test on the Social Acceptance questionnaire found a mean value of 46.37 ($SD = 3.037$), indicating that the data is normally distributed.

Table 1. Score of Questionnaire

Aspect	Item	SA%
Social Acceptance (Jung et al.)	I accept that my lecturer has limited access due to his disability.	86
	I like hanging out with lecturers with disabilities because of their deep insights.	84
	I understand if my lecturer cannot carry out an activity in learning	85

Perception (Adiputra et al., 2019)	because of his disability	
	I accept my lecturer's disability as an ordinary person	85
	I realize that lecturers with disabilities have a high sense of gratitude in their lives	84
	I like being close to lecturers with disabilities, because they never complain about their disability.	83
	I feel safe being around lecturers with disabilities	83
	I realize that lecturers with disabilities are honest people.	84
	I am happy to see the performance of lecturers with disabilities who are relevant as lecturers.	85
	I feel happy to be close to lecturers with disabilities because they are full of happiness	82
	Knowing lecturers with disabilities is very helpful in developing student potential	88
	Knowing lecturers with disabilities Helping students get relevant lessons	83
	Knowing lecturers with disabilities can foster students' willingness to learn	86
	Knowing lecturers with disabilities can make it easier for students to absorb lessons.	88
	Lecturers with disabilities can interact with other normal students and get help and support	85
	Lecturers with disabilities can learn from their colleagues.	85
	Communicating with lecturers with disabilities can add insight and experience to students	85
	Lecturers with disabilities have the right to use the same facilities as their colleagues.	85
	Lecturers with disabilities can communicate and socialize well with students and colleagues	85
	Lecturers with disabilities are easy to make friends and interact with other people.	85
	Communicating with lecturers with disabilities will make them happy	82

Source: Data Analysis

Table 2. Normality Test Result

Unstandardized Residual	Kolmogorov-Smirnov ^a		
	Statistic	Std. Deviation	Sig.
	.103	2.36773922	.010 ^c

Source: Data Analysis

Asymp significance value. The two-tailed Sig. value of 0.010^c is greater than 0.05. The Kolmogorov-Smirnov normality test results indicate that the residual data in this regression model are normally distributed.

Table 3. Lincarity Test and Correlation Analysis Result Table

ANOVA	Correlations
Deviation from Linearity	Pearson Correlation
.386	.626**

Source: Data Analysis

The value for Deviation from Linearity in table 3 is 0.386. As the sig value is greater than 0.05, this indicates that there is a linear relationship between the disability perception variable and the social acceptance variable for lecturers with diffability.

This study examines hypothesis H: Perceptions effect students' social acceptance of lecturers with disabilities. After analysing the correlation between perception of disability and social acceptance of lecturers with diffability, it was determined that the relationship is significant ($p .005$) and that the two variables are strongly correlated ($r = .626$).

Table 4. Result of Descriptives Gender Analysis

Variabel	Gender	Mean
Perception	MALE	41.88
	FEMALE	42.20
Social Acceptance	MALE	46.33
	FEMALE	46.40

Source: Data Analysis

The mean disability perception score for male students is 41.88, while the mean score for female students is 42.20, as shown in Table 4. While the mean social acceptance score for lecturers with diffability for male students is 46.33, the mean social acceptance score for lecturers with diffability for female students is 46.40. It can be concluded that male and female students have comparable perceptions of disability and social acceptance of lecturers with diffability.

Discussion

Students' Perception and Social Acceptance of Lecturers with Diffability

People with disabilities have the right to access educational experiences that are appropriate to their cognitive abilities. Individuals who are able to exercise their rights on an equal basis with others tend to experience satisfaction, engagement, and productivity in their social lives. Following major changes in societal ideals, people with special needs, who have long been marginalized and neglected, are finally being recognized as socially acceptable. The education sector has made the most significant progress in this regard (Gökbulut et al., 2017). The purpose of this study was to determine the perceptions of students at the Sultan Muhammad Syafiuddin Sambas Islamic Institute towards disability and the social acceptance of lecturers with disabilities. The disability perception score ranged from 39 to 51, with a mean value of 42.07. This value indicates that students' perceptions of disability are quite good.

