

## Academic Motivation Of Students With Disabilities In Non-Metropolitan Higher Education: A Self-Determination Theory Perspective In Sukabumi

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**Abstract.** Students with disabilities continue to face various challenges in pursuing higher education, particularly in non-metropolitan areas such as Sukabumi. Limited facilities, social stigma, and the lack of optimal inclusive education services may affect their learning motivation. This study aims to analyze the motivation of students with disabilities in pursuing higher education in Sukabumi based on Self-Determination Theory (SDT), which emphasizes three basic psychological needs: autonomy, competence, and relatedness. This research employed a qualitative approach using a phenomenological design involving 23 students with disabilities from seven higher education institutions in the Sukabumi region. Data were collected through in-depth interviews, observation, and documentation, and analyzed using the Miles and Huberman model. The findings indicate that students' motivation is influenced by internal factors such as the desire for independence, self-actualization, and self-affirmation, as well as external factors including family support, social environment, and educational institutions. In addition, students developed compensation mechanisms by utilizing assistive technology, peer support, and adaptive learning strategies to overcome limited institutional support. The fulfillment of autonomy, competence, and relatedness plays an important role in sustaining motivation and perseverance among students with disabilities in completing higher education.

*Keywords:* disability, motivation, self-determination theory, higher education, qualitative, non-metropolitan

### A. INTRODUCTION

The participation of people with disabilities in higher education in Indonesia shows a significant imbalance: only 8.2% of the 22.97 million people with disabilities aged 18–24 have access to higher education (BPS, 2023). This condition reflects structural challenges that extend beyond physical accessibility, encompassing limited institutional support systems and the complex dynamics of student motivation, particularly in non-metropolitan areas.

Previous studies on the motivation of students with disabilities have predominantly focused on urban settings (Ro'fah et al., 2021). These studies highlight the important role of formal institutional support, such as disability service units, in fostering academic motivation (Rinaldi, 2020). However, this urban-centric perspective creates a critical research gap, as it does not adequately capture the realities of non-metropolitan regions where such support systems are often unavailable.

This gap becomes evident in the context of Sukabumi. Although there are seven universities with active students with disabilities, none of them provide formal disability service units. This condition aligns with findings by (Saepuloh et al., 2022), which indicate that most higher education institutions in Indonesia have not yet implemented learning systems specifically designed to accommodate students with disabilities. As a result, students are required to navigate their academic experiences with minimal structural support.

In such constrained environments, students with disabilities must rely on alternative mechanisms to sustain their academic engagement. This includes the use of assistive technology, adaptive learning strategies, and the utilization of informal support systems such as peers, family, and community networks. These conditions suggest that motivation is not merely supported institutionally, but is actively constructed by students through adaptive processes.

To understand this phenomenon, this study adopts Self-Determination Theory (SDT) as an analytical framework. SDT posits that intrinsic motivation develops through the fulfillment of three basic psychological needs: autonomy, competence, and social connectedness. In contexts where formal support is limited, examining how these needs are fulfilled becomes essential to understanding how motivation is sustained.

Building on this framework, this study offers several key contributions. First, it focuses on a non-metropolitan context that differs structurally from urban environments, particularly in terms of limited infrastructure and absence of

formal support systems. Second, it employs a phenomenological approach to explore students' subjective experiences in constructing meaning and motivation. Third, it involves a heterogeneous group of participants representing diverse types of disabilities, enabling a more comprehensive understanding of the phenomenon.

Therefore, the uniqueness of this study lies in its exploration of compensatory mechanisms, namely how students with disabilities develop and sustain intrinsic motivation through the reconfiguration of available informal resources in the absence of formal institutional support. This perspective provides an alternative understanding of inclusive education that is grounded in contextual realities rather than urban-based models.

This study aims to analyze how autonomy is developed among students with disabilities in the Sukabumi area within contexts of limited formal support, to examine the ways in which competence is constructed through both academic and non-academic experiences, to explore how social connectedness is formed and maintained through interactions with peers, family, and the surrounding environment, and to identify the specific adaptive strategies employed by students to sustain their academic motivation.

