

## **Implementation of Mentorship Programs to Foster Learning Independence Among Students with Disabilities at Universitas Negeri Malang**

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### **ABSTRACT**

This research aims to describe the implementation of independent learning assistance for students with disabilities. This research uses a qualitative approach with a case study type. The choice of method is based on research needs that can describe the conditions experienced in the field. Data collection was carried out through interviews, observation and documentation. Data analysis was carried out by data reduction, data presentation, and drawing conclusions. The validity of the data was tested by source triangulation and technical triangulation. The research results found that the implementation of assistance in the independent learning of students with disabilities consists of planning assistance and implementing assistance. Mentoring planning includes open recruitment of volunteers, preparing a mentoring schedule, and establishing operational standards for mentoring. The implementation of mentoring consists of academic mentoring and non-academic mentoring. Academic mentoring is a mentoring service provided during class lectures, while non-academic mentoring is a mentoring service provided outside lecture hours. However, support services do not fully provide learning independence for students with disabilities.

**Keywords:** Mentoring; Learning Independence; Disabled students

### **INTRODUCTION**

Education is one of the most essential components of human life. Quality education should be able to develop individuals holistically, as it functions as a process of human conscientization, enabling individuals to recognize, understand, and interpret the realities of everyday life. This aligns with Dewantara's view (as cited in Tarigan et al., 2022), who defined education as an effort to guide all innate potentials that exist within children, both as individuals and as members of society. Article 3 of Law No. 20 of 2003 states that the purpose of national education is to develop learners' potential so they may become faithful and pious individuals, possess noble character, be healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens. The term learner refers to all members of society who seek to develop their potential through various educational pathways, levels, and types including individuals with disabilities.

Education for persons with disabilities is not merely an obligation but a necessity for ensuring their future quality of life. Many individuals with disabilities are able to develop their potential through appropriate educational provisions. Through education, it is expected that persons with disabilities can become independent individuals equipped with the skills necessary for their future lives. According to Suharsiwi (2017), fulfilling the educational rights of persons with disabilities is an essential effort toward increasing their participation in both special and regular schools. The presence of students with disabilities in regular school settings, or inclusive schools, signifies the provision of equal rights and opportunities to access mainstream education from primary to higher education. The goal of education for all, including learners with disabilities, is also mandated in the Salamanca Statement, which asserts

that education systems should take into account the wide diversity of children's characteristics and needs (The Salamanca Statement, 1994).

To support the implementation of inclusive education in Indonesia, the government has issued various regulations that safeguard the rights of persons with disabilities in the field of education. On November 10, 2011, the Indonesian government officially ratified the Convention on the Rights of Persons with Disabilities (CRPD) through Law No. 19 of 2011. The government also enacted Law No. 8 of 2016 on persons with disabilities. Article 10 of this law explicitly guarantees three educational rights for persons with disabilities: the right to quality education whether in special or inclusive settings and equal treatment across all educational pathways, types, and levels; the right to equal opportunities to work as teachers or educational personnel; and the right to equal opportunities to become qualified educators within educational institutions.

At the higher education level, the government issued Ministerial Regulation No. 46 of 2017 on special education and special services in higher education. Article 10(1) mandates that universities may establish disability service units as resource centers to support the implementation of special education in higher education. More recently, the government issued Ministerial Regulation No. 48 of 2023 concerning the provision of reasonable accommodations for students with disabilities in early childhood, primary, secondary, and higher education institutions. These regulations demonstrate the government's strong commitment to advancing inclusive higher education.

One higher education institution implementing inclusive practices is Universitas Negeri Malang (UM). This began in 2011 when UM first admitted students with disabilities. Since then, the number of students with disabilities has continued to grow across various faculties and departments. According to data from UKM Gempita (the Disability and Inclusion Student Organization), UM currently has 42 active students with disabilities: 25 students with hearing impairments, 10 with visual impairments, 4 with physical disabilities, 1 with an intellectual disability, and 2 with psychosocial disabilities. Widinarsi (2019) categorizes disabilities into four groups: Physical disabilities: impaired motor function such as amputation, paralysis, paraplegia, or cerebral palsy; Sensory disabilities: impairments in one or more senses, such as visual, hearing, or speech impairments; Intellectual disabilities: cognitive impairments characterized by below-average intellectual functioning, including slow learners, individuals with intellectual disabilities, and Down syndrome; Psychosocial disabilities: impairments in cognition, emotion, and behavior, including schizophrenia, bipolar disorder, depression, anxiety, personality disorders, and developmental conditions such as autism and hyperactivity.

Universitas Negeri Malang consistently strives to implement inclusive education optimally. To create an inclusive learning environment, UM established the Student Activity Unit Gempita (Gerakan Mahasiswa Peduli Inklusi dan Disabilitas) on February 22, 2018. Gempita provides support services intended to assist students with disabilities in academic activities and in navigating the university environment. The purpose of providing assistance services is to facilitate students with disabilities during their academic engagement. The presence of volunteers is intended to help students overcome challenges and barriers encountered during classes. However, recent observations indicate that such assistance has inadvertently fostered increased dependency on volunteers, which may negatively affect the students' learning autonomy.

Assistance or mentoring is an approach used to enhance the knowledge and skills of individuals or groups concerning specific tasks or responsibilities that ultimately affect their development or well-being (Abdurrachman in Jannah & Sihkabuden, 2017). Manansala and Dizon (2008) describe volunteer roles in inclusive classrooms as involving four functions: (1) offering support to improve academic performance, (2) helping students enhance and modify behavior while reducing inappropriate actions, (3) teaching students to become independent, and (4) enhancing their social interactions. A major goal of assistance is to support students in improving academic achievement.

This study aims to describe the implementation of assistance services in fostering learning independence among students with disabilities at Universitas Negeri Malang, focusing on the planning and implementation of mentoring by UKM Gempita. The research begins by examining the perceptions of learning independence among students with disabilities, followed by an analysis of mentoring planning and implementation processes. According to Tahar (2006: 92), learning independence is the willingness and ability of individuals to learn on their own initiative, with or without assistance from others, in determining learning goals, methods, and evaluating learning outcomes. Thus, learning independence requires initiative and responsibility in identifying needs, setting goals, selecting resources and strategies, and evaluating outcomes. For individuals with disabilities, independence refers to the ability to manage their conditions, overcome challenges, and navigate obstacles. With learning independence, students with disabilities can take control of their lives and strive for quality and self-determination (EnY in Imansyah, 2022). Mustaqiim et al. (2017:82) identify five characteristics of individuals with learning independence: self-confidence, the ability to work independently, self-regulation, motivation to learn, and responsibility for assigned tasks.

## **METHOD**

This study employed a qualitative approach using a case study design. Sugiyono (2013:1) states that qualitative research is a method used by researchers to examine natural phenomena as they occur. A case study constitutes a series of scientific activities conducted intensively, in detail, and in depth regarding a particular program, event, or activity carried out at the individual, group, institutional, or organizational level, with the aim of obtaining comprehensive knowledge about the phenomenon (Nurahma & Hendriani, 2021).

This research was conducted to describe the implementation of learning support in fostering learning independence among students with disabilities at Universitas Negeri Malang. The focus includes: (1) perceptions of learning independence among students with disabilities, (2) planning of support for enhancing learning independence, and (3) implementation of such support. The data sources consist of primary and secondary data. The primary data comprise nine informants, including: the Head of UKM GEMPITA UM, the Head of the Advocacy and Human Rights Division of UKM GEMPITA UM, GEMPITA volunteers, and students with disabilities. The secondary data include documents used to complement and verify the primary data, such as: disability student data, volunteer data, support schedules, and volunteer SOPs.

Data were collected through interviews, observations, and documentation. Data analysis employed the Miles and Huberman model, consisting of three concurrent activities: data reduction, data display, and conclusion drawing. The credibility of the findings was ensured through source triangulation and technique triangulation.

## **RESULT AND DISCUSSION**

### **RESULT**

#### **A. Perceptions of Learning Independence Among Students with Disabilities**

To explore perceptions of learning independence among students with disabilities, the researcher conducted interviews with nine informants five volunteers from UKM Gempita and four students with disabilities. These perceptions were categorized into five key aspects: self-confidence, ability to work independently, self-regulation, learning motivation, and responsibility in learning. Findings reveal that students with disabilities generally exhibit low self-confidence in classroom settings. They have also not fully developed the ability to work independently, particularly in accessing learning resources and identifying their own learning needs. Nevertheless, most students with disabilities possess

adequate self-regulation, understand coursework as a primary priority, manage their study time effectively, and demonstrate ongoing efforts to achieve academic success. Not all students with disabilities show strong learning motivation; many remain less enthusiastic during lectures. However, students with disabilities have developed a sense of responsibility in their learning, as most are able to complete coursework, midterm exams, and final examinations.

#### B. Planning of Learning Support for Students with Disabilities

Planning for learning support refers to a series of preparatory measures carried out by the UKM Gempita management before the implementation of assistance. This planning consists of two main components: volunteer open recruitment and the preparation of support schedules. Open recruitment is the process of selecting volunteers from among Universitas Negeri Malang students who meet the criteria established by UKM Gempita. The requirements include: being an active university student, currently in semester 2 to semester 5; completing and submitting a registration form; providing a photocopy of a student ID card; and signing a declaration of commitment to serve as a volunteer. Following the recruitment process, the management arranges the support schedules for volunteers. The schedule serves as a guideline for volunteers during their support activities and includes detailed information regarding the student with a disability being supported, the relevant courses, classroom locations, and lecture times. To compile the schedules, UKM Gempita management collects the Course Registration Forms (KRS) of both students with disabilities and volunteers. After gathering these documents, the scheduler records the course schedules of all students with disabilities, then reviews each volunteer's KRS to match their available time slots with the students' schedules. Volunteers are assigned to accompany students during appropriate free periods. Each volunteer receives between one and three support assignments per week.

#### C. Implementation of Learning Support for Students with Disabilities

The implementation of learning support refers to the activities undertaken by volunteers after completing the recruitment process, attending orientation, and receiving their assigned schedules. Each volunteer accompanies one student with a disability, rotating across different courses according to the established schedule. The support implementation is divided into two categories: Academic support, provided during classroom instruction; and Non-academic support, delivered outside of formal lecture hours. Both types of support aim to facilitate the development of learning independence and ensure equal access to learning opportunities for students with disabilities.

### **DISCUSSION**

#### A. Perceptions of Learning Independence Among Students with Disabilities

Branca, as cited in Saleh (2018), asserts that the process of perception cannot be separated from sensory processes, as sensation constitutes the preliminary stage of perception. The sensory organs function as the interface between individuals and the external world. The stimuli received through the senses are subsequently organized and interpreted by the individual, enabling awareness and understanding of what has been perceived a process referred to as perception. The perceptions of learning independence among students with disabilities can be illustrated in the following diagram.

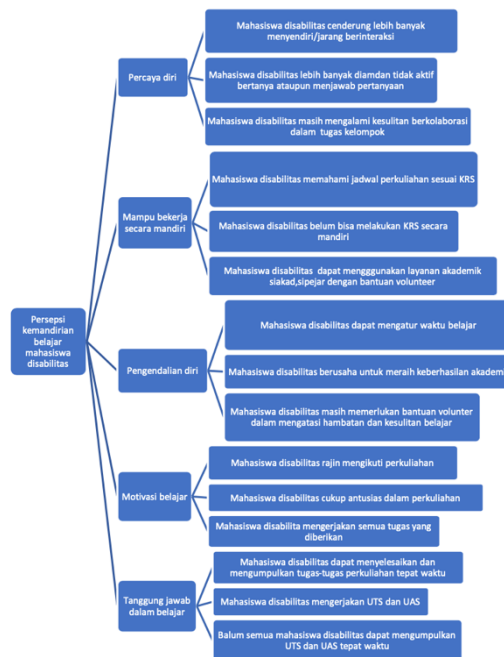


Figure 1. Perceptions of Learning Independence Among Students with Disabilities

The implementation of mentorship is an integral component of supporting learning independence for students with disabilities at Universitas Negeri Malang. The mentorship planning process comprises a series of activities, including volunteer open recruitment, the preparation of mentorship schedules, and the establishment of standard operating procedures for mentoring. This planning stage is carried out by the Gempita Student Activity Unit (UKM Gempita). The implementation stage refers to the range of mentoring activities provided to students with disabilities by volunteers who have passed the open recruitment and selection process. The implementation of mentorship includes both academic and non-academic support. Academic mentoring refers to assistance provided during classroom instruction, while non-academic mentoring refers to support delivered outside scheduled class hours.

Effective mentorship services require careful preparation. A well-designed planning process is essential to ensure that mentorship effectively promotes learning independence for students with disabilities. Open recruitment must be able to attract volunteers who demonstrate genuine commitment, enthusiasm, and willingness to support students with disabilities. The preparation of a mentorship schedule serves as a guide for volunteers in carrying out their duties. The development of standard operating procedures provides clear guidance for volunteers in delivering assistance. Together, these components ensure that mentorship is implemented in a manner that fosters learning independence.

The role of Universitas Negeri Malang as an institution is also critical in supporting the development of mentorship services for students with disabilities. Based on the barriers and challenges still experienced by students with disabilities during academic activities, the university needs to continue improving its infrastructure and learning facilities to ensure full accessibility for all students. Such improvements will have a direct impact on students' learning independence. Support for volunteers must also be enhanced. The university should prioritize strengthening volunteer competencies, including sign language skills, orientation and mobility knowledge, and other related expertise. Additionally, institutional recognition and appreciation for volunteers should be considered, as these measures can increase motivation and attract more students to participate as volunteers.

## B. Planning of Learning Support for Students with Disabilities

Careful planning is essential to ensure that mentoring activities operate effectively and achieve optimal outcomes. The purpose of mentorship planning is to prepare the necessary instruments for implementation, including establishing the mentoring schedule and determining appropriate mentoring strategies. The planning of mentoring to support learning independence among students with disabilities, as carried out by UKM Gempita, includes the following components: open recruitment of volunteers, preparation of the mentoring schedule, establishment of standard operating procedures, and the provision of training or orientation sessions for volunteers. The open recruitment process aims to identify Universitas Negeri Malang students who meet the criteria set by UKM Gempita and who are subsequently eligible to serve as volunteers providing support to students with disabilities. The mentoring schedule functions as a guideline for volunteers in carrying out their mentoring duties. This aligns with the view expressed by Cole & Chan, as cited in Jannah and Sihkabuden (2017), who argue that mentors must be provided with a structured activity schedule for each work session to help establish consistent work routines.

## C. Implementation of Learning Support for Students with Disabilities

The implementation of mentoring encompasses both academic and non-academic support. Academic mentoring refers to assistance provided during classroom learning activities, whereas non-academic mentoring consists of support offered outside scheduled class hours. In practice, mentoring services are tailored to the specific needs and learning characteristics of students with disabilities. The type and extent of support provided vary across students, depending on the nature of the barriers and difficulties they experience. For students with visual impairments, mentoring primarily focuses on mobility assistance and the verbal visualization of graphical information. For students with hearing and speech impairments, the support emphasizes facilitating comprehension of course material and assignments, as well as providing sign language interpretation. Mentoring for students with physical disabilities mainly centers on mobility support. Meanwhile, assistance for students with intellectual or psychosocial disabilities is directed toward helping them understand course content and assignments that they may find challenging.

This aligns with the argument presented by Jannah and Sihkabuden (2017), who assert that support for students with disabilities must be aligned with their individual characteristics and learning needs. Mentoring assistance must therefore be adapted to each type of disability, depending on the barriers and difficulties encountered. This also indicates that the degree of learning independence varies among students with different types of disabilities. The learning independence of each disability category is presented in the following table.

Table 1. Learning Barriers, Mentoring Support, and Institutional Roles for Students with Disabilities

Type of Disability	Barriers and Difficulties	Mentoring Support Provided	Institutional Role
<b>Students with Visual Impairments</b>	Mobility challenges; difficulty understanding visual materials (e.g., images, diagrams); limited access to certain learning resources; difficulties in writing the undergraduate thesis	Mobility assistance; verbal visualization of images and diagrams; support in accessing specific learning resources; assistance during thesis writing	Improving accessible learning facilities and infrastructure; providing learning resources accessible to all students; supporting the enhancement of volunteer competencies

<b>Students with Hearing and Speech Impairments</b>	Communication barriers; difficulty understanding course content and assignments; challenges in completing the undergraduate thesis	Sign language interpretation; preparation of lecture summaries; facilitating comprehension of course material and assignments; assistance with thesis work	Improving accessible learning facilities and infrastructure; providing inclusive learning resources; supporting volunteer competency development
<b>Students with Physical Disabilities</b>	Mobility limitations	Mobility assistance (e.g., guiding students to classrooms)	Improving accessible facilities and infrastructure; ensuring availability of accessible learning resources; supporting competency development for volunteers
<b>Students with Intellectual Disabilities and Autism</b>	Difficulty understanding course content and assignments; challenges sustaining focus during lectures; difficulties completing thesis work	Providing guided comprehension of course materials and assignments; strategies to maintain focus during lectures; assistance during thesis writing	Enhancing accessible learning facilities and infrastructure; ensuring accessible learning resources; supporting enhancement of volunteer competencies

Manansala and Dizon (2008) assert that the implementation of classroom assistance for students with disabilities involves a “shadow teaching” framework, in which the assistant performs several key roles: (1) providing support to enhance students’ academic performance, (2) helping students improve and modify their behavior while eliminating inappropriate behaviors in class, (3) fostering students’ independence, and (4) promoting students’ social interaction with others. One of the primary objectives of this assistance model is to offer structured support that facilitates improved academic outcomes for learners with disabilities.

The implementation of the assistance program constitutes an integral component of facilitating self-directed learning among students with disabilities at Universitas Negeri Malang. The planning stage involves a series of activities, including open recruitment of volunteers, the development of assistance schedules, and the establishment of standard operating procedures. This planning process is carried out by the Gempita Student Activity Unit. The implementation phase comprises a set of assistance activities conducted by volunteers who have undergone a selection process through open recruitment. The implementation includes both academic and non-academic assistance. Academic assistance refers to support services provided during classroom learning, whereas non-academic assistance encompasses services delivered outside scheduled class hours.

Effective assistance services require thorough preparation. Well-designed planning is crucial to ensure that the implementation of assistance contributes meaningfully to the development of self-directed learning among students with disabilities. The open recruitment process must successfully attract volunteers who possess genuine intention, motivation, and commitment to support students with disabilities. The preparation of assistance schedules serves as a guideline for volunteers in carrying out their responsibilities. The establishment of standard operating procedures provides a reference for volunteers in delivering appropriate assistance. Collectively, these components contribute to an effective implementation that fosters greater learning autonomy for students with disabilities.

The role of Universitas Negeri Malang as an institution is also vital in supporting the development of assistance services for students with disabilities. Considering the challenges and difficulties still encountered by these students during their academic activities, the university needs to continue improving its infrastructure and learning facilities to ensure accessibility for all students. Such

improvements directly influence the development of self-directed learning among students with disabilities. Institutional support for volunteers must also be strengthened. The university should facilitate efforts to enhance volunteer competencies such as sign language proficiency, mobility orientation, and other relevant skills. Moreover, recognition and appreciation for volunteers should be given adequate attention, as these efforts can motivate current volunteers and encourage other students to participate in the program.

## CONCLUSION

The implementation of support services aimed at fostering self-directed learning among students with disabilities consists of two main components: assistance planning and assistance execution. The planning stage encompasses open recruitment of volunteers, the development of assistance schedules, and the establishment of operational standards. Open volunteer recruitment is conducted at the beginning of each semester with the objective of selecting qualified volunteer candidates. The assistance schedule serves as a guideline for volunteers in carrying out their duties, while the operational standards function as a reference to ensure that volunteers provide appropriate and consistent support.

The execution phase comprises academic and non-academic assistance. Academic assistance refers to support services delivered during in-class learning activities, whereas non-academic assistance involves support provided outside scheduled class hours. Assistance is tailored to the individual needs and learning characteristics of students with disabilities. The type and extent of support vary according to the specific disability, depending on the challenges and barriers experienced by each student. However, despite these efforts, the assistance services have not yet fully succeeded in promoting complete self-directed learning among students with disabilities.

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