The first through eleventh items fall into the very good perception category, according to the results of the item perception score calculation. The student perception scores for lecturers with diffability fall into the very good category, with an average score of 85%. This demonstrates that students at the Sultan Muhammad Syafiuddin Sambas Institute of Islamic Religion are very good at perceiving the presence of lecturers with special needs. The item information is: 1) Knowing lecturers with disabilities are very helpful in developing student potential, score 88 (very good); 2) Knowing lecturers with disabilities Helping students get relevant lessons, score 83 (very good); 3) Knowing lecturers with disabilities can foster students' willingness to learn, score 86 (very good); 4) Knowing lecturers with disabilities can make it easier for students to absorb lessons, score 88 (very good); 5) Lecturers with disabilities can interact with other normal students and get help and support, score 85 (very good); 6) Lecturers with disabilities can learn from their colleagues, score 85 (very good); 7) Communicating with lecturers with disabilities can add insight and experience to students, score 85 (very good); 8) Lecturers with disabilities have the right to use the same facilities as their colleagues, score 85 (very good); 9) Lecturers with disabilities can communicate and socialize well with students and colleagues, score 85 (very good); 10) Lecturers with disabilities are easy to make

friends and interact with other people, score 85 (very good); 11) Communicating with lecturers with disabilities will make them happy, score 82 (very good). The results of this study support previous research by Roca-Hurtuna and Sanz-Ponce (2023) on students' better perceptions of people with disabilities.

This finding also shows that students overall have a very good perception of inclusive lecturers, even though they have not received special socialization or training. This is in line with previous research findings by Ware et al. (2022), who reported that disabilities make them more empathetic and supportive educators than their non-disabled colleagues. This is also in line with the findings reported by Roca-Hurtuna and Sanz-Ponce (2023) that students show respectful, helpful, and supportive attitudes towards people with disabilities. They recognize their rights and refer to them with respectful terms, recognizing the person, what is common to all people, and not just what distinguishes them. In addition, they show positive attitudes towards personal relationships with people with disabilities. They demonstrate equal and normalized treatment and appreciate the need to eliminate physical, social, and cultural barriers.

The mean score of 46.37 shows the social acceptance of students towards lecturers with special needs for all response items with a minimum score of 37 and a maximum score of 50. With item details 1) I accept that my lecturer has limited access due to his disability, score 86 (very good); 2) I like hanging out with lecturers with disabilities because of their deep insights, score 84 (very good); 3) I understand if my lecturer cannot carry out an activity in learning because of his disability, score 85 (very good); 4) I accept my lecturer's disability as an ordinary person, score 85 (very good); 5) I realize that lecturers with disabilities have a high sense of gratitude in their lives, score 84 (very good); 6) I like being close to lecturers with disabilities, because they never complain about their disabilities, score 83 (very good); 7) I feel safe being around lecturers with disabilities, score 83 (very good); 8) I realize that lecturers with disabilities are honest people, score 84 (very good); 9) I am happy to see the performance of lecturers with disabilities who are relevant as lecturers, score 85 (very good); 10) I feel happy to be close to lecturers with disabilities because they are full of happiness, score 82 (very good). So it can be concluded that the social acceptance of students is very good for lecturers with special needs at the Islamic Institute of Sultan Muhammad Syafiuddin Sambas, with an average score of $n = 84$.

Social acceptance is the acceptance of a person in a group or social environment (Özlü & Serin, 2021). Social acceptance is a condition that indicates the extent to which a person is accepted or not accepted by other people or group members in social interactions and activities in groups (Bartholomeu et al., 2021). The results of this study indicate that disabled lecturers are accepted by students. The findings of this study support previous research conducted by Burmeister (2014), which showed that participants' tendency to form friendships with those with special needs reflects their acceptance of the population. Specifically, 14% of participants strongly agreed and 46% agreed with the idea of befriending individuals with special needs, as evidenced by a sample size of 308 participants.

The concept of accepting disability can be categorized into two distinct dimensions: self-acceptance and public acceptance. The process of self-acceptance in relation to disability has been found to have a positive impact on an individual's ability to adapt to their impairment. This adaptation allows individuals to effectively manage, establish connections with, and incorporate their disability into their daily routines, ultimately leading to an enhanced overall quality of life. Conversely, the correlation between public acceptance of disability and workplace acceptance of disability is associated with the cultivation of interpersonal relationships, social integration, the dismantling of preconceived notions, the fostering of a sense of affiliation, and the establishment of

equitable connections. These factors collectively contribute to the mitigation of stigma and bias (Kaur & Leong, 2018).

The objective of this correlation analysis study is to determine the relationship between perception and social acceptance of lecturers with diffability at the Islamic Institute of Sultan Muhammad Syaifuddin Sambas. Students' perceptions of disability and their social acceptance of lecturers with diffability are significantly and positively related ($p .05$), as indicated by the strength of their correlation ($r = 0.626$). Students with a very good perception of disabilities, allowing for the social acceptance of students towards lecturers with special needs, are typically very good. The strong correlation value ($r = .626$) between the perception of disability and the social acceptance of students suggests that the perception and social acceptance of students towards lecturers with diffability are very strong. The findings of this study are consistent with those of other studies, such as Alqarni et al. (2019) and Evanjeli et al. (2021), which found a relationship between knowledge and attitudes towards disability.

Furthermore, this study confirms earlier research by Garrote et al. (2020), which found that social conduct and other personal traits influence students' social acceptability. Prior studies by Neca et al. (2022) on the life journeys of educators with disabilities encountered significant challenges: important elements that support their professional success, including the significance of social support, self-confidence, and resilience and resistance.

The availability of social support networks was determined to be extremely significant when it came to the critical elements influencing the performance and accomplishment of educators with impairments (Grenier, Horrell, & Genovese, 2014). This implies that lecturers with impairments may confidently approach their pupils in class. Grenier et al. (2014) reported that self-confidence in professional skills was a critical success factor for educators with impairments. According to Ainscow, Slee, and Best (2019), inclusive education upholds everyone's right to an education in a standardized setting that takes into consideration their needs, impairments, and situations.

Differences in Perception Scores and Social Acceptance of Students Towards Lecturers with Diffability

Based on the findings of this study (see table 4), the comparison of the average scores of students' perceptions and social acceptance of lecturers with disabilities based on gender shows that the average female student scored higher (42.20 and 46.40) than the average male student (41.88 and 46.33). Based on the findings of the study, a significant factor influencing the social acceptance of lecturers with disabilities was the respondent's gender. These results support the findings of Gökbulut et al. (2017), who found that in inclusive classes in the Turkish Republic of Northern Cyprus, female student participants showed better social acceptance of inclusive students than male student participants. It was also found that the level of social acceptance did not differ based on the age of the participants.

The results of this study also support previous studies by Roca-Hurtuna & Sanz-Ponce (2023) and Schwab (2018) showing that women tend to have more positive attitudes towards people with disabilities. The findings of this study support previous research by Özlü & Serin (2021) showing that the average score of female students' social acceptance attitudes towards people with disabilities was more positive than male students.

The results of this study are supported by the statement from Hurlock (2013) that social acceptance is influenced by several factors within the individual, namely a pleasant impression, a good reputation, personal appearance, social behavior, maturity in controlling emotions, and having a good attitude. personality traits. causing social

adjustment, socioeconomic status, and good housing. In this study, the factors that influence students' social acceptance of lecturers with disabilities are politeness, a good reputation, a neat, clean appearance, and a good personality. Acceptance helps people with disabilities adapt, improve relationships, and participate in social activities (Kaur et al., 2015). According to Garrote et al. (2017), it is necessary to create opportunities for all students to acquire and practice cooperative and prosocial behavior in peer groups (for example, with peer-assisted learning arrangements), which is an important element in facilitating students' social acceptance in inclusive classes.

Although it is recorded that there is no disability policy on the campus of the Sultan Muhammad Syafiuddin Sambas Islamic Institute, it is hoped that campus leaders can realize it in an inclusive culture. This is because this means implementing the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 46 of 2017 in Article 7a, which states that university leaders facilitate the formation of an inclusive culture on campus. This is supported by the research results of Saadun et al. (2023), who found that university management plays an important role in forming positive perceptions by facilitating meaningful interactions with people with disabilities, promoting awareness and education of disabilities, and creating an environment that values diversity.

Conclusion

This study found a significant relationship between students' perceptions of people with disabilities and their social acceptance of disabled lecturers. Students with positive social acceptance of disabled lecturers were influenced by their perceptions of disabilities. Additionally, female students' perceptions and social acceptance of disabled lecturers were more positive than those of male students.

This study contributes empirical data on student perceptions and social acceptance of disabled lecturers. Future research could explore related topics, such as the perceptions and social acceptance of disabled lecturers by management staff, organizational leaders, and colleagues in higher education. Researchers might also investigate the work-life balance of disabled lecturers.

The findings of this study provide valuable insights for higher education leaders to develop policies that support lecturers with disabilities. The discovery of a strong relationship between student perceptions and social acceptance of disabled lecturers, along with the influence of gender on these perceptions, adds to the field of inclusive education in Indonesia.

This study is limited to students who received courses from disabled lecturers at the Faculty of Da'wah and Humanities, Sultan Muhammad Syafiuddin Islamic Institute, Sambas. It focuses on general perceptions and acceptance of disabled lecturers, rather than specific aspects such as professionalism or competence.

References

- Adiputra, S., Mujiyati, M., & Hendrowati, T. Y. (2019). Perceptions of inclusion education by parents of elementary school-aged children in Lampung, Indonesia. *International Journal of Instruction*, 12(1), 199–212. <https://doi.org/10.29333/iji.2019.12113a>
- Ainscow, M., Slee, R., & Best, M. (2019). Editorial: The Salamanca Statement: 25 years on. *International Journal of Inclusive Education*, 23(7–8), 671–676. <https://doi.org/10.1080/13603116.2019.1622800>
- Alegre de la Rosa, O. M., & Villar Angulo, L. M. (2021). Teachers' and hearing and speech specialists' attitudes towards and knowledge of sustainable inclusive education for students using hearing devices. *International Journal of Inclusive Education*, 1–16. <https://doi.org/10.1080/13603116.2021.1938711>

- Almutlaq, H. (2022). Knowledge of some evidence-based practices utilized for managing behavioral problems in students with disabilities and barriers to implementation: Educators' perspectives. *International Journal of Learning, Teaching and Educational Research*, 21(8), 288–306. <https://doi.org/10.26803/ijlter.21.8.17>
- Alqarni, T., Alsolmi, A. S., Algethami, R., Alsolmi, A., & Adhabi, E. (2019). College students' knowledge and attitudes toward the Inclusion of Persons with Disabilities in the University. *Education*, 9(1), 9–18. <https://doi.org/10.5923/j.edu.20190901.02>
- Amor, A. M., Hagiwara, M., Shogren, K. A., Thompson, J. R., Verdugo, M. Á., Burke, K. M., & Aguayo, V. (2019). International perspectives and trends in research on inclusive education: A systematic review. *International Journal of Inclusive Education*, 23(12), 1277–1295. <https://doi.org/10.1080/13603116.2018.1445304>
- Bartholomeu, D., Montiel, J. M., Couto, G., Bueno, C. H., Garcia, F. H. S., & Pessotto, F. (2021). Social skills and social acceptance in different educational levels: A cross-sectional study. *Psychology*, 12(11), 1886–1899. <https://doi.org/10.4236/psych.2021.1211114>
- Burmeister, A. (2014). Peer acceptance and the emotional well-being of disabled individuals. *Student Journals and Publications at University of New Hampshire Scholars' Repository*, 6(1). <https://scholars.unh.edu/perspectives/vol6/iss1/1/>
- Candrasa, L., & Cen, C. C. (2023). The effect of teacher teaching, learning methods and students perceptions on the student's learning achievement in Medan City. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 9(1). <https://doi.org/10.29210/020221737>
- De Vroey, A., Struyf, E., & Petry, K. (2016). Secondary schools included: A literature review. *International Journal of Inclusive Education*, 20(2), 109–135. <https://doi.org/10.1080/13603116.2015.1075609>
- Ehlinger, E., & Ropers, R. (2020). "It's all about learning as a community": Facilitating the learning of students with disabilities in higher education classrooms. *Journal of College Student Development*, 61(3), 333–349. <https://doi.org/10.1353/csd.2020.0031>
- Escámez, J. (2019). La perspectiva cognitiva para la comprensión de las intenciones y la predicción de las conductas del estudiantado como agente de sostenibilidad. In *La Ciudadanía Europea Como Labor Permanente* (pp. 211–232). Tirant lo Blanch. https://www.researchgate.net/publication/337185608_La_perspectiva_cognitiva_para_la_compren_sion_de_las_intenciones_y_la_prediccion_de_las_conductas_del_estudiantado_como_agente_de_sosten_ibilidad
- Evanjeli, L. A. (2021). Students' knowledge and attitudes towards inclusion in college. *Jurnal Cakrawala Pendidikan*, 40(1), 253–264. <https://doi.org/10.21831/cp.v40i1.36150>
- Firat, T. (2020). An examination of the social acceptance levels of gifted students toward students with disabilities. *Exceptionality Education International*, 30(1), 75–96. <https://doi.org/10.5206/eei.v30i1.10916>
- Garrote, A., Felder, F., Krähenmann, H., Schnepel, S., Sermier Dessemontet, R., & Moser Opitz, E. (2020). Social acceptance in inclusive classrooms: The role of teacher attitudes toward inclusion and classroom management. *Frontiers in Education*, 5. <https://doi.org/10.3389/educ.2020.582873>
- Garrote, A., Sermier Dessemontet, R., & Moser Opitz, E. (2017). Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. *Educational Research Review*, 20, 12–23. <https://doi.org/10.1016/j.edurev.2016.11.001>
- Gökbulut, Ö. D., Gökbulut, B., & Yeniasır, M. (2017). Social acceptance of students with special needs from peer viewpoint. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(11). <https://doi.org/10.12973/ejmste/79592>
- Grenier, M. A., Horrell, A., & Genovese, B. (2014). Doing things my way: Teaching Physical Education with a disability. *Adapted Physical Activity Quarterly*, 31(4), 325–342. <https://doi.org/10.1123/apaq.2013-0089>
- Hurlock, E. B. (2013). *Perkembangan Anak Jilid 1 (Edisi Keenam)*. Jakarta: Erlangga.
- Hutabarat, Z. S., & Phongsavath, P. (2023). Students' perceptions about teaching profession: Emotional intelligence, critical thinking, and locus of control. *Journal of Innovation in Educational and Cultural Research*, 4(2), 191–199. <https://doi.org/10.46843/jiecr.v4i1.452>

- Jung, Y. H., Kang, S. H., Park, E.-C., & Jang, S.-Y. (2022). Impact of the acceptance of disability on self-esteem among adults with disabilities: A Four-Year Follow-Up Study. *International Journal of Environmental Research and Public Health*, 19(7), 3874. <https://doi.org/10.3390/ijerph19073874>
- Kaur, G., & Leong, T. P. (2018). Acceptance of Disability: A perspective from people with disability. *Asian Journal of Behavioural Studies*, 3(10), 1. <https://doi.org/10.21834/ajbes.v3i10.75>
- Kaur, G., Leong, T. P., Yusof, J. M., & Singh, D. (2015). Perception of people with disability in creating sustainable public policy. *Procedia - Social and Behavioral Sciences*, 168, 145–155. <https://doi.org/10.1016/j.sbspro.2014.10.220>
- Kemdikbud. (2022). *Data Dosen*. Kemdikbud.Go.Id. https://pddikti.kemdikbud.go.id/data_dosen/
- Kwiatkowska-Ciotucha, D., Załuska, U., & Grzes'kowiak, A. (2020). *Osoby z Niepełnosprawnościami na Otwartym Rynku Pracy. Bariery Skutecznej Inkluzji w Miejscu Pracy*. Publishing House of Wrocław University of Economics.
- Lindner, K.-T., Schwab, S., Emara, M., & Avramidis, E. (2023). Do teachers favor the inclusion of all students? A systematic review of primary schoolteachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 38(6), 766–787. <https://doi.org/10.1080/08856257.2023.2172894>
- Marmoah, S., & Poerwanti, J. I. S. (2022). Lecturers and students' perceptions about online learning problems during the COVID-19 pandemic. *Journal of Education and Learning (EduLearn)*, 16(4), 524–530. <https://doi.org/10.11591/edulearn.v16i4.20350>
- Muntaner Guasp, J. J., Rosselló Ramón, M. R., & De la Iglesia Mayol, B. (2016). Buenas prácticas en educación inclusiva. *Educatio Siglo XXI*, 34(1 Marzo), 31. <https://doi.org/10.6018/j/252521>
- Neca, P., Borges, M. L., & Pinto, P. C. (2022). Teachers with disabilities: A literature review. *International Journal of Inclusive Education*, 26(12), 1192–1210. <https://doi.org/10.1080/13603116.2020.1776779>
- Nilholm, C., & Göransson, K. (2017). What is meant by inclusion? An analysis of European and North American journal articles with high impact. *European Journal of Special Needs Education*, 32(3), 437–451. <https://doi.org/10.1080/08856257.2017.1295638>
- Özlü, B., & Serin, N. B. (2021). Social acceptance levels of normal developed students towards disable students. *International Journal of Evaluation and Research in Education (IJERE)*, 10(4), 1159. <https://doi.org/10.11591/ijere.v10i4.21882>
- Papadakaki, M., Maraki, A., Bitsakos, N., & Chliaoutakis, J. (2022). Perceived knowledge and attitudes of faculty members towards inclusive education for students with disabilities: Evidence from a Greek university. *International Journal of Environmental Research and Public Health*, 19(4). <https://doi.org/10.3390/ijerph19042151>
- Pranowo, D. D., Dwijonagoro, S., Lumban Tobing, R., & Purinthrapibal, S. (2023). Student perceptions on high school teachers' competence in online teaching. *Jurnal Cakrawala Pendidikan*, 42(3). <https://doi.org/10.21831/cp.v42i3.59237>
- Law of the Republic of Indonesia No. 8 on Persons with Disabilities, (2016). <https://peraturan.bpk.go.id/Home/Details/37251/uu-no-8-tahun-2016>
- Rahmawati, E., Jayanti, I. D., & Khomisah, A. (2022). Pengaruh metode I'rab al-qur'an terhadap kemampuan menghafal Al-qur'an santri Pondok Pesantren Nurul Furqon Rembang. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 20(1), 1–14. <https://doi.org/10.32729/edukasi.v20i1.1065>
- Roca-Hurtuna, M., & Sanz-Ponce, R. (2023). The perception of university students towards people with disabilities and their labor insertion. *Education Sciences*, 13(1), 79. <https://doi.org/10.3390/educsci13010079>
- Saadun, S. J., Abdullah, M. Z., Mohamed Besir, M. S., Jamal, A., Mat Hasan, N. Z., Nordin, N. A., & Imran Nanang, J. Q. (2023). Perceptions of disability among university students. *Information Management and Business Review*, 15(3(SI)), 205–211. [https://doi.org/10.22610/imbr.v15i3\(SI\).3473](https://doi.org/10.22610/imbr.v15i3(SI).3473)
- Sari, D. N., Asri, R. C., & Fadila, Z. (2023). Perception of distance learning among undergraduate medical students during COVID-19 pandemic. *Journal of Education and Learning (EduLearn)*, 17(3), 335–341. <https://doi.org/10.11591/edulearn.v17i3.20731>
- Schwab, S. (2018). *Susanne Schwab Attitudes Towards Inclusive Schooling*. Waxmann Verlag.

https://www.researchgate.net/publication/326894155_Susanne_Schwab_Attitudes_Towards_Inclusive_Schooling

- Shahrill, M., Nurhasanah, F., Ibrahim, S. A., Prahmana, R. C. I., Asamoah, D., Mohammad, H., & Gan, A. L. (2023). Exploring students' perceptions of private Mathematics tutoring in three countries. *Infinity Journal*, 12(2), 339–358. <https://doi.org/10.22460/infinity.v12i2.p339-358>
- Sintawati, M., Sukma, H. H., Mardati, A., Feruzi, S. M., & Satrianawati, S. (2024). Pre-service teachers' pedagogical knowledge and attitudes towards slow learner students. *Journal of Education and Learning (EduLearn)*, 18(4), 1117–1124. <https://doi.org/10.11591/edulearn.v18i4.21626>
- Syafnan, S., Ritonga, M., & Lubis, F. S. (2022). Student perception of the online lecture system during the COVID-19 period. *Journal of Innovation in Educational and Cultural Research*, 3(2), 80–85. <https://doi.org/10.46843/jiecr.v3i2.67>
- Tarantino, G., Makopoulou, K., & Neville, R. D. (2022). Inclusion of children with special educational needs and disabilities in physical education: A systematic review and meta-analysis of teachers' attitudes. *Educational Research Review*, 36, 100456. <https://doi.org/10.1016/j.edurev.2022.100456>
- Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2020). An analysis of research on inclusive education: A systematic search and meta review. *International Journal of Inclusive Education*, 24(6), 675–689. <https://doi.org/10.1080/13603116.2018.1482012>
- Visse, M. (2016). *Students Perceptions of Individuals with Intellectual and Developmental Disabilities and the Impact of Inclusion* [Eastern Kentucky University]. https://encompass.eku.edu/cgi/viewcontent.cgi?article=1322&context=honors_theses
- Walker, V. L., DeSpain, S. N., Thompson, J. R., & Hughes, C. (2014). Assessment and Planning in K-12 Schools: A Social-Ecological Approach. *Inclusion*, 2(2), 125–139. <https://doi.org/10.1352/2326-6988-2.2.125>
- Ware, H., Singal, N., & Groce, N. (2022). The work lives of disabled teachers: Revisiting inclusive education in English schools. *Disability & Society*, 37(9), 1417–1438. <https://doi.org/10.1080/09687599.2020.1867074>
- Yusup, M. Y. (2022). Pondok Pesantren dan Penerimaan Penyandang Disabilitas sebagai Upaya Menciptakan Keadilan bagi Kelompok Rentan. *AT-THARIQ: Jurnal Studi Islam Dan Budaya*, 2(1), 1–10. <https://ejournal.stais.ac.id/index.php/trq/article/view/142/78>