## B. LANDASAN TEORI

Motivation is conceptually derived from the notion of a motive, which refers to internal drives such as needs, desires, or impulses that direct individuals toward action. Slavin (2006) defines motivation as an individual's willingness to exert effort in achieving challenging goals and attaining a certain level of performance. Similarly, Santrock (2008) conceptualizes motivation as a dynamic process that energizes, directs, and sustains behavior over time. Uno (2011) further explains that motivation may originate from both internal and external sources, characterized by the presence of interest, intention, and persistence in engaging in certain activities.

In the context of persons with disabilities, motivation extends beyond academic achievement and reflects broader processes of self-affirmation and resilience. Individuals with disabilities often interact with environments that are not yet fully inclusive, which shapes their motivational experiences in distinct and complex ways. As noted by Hamzanwadi and Mukminin (2024), motivation among persons with disabilities is influenced by continuous interaction with structural and social barriers, making it highly context-dependent. Therefore, motivation in this context cannot be understood solely as an individual attribute but must be viewed as the result of an interaction between personal agency and environmental constraints. In educational settings, motivation is commonly categorized into intrinsic and extrinsic forms. Ryan and Deci (2000), through Self-Determination Theory (SDT), propose that optimal motivation is achieved when three fundamental psychological needs are fulfilled: autonomy, competence, and relatedness. Autonomy refers to an individual's sense of volition and control over their actions, competence relates to the perception of effectiveness in performing tasks, and relatedness involves the need to feel socially connected and valued within a community. Within the context of disability, these psychological needs are often challenged by limited access to resources, unequal learning opportunities, and experiences of social exclusion. Nevertheless, when these needs are supported either through formal or informal mechanisms students with disabilities tend to demonstrate higher levels of academic engagement and well-being (Hamzanwadi & Mukminin, 2024). This indicates that Self-Determination Theory provides a relevant framework for understanding how motivation is constructed and sustained under conditions of structural limitation.

The concept of disability itself encompasses a wide range of conditions, including impairments, activity limitations, and participation restrictions, as defined by World Health Organization and World Bank (2011). In the Indonesian context, Law Number 8 of 2016 defines persons with disabilities as individuals who experience long-term physical, intellectual, mental, and/or sensory

limitations that, in interaction with environmental barriers, may hinder their full and effective participation in society. Despite the existence of such regulatory frameworks, the implementation of inclusive education in higher education remains limited. Wahyu et al. (2022) report that only approximately 31% of higher education institutions provide accessible facilities for students with disabilities. In addition, Riyadi (2021) highlights the persistence of both direct and indirect discrimination, while Lintang Sari et al. (2023) emphasize the limited availability of Disability Services Units staffed with trained professionals, resulting in insufficient academic and psychosocial support..

Inclusive education, as defined by UNESCO (2009), is an educational approach that seeks to recognize and accommodate the diverse needs of all learners by enhancing their participation in learning processes, institutional culture, and community life. This concept is reinforced by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 46 of 2014, which emphasizes that inclusive education enables students to learn together through curriculum adaptation, accessible facilities, and supportive educational services. However, in the context of Sukabumi, these principles have not been fully implemented due to limited accessible facilities and the absence of formal disability support services in most higher education institutions, which constrains the realization of inclusive learning environments. Sunardi et al. (2014) further explain that inclusive higher education aims to ensure the full participation of students with disabilities through adaptive policies, inclusive campus culture, and responsive teaching practices. An inclusive learning environment not only reduces feelings of isolation but also strengthens social connectedness, which in turn enhances students' motivation and academic engagement.

Based on the preceding discussion, motivation among students with disabilities can be understood as a phenomenon shaped by the interaction between individual psychological processes and the broader educational

environment. In contexts where inclusive education is not fully realized, structural limitations may hinder the fulfillment of autonomy, competence, and relatedness as proposed in Self-Determination Theory. Consequently, students are required to develop adaptive strategies to compensate for the absence of formal support. In this regard, motivation emerges not merely as an internal drive but as a dynamic and contextually constructed process, in which individuals actively utilize available informal resources, such as peer support, family involvement, and personal coping strategies, to sustain their academic engagement. This integrative perspective provides a comprehensive theoretical foundation for understanding how students with disabilities maintain motivation within structurally constrained educational settings.

### C. METODE PENELITIAN

This research employs a qualitative descriptive approach using a phenomenological design to explore comprehensively the forms, dynamics, and sources of motivation among students with disabilities in pursuing higher education at universities in the Sukabumi region. In line with Creswell (2013), qualitative descriptive research seeks to interpret and explain social phenomena by capturing participants' perspectives as they occur within their natural settings.

The study was carried out in both the city and regency of Sukabumi, West Java Province, over a six-month period from June to December 2025. Sukabumi was selected as the research site due to the presence of several higher education institutions that enroll students with disabilities, while empirical studies focusing specifically on the motivation of students with disabilities within inclusive higher education contexts in this region remain limited.

The participants consisted of students with disabilities who were either currently enrolled or had graduated from higher education institutions within the past five years in the Sukabumi area. A purposive sampling technique was

applied, with selection criteria including the type of disability, experience of participating in university learning activities for at least one semester, and willingness to take part as informants. From a total of 31 potential participants, 23 individuals were successfully interviewed, whereas the remaining eight were unable to participate due to administrative issues, health conditions, or time constraints. The participants were drawn from seven universities in the Sukabumi region, representing both public and private higher education institutions. In terms of gender, the participants consisted of both male and female students, reflecting a diverse representation of students with disabilities. The age of participants generally fell within the typical range of university students, including both active students and recent graduates.

In this study, the researcher functioned as the primary research instrument, supported by semi-structured interview protocols, observation guidelines, and documentation tools. The interview questions were developed based on the Self-Determination Theory framework, focusing on the dimensions of autonomy, competence, and relatedness.

Data were gathered through three main techniques. First, in-depth interviews were conducted with students with disabilities, both through face-to-face meetings and online sessions using Google Meet. Second, observations were carried out to enrich and validate the interview findings by directly examining the participants' environments and daily activities. Third, document analysis was undertaken by reviewing institutional regulations, university profiles, and records related to accessibility and support facilities for students with disabilities.

To ensure data credibility, this study used member checking, allowing participants to confirm the accuracy of the information provided. In addition, data triangulation was applied by comparing results from interviews, observations, and documentation. Data analysis followed the interactive model of Miles and Huberman, involving data collection, reduction, display, and conclusion drawing conducted continuously throughout the research process.

#### D. RESEARCH RESULTS

This study involved 23 participants with disabilities, consisting of 19 active students and 4 alumni from universities in the non-metropolitan area of Sukabumi. Participants came from seven universities with various types of disabilities, including sensory disabilities (blind and deaf), physical disabilities, mental disabilities (ADHD and ASD), and multiple disabilities. The alumni involved were graduates from the last five years.

Table 1. Characteristics of Research Participants (n = 23)

Disability Category	Type/Description	Number
Sensory Disability (Visual Impairment)	Low Vision	4
	total blindness	4
Sensory Disability (Deaf and Speech Impaired)	Deaf and speech	10
Mental Disability	ADHD ((Attention Deficit Hyperactivity Disorder)	1
	ASD (Autism Spectrum Disorder)	1
Physical Disability	Physical disability	1
Multiple Disabilities	Physical and Visual Impairment	1
	Visual and Hearing Impairment	1

The distribution of participants across disability categories highlights an uneven representation, with a predominance of students with hearing impairments. This imbalance reflects broader structural conditions in non-metropolitan higher education, where accessibility and inclusive practices are not uniformly implemented across institutions. Universities with relatively more accommodating environments tend to have higher participation from students with disabilities, indicating disparities in access and inclusion.

#### Autonomy Dimension: Decision-Making and Self-Regulation

The findings show that autonomy does not emerge immediately through independent decision-making. Instead, it develops gradually through internalization, often beginning with family encouragement. Participants with strong intrinsic motivation highlighted personal goals and self-determination. One participant stated, *"I want to prove that my disability does not limit my intellectual capacity. Higher education is my choice for self-development"* (MZA, visually impaired). This indicates that autonomy in this group is strongly rooted in self-determination and identity affirmation. Meanwhile, those influenced by their families eventually internalized the decision: *"My parents suggested it, but after enrolling, I realized this is what I really want for my future"* (RLM, deaf). This suggests that autonomy is not always immediate but can develop through adaptive processes, where external encouragement is transformed into internally endorsed motivation.

In the process of choosing a major, participants who chose based on interest showed strong self-awareness: *"I like computer science, and I researched which universities could accommodate my needs"* (MRB, ASD). However, students with access barriers showed remarkable adaptability: *"I couldn't access my chosen major because the building was inaccessible, but I learned to appreciate my current field"* (ZZC, dual disability).

Regarding independent academic arrangements, independent decision-makers develop sophisticated strategies: *"I make my own study schedule, use assistive technology, and proactively communicate my needs to my instructors"* (NR, blind). This contrasts with those who require guidance, who benefit from peer support: *"My classmates help me navigate the system, but I am gradually becoming more independent"* (RP, deaf).

Table 2. Adaptive Learning Strategies Based on Types of Disabilities

Type of Disability	Primary Strategies	Technologies Used
Visual Impairment	Screen readers, audiobooks, sharing notes with classmates	JAWS, NVDA, voice recorders

Deaf/Hard of Hearing	Visual aids, written materials, lip-reading	PowerPoint, written notes, captioning applications
Physical Disability	Flexible seating, extended time, online submission	Laptop, accessibility software
ASD/ADHD	Structured routines, clear instructions, visual schedules	Reminder applications, task management tools

The variation in adaptive strategies presented in Table 2 reflects how participants actively construct their learning processes by utilizing available resources. These patterns indicate the emergence of a compensation mechanism, in which students adjust their strategies to overcome the absence of formal institutional support. For instance, a visually impaired participant explained, *“I record lectures and transcribe them using a speech-to-text application. It does take longer, but I understand the material better than if I just relied on notes”* (IS, visually impaired). A participant with hearing impairment stated: *“Visual presentations help me understand the concepts that hearing students learn through lectures. I also ask for written summaries from the lecturer”* (AH, hearing impairment).

These findings suggest that competence is not merely an inherent ability but is actively developed through continuous adaptation and strategic problem-solving. Participants who successfully implemented these strategies demonstrated a strong sense of effectiveness despite structural barriers.

### **Social Connectedness: Layers of Support Systems**

Social connectedness among participants is formed through three interconnected layers of support: (1) close relationships (family and friends), (2) academic relationships (lecturers and peers), and (3) institutional support. At the interpersonal level, peer support plays a crucial role in daily academic activities. One participant shared, *“My classmates voluntarily shared their notes in an accessible format. They also guide me around campus”* (AM, visually impaired). Another deaf participant shared a very memorable experience: *“A friend learned*

*basic sign language to communicate with me better. That meant so much to me"* (SD, deaf). These experiences highlight the importance of informal support in fostering inclusion.

Family support also varies among participants. Those with strong family involvement reported consistent emotional and practical support, while others relied more on peer networks due to limited family understanding. At the academic level, lecturers contribute significantly through informal accommodations, such as providing additional time, accessible materials, and alternative teaching methods. However, at the institutional level, formal support systems remain limited. Most participants reported the absence of structured disability services, indicating that support is largely dependent on individual initiative rather than institutional policy.

### **Integration of Findings: The Emergence of Compensation Mechanism**

Across the three dimensions of Self-Determination Theory, the findings reveal a consistent pattern in which students actively utilize informal resources to sustain their academic engagement. This pattern reflects the emergence of a compensation mechanism, where limitations in formal support are offset by adaptive strategies, social networks, and personal initiative.

Rather than relying on institutional structures, participants reorganize available resources to meet their needs for autonomy, competence, and social connectedness. This dynamic process helps them maintain motivation despite structural constraints in non-metropolitan higher education contexts. The interaction between these three dimensions shows that strong social support enhances the development of autonomy and competence. In contrast, limited social connectedness hinders both, regardless of individual effort.

Overall, motivation emerges not merely as an individual trait but as a context-dependent phenomenon shaped by the interplay between personal agency and environmental conditions.

## E. DISCUSSION

The autonomy dimension reveals that most students with disabilities demonstrate a relatively strong sense of autonomy in their pursuit of higher education. The majority of participants reported continuing their studies based on personal aspirations, while external encouragement from family or others was eventually internalized and perceived as a personal decision. This finding aligns with Self-Determination Theory, which conceptualizes autonomy not as the absence of external influence, but as an individual's capacity to experience actions as self-endorsed and meaningful (Deci & Ryan, 2000).

In selecting their academic majors, most participants based their decisions on personal interests and perceived abilities, although some also considered family input or limitations related to accessibility. The capacity to make academic choices and independently navigate obstacles reflects a high level of self-regulation. Such behavior indicates internalized motivation, where students engage in academic activities driven by awareness and personal responsibility rather than external pressure.

The competence dimension illustrates that students generally hold positive perceptions of their own abilities despite the challenges associated with their disabilities. Their ability to address academic difficulties through adaptive strategies—such as modifying learning approaches and utilizing assistive technologies—demonstrates proactive efforts to sustain a sense of competence. From the perspective of Self-Determination Theory, successfully managing challenges reinforces feelings of effectiveness and enhances intrinsic motivation. Although limited facilities continue to pose barriers, support from lecturers and the broader campus environment plays a significant role in facilitating academic success. The persistence shown by students when facing academic setbacks reflects healthy competence development, consistent with the findings of Hamzanwadi and Mukminin (2024), who emphasize the importance of

continuous interpersonal support in strengthening intrinsic motivation among students with disabilities.

Social connectedness emerges as a crucial factor in the formation and maintenance of academic motivation. Most participants reported positive relationships with lecturers and peers and expressed a sense of acceptance within the campus environment. This feeling of belonging provides psychological comfort and aligns with the findings of Naraswari and Syafiq (2018), which indicate that peer and social support contribute significantly to learning motivation. Family support also plays a central role in sustaining students' motivation and persistence in completing their studies. Within the Self-Determination Theory framework, supportive interpersonal relationships foster emotional security, which in turn facilitates the development of autonomy and competence. Nevertheless, despite a generally supportive atmosphere, gaps in understanding the specific needs of students with disabilities remain evident, echoing the findings of Andan Puspitosari et al. (2022) regarding barriers to the implementation of inclusive education in higher education institutions.

Overall, the findings demonstrate that autonomy, competence, and social connectedness function as interdependent elements in shaping the motivation of students with disabilities. When these three basic psychological needs are fulfilled in a balanced manner, students are more likely to develop intrinsic motivation that supports persistence, adaptive behavior, and successful completion of higher education. These results reaffirm the relevance of Self-Determination Theory as an effective analytical framework for understanding the educational motivation of students with disabilities in higher education contexts.

## F. CONCLUSION

The findings of this study indicate that the motivation of students with disabilities in pursuing higher education in Sukabumi is shaped by the fulfillment of autonomy, competence, and relatedness as proposed in Self-Determination

Theory (SDT). Despite limited formal institutional support, participants demonstrated the ability to sustain motivation through adaptive strategies, self-regulation, and the utilization of informal support systems, including lecturers, peers, and family.

Theoretically, this study extends the application of SDT to non-metropolitan contexts by highlighting that intrinsic motivation can be maintained through the optimization of informal resources under structural constraints. Practically, these findings emphasize the need for higher education institutions to strengthen inclusive policies through the establishment of disability service units, improvement of learning accessibility, and the provision of adaptive academic and counseling support services.

However, this study is limited by the relatively small number of participants, its focus on a single geographical area, and the use of self-reported data, which may introduce bias. Therefore, future research is recommended to involve more diverse samples across multiple regions and to examine institutional and policy-level factors in order to develop more comprehensive and context-sensitive inclusive education strategies.

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