

THE IMPORTANCE OF APPROPRIATE ACCOMMODATIONS IN SUPPORTING THE PSYCHOLOGICAL WELL-BEING OF STUDENTS WITH SPECIAL NEEDS AT PGRI ADI BUANA UNIVERSITY IN SURABAYA

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Abstract

Inclusive higher education is a crucial pillar in promoting social justice in the field of education, particularly for students with special needs who are entitled to equal access to educational services. Universitas PGRI Adi Buana Surabaya (UAB) is one of the higher education institutions implementing inclusive education by providing reasonable accommodations, including adjustments to facilities, learning methods, as well as social and psychological support. Reasonable accommodations are essential not only to facilitate academic participation but also to support the psychological well-being of students with special needs. This study aims to describe the forms and implementation of reasonable accommodations for students with special needs and to analyze their urgency in supporting students' psychological well-being at UAB. The research employs a qualitative approach using a case study method. The research subjects include students with special needs, lecturers, administrative staff, and non-disabled students who have directly interacted with students with special needs. Data were collected through in-depth interviews, observations, and documentation, and analyzed descriptively to examine the relationship between the availability of reasonable accommodations and students' psychological well-being. The findings are expected to demonstrate that reasonable accommodations play a significant role in enhancing various aspects of the psychological well-being of students with special needs. These findings are expected to serve as a foundation for policy development and strategic planning in higher education institutions, particularly UAB, to strengthen inclusive education systems and foster a campus environment that is welcoming and accessible to all students.

Keywords: Reasonable Accommodation, Psychological Well-Being, Students with Special Needs

Abstrak

Pendidikan tinggi inklusif merupakan upaya penting dalam mewujudkan keadilan sosial di bidang pendidikan, termasuk bagi mahasiswa berkebutuhan khusus yang memiliki hak setara dalam mengakses layanan pendidikan. Universitas PGRI Adi Buana Surabaya (UAB) sebagai perguruan tinggi inklusif berupaya memenuhi hak tersebut melalui penyediaan akomodasi yang layak, meliputi penyesuaian fasilitas, metode pembelajaran, serta dukungan sosial dan psikologis. Akomodasi yang layak dipandang penting tidak

hanya untuk menunjang partisipasi akademik, tetapi juga untuk mendukung kesejahteraan psikologis mahasiswa berkebutuhan khusus. Penelitian ini bertujuan untuk mendeskripsikan bentuk dan pelaksanaan akomodasi yang layak bagi mahasiswa berkebutuhan khusus serta menganalisis urgensinya dalam mendukung psychological well-being mahasiswa di UAB. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian meliputi mahasiswa berkebutuhan khusus, dosen, tenaga kependidikan, serta mahasiswa non-disabilitas yang berinteraksi langsung dengan mereka. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis secara deskriptif. Hasil penelitian diharapkan menunjukkan bahwa akomodasi yang layak berperan signifikan dalam meningkatkan aspek-aspek kesejahteraan psikologis mahasiswa berkebutuhan khusus. Temuan ini diharapkan dapat menjadi dasar pengembangan kebijakan dan strategi perguruan tinggi, khususnya UAB, dalam memperkuat implementasi pendidikan inklusif dan menciptakan lingkungan kampus yang ramah bagi semua mahasiswa.

Kata kunci: Akomodasi yang Layak, Psychological Well-Being, Mahasiswa Berkebutuhan Khusus

INTRODUCTION

Higher education institutions play a strategic role in facilitating students' personal development, independence, and identity formation, including those with special needs. Students with Special Needs (SSNs), as defined in Regulation of the Minister of Research, Technology, and Higher Education (PERMENRISTEKDIKTI) No. 46 of 2017, Article 1, Paragraph 3, refer to students who have physical, intellectual, mental, sensory disabilities, and/or those who possess exceptional abilities or talents. Furthermore, Special Education is defined as educational services provided for students with special needs within higher education institutions (PERMENRISTEKDIKTI No. 46 of 2017, Article 1, Paragraph 1).

PGRI Adi Buana University (UAB) Surabaya has implemented special education services for students with special needs. During the 2025/2026 academic year, the university enrolled ten students with special needs, distributed across several academic programs. The distribution of these students according to their study programs and types of disabilities is presented in Table 1.

Table 1. Distribution of Students with Special Needs (SSNs) at PGRI Adi Buana University Surabaya, Academic Year 2025/2026

NO.	STUDY PROGRAM	NUMBER OF SSNS	TYPE OF DISABILITY
1	Special Education	1	Low Vision
		3	Blindness (Visual Impairment)
		1	Low Hearing
		1	Slow Learner
2	Vocational Education and Family Welfare (Cosmetology Concentration)	1	Deafness (Hearing Impairment)

3	Vocational Education and Family Welfare (Culinary Arts Concentration)	1 Slow Learner
4	Management	2 Physical Disability (Locomotor Impairment)
TOTAL		10

Understanding disability should not focus solely on functional impairments, as such an approach alone is insufficient to eliminate the barriers encountered by persons with disabilities. Instead, a broader perspective emphasizing the role of environmental and societal factors is required to reduce or remove these barriers (Syamsiyah & Rizal, 2023). Likewise, Khomsiatun and Widiastuti (2021) argue that the limitations experienced by students with special needs often lead to feelings of embarrassment when interacting with peers, pessimism, hopelessness regarding the future, and, ultimately, lower levels of psychological well-being.

According to Dewi and Ernawati (2024), psychological well-being refers to a condition in which individuals are able to accept both their strengths and weaknesses, establish positive relationships with others, regulate their own behavior, continuously develop their personal potential, effectively manage their environment, and maintain a meaningful sense of purpose in life.

In practice, students with special needs require particular attention through the provision of reasonable accommodation to enable their full participation in higher education and to ensure equal learning opportunities with other students. Reasonable accommodation refers to appropriate adjustments and modifications provided to persons with disabilities to guarantee the realization of their human rights and fundamental freedoms on an equal basis with others. Inclusive education services ensure that students with disabilities have equitable access to all institutional facilities and academic opportunities.

The provision of reasonable accommodation is not merely a matter of fulfilling the right to equitable access to education; it also has significant implications for the psychological well-being of students with special needs. Within the higher education context, poor psychological well-being may result in reduced academic motivation and limited social participation. Therefore, the implementation of reasonable accommodation should extend beyond the provision of accessible physical facilities to include non-physical aspects, such as inclusive attitudes among lecturers, empathy from the university community, and adequate psychological support. When both physical and non-physical accommodations are effectively provided, they can substantially enhance the psychological well-being of students with special needs.

Furthermore, the awareness of the academic community regarding the importance of reasonable accommodation constitutes another critical factor. Without sufficient understanding and commitment, institutional policies and support programs may become merely symbolic and fail to produce meaningful benefits for students with special needs.

Based on this background, this study, entitled "The Urgency of Reasonable Accommodation in Supporting the Psychological Well-Being of Students with Special Needs at PGRI Adi Buana University Surabaya," was conducted to describe the forms and implementation of reasonable accommodation and to examine its significance for students with special needs at UAB Surabaya.

This study aims to provide empirical evidence regarding the effectiveness of the university's implementation of reasonable accommodation and its impact on students' psychological well-being. Accordingly, the research is expected to contribute to strengthening inclusive education practices and enhancing the psychological quality of life of students with special needs within the university environment.

METODE

This study sampled students with special needs enrolled in various academic programs at PGRI Adi Buana University in Surabaya for the 2025/2026 academic year, as well as faculty members, educational staff, and non-disabled students who interact directly with students with special needs. In qualitative research, the sample is referred to as sources or participants, informants, or research partners. This study employs a qualitative approach using the case study method, in which the researcher can explore or delve deeply into a program, event, activity, process, or one or more individuals. The purpose of qualitative research is to understand specific phenomena—such as the experiences of research subjects, including their behaviors, perceptions, motivations, actions, and so on—which are holistically described in words that depict conditions as they actually are. This case study research design was chosen to obtain a comprehensive and in-depth description of a phenomenon within a specific timeframe, such as regarding an individual, a group, an organization, a program of activities, and so on. This research method was selected because it allows the researcher to delve deeper into the experiences and perspectives of MBK regarding appropriate accommodations at PGRI Adi Buana University in Surabaya, thereby influencing their *psychological well-being*. This study is planned to proceed through four stages, as shown in the following table.

Table 2. Research Plan Based on the Four Stages of Data Analysis by Miles, Huberman, & Saldaña (2014)

RESEARCH STAGE	RESEARCH ACTIVITIES	EXPECTED OUTPUT
1. DATA COLLECTION	Collect data through observations of the implementation of reasonable accommodation at PGRI Adi Buana University Surabaya, in-depth interviews with students with special needs (SSNs), lecturers, administrative staff, and disability service coordinators, as well as	Raw data consisting of interview transcripts, observation field notes, institutional documents, and supporting evidence regarding the implementation of reasonable accommodation and the psychological

	document analysis of institutional policies, guidelines, and supporting documents related to inclusive education.	well-being of students with special needs.
2. DATA CONDENSATION	Select, focus, simplify, code, classify, and categorize the collected data according to the major research themes, including forms of reasonable accommodation, implementation challenges, support from the academic environment, and indicators of the psychological well-being of students with special needs.	Organized data in the form of codes, categories, and overarching themes that represent the primary focus of the study.
3. DATA DISPLAY	Present the analyzed data using matrices, thematic tables, conceptual diagrams, and descriptive narratives to illustrate the relationships between the implementation of reasonable accommodation and the psychological well-being of students with special needs.	Systematically organized data displays that facilitate the identification of patterns, relationships, and emerging themes within the research findings.
4. CONCLUSION DRAWING AND VERIFICATION	Draw conclusions based on the identified patterns and relationships, followed by verification through source triangulation, methodological triangulation, member checking with participants, and peer debriefing to ensure the credibility and trustworthiness of the research findings.	Valid and trustworthy conclusions regarding the significance of reasonable accommodation in supporting the psychological well-being of students with special needs, along with implications for strengthening inclusive higher education practices.

RESULT AND DISCUSSION

The research findings indicate that the provision of appropriate accommodations is a fundamental factor in supporting the psychological well-being of students with special needs at PGRI Adi Buana University in Surabaya. Based on the results of observations, interviews, and data analysis using the Miles, Huberman, and Saldaña model, it was found that the implementation of accommodations—including instructional adjustments, the provision of assistive technology, environmental accessibility, and support from faculty and staff—has a positive impact on all dimensions of students' psychological well-being. These effects were evident in increased *self-acceptance*, *independence*, *positive relations*

with others, environmental mastery, autonomy, purpose in life, and personal growth across all student groups with various types of disabilities.

These findings reinforce the concept of psychological well-being developed by Ryff (1989), which states that psychological well-being is not merely measured by the absence of psychological distress, but by an individual's ability to develop optimally as a human being. Ryff (1989) identified six main dimensions of psychological well-being: *self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth*. In the context of this study, all of these dimensions improved after students received accommodations tailored to their specific needs. This indicates that appropriate accommodations are not merely about meeting administrative or physical needs but serve as a protective factor that strengthens students' psychological well-being during their higher education.

This improvement in psychological well-being can also be explained through the Social Model of Disability introduced by Oliver (1990). This model emphasizes that the primary barriers faced by people with disabilities do not stem solely from biological conditions or individual limitations, but primarily from an inaccessible environment. This perspective differs from the *medical model*, which views disability as an individual problem that must be corrected. This study shows that when the campus environment provides accessible facilities, assistive technology, flexible learning options, and adequate social support, students' various psychological barriers gradually diminish. Thus, changes in psychological well-being are influenced more by transformations in the academic environment than by changes in the students' own physical conditions.

The study's findings are also consistent with the principles of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD, 2006), which establishes reasonable accommodation as a fundamental right of people with disabilities. The Convention emphasizes that providing accommodations tailored to individual needs is a prerequisite for people with disabilities to obtain equal opportunities in education, employment, and social life. Therefore, reasonable accommodation should not be viewed as a form of charity, but rather as the implementation of human rights that guarantees equal access and full participation in higher education.

Research findings indicate that the first aspect to undergo significant change is self-acceptance. Nearly all students with special needs reported that they began to view themselves more positively after receiving services tailored to their needs. Students with low vision, blindness, low hearing, deafness, learning disabilities, or physical disabilities no longer view their limitations as the primary cause of academic difficulties; rather, they recognize that these barriers largely stem from an educational system that is not yet fully accessible. This shift in perspective strengthens their *self-esteem* while reducing the feelings of shame, low self-worth, and frustration they previously often experienced.

This phenomenon aligns with Shakespeare's (2018) research, which explains that self-acceptance among people with disabilities develops when individuals receive social

recognition and equal opportunities to participate in community life. Institutional recognition of students' needs through the provision of appropriate accommodations creates the experience that they are accepted as an integral part of the academic community. This sense of being valued forms the foundation for better psychological well-being.

The second dimension that has improved is independence. The research findings show that assistive technology, accessible digital materials, learning flexibility, and adjustments to teaching methods enable students to manage their academic activities more independently. Students no longer rely entirely on peers or instructors to obtain learning information. This independence is not only related to academic ability but also develops into a sense of competence that strengthens their belief that they are capable of facing the challenges of higher education on their own.

These findings support Self-Determination Theory developed by Deci and Ryan (2000). According to this theory, the needs for autonomy, competence, and relatedness are fundamental psychological needs that must be met for individuals to develop optimally. Providing appropriate accommodations fulfills all three of these needs simultaneously. Students gain the freedom to determine learning strategies according to their needs, feel competent in completing academic tasks, and simultaneously remain positively connected to the campus social environment.

Furthermore, this study shows that students' social interactions increased significantly after communication and accessibility barriers were reduced. Students become more active in participating in class discussions, organizational activities, group work, and various other student activities. An inclusive learning environment reduces the fear of being excluded or treated differently by peers. This leads to the development of more positive, open, and mutually supportive interpersonal relationships.

Psychologically, social interaction is one of the primary predictors of individual well-being. Ryff and Keyes (1995) explain that individuals with positive social relationships tend to exhibit higher levels of life satisfaction, better adaptive abilities, and a lower risk of psychological disorders such as anxiety and depression. Therefore, providing accommodations that facilitate communication and social participation makes a significant contribution to the psychological well-being of students with special needs.

The aspect of environmental mastery also showed a consistent improvement across all student groups. A campus environment that provides accessible facilities, easy-to-understand information, assistive technology, and adapted learning spaces enables students to manage their daily activities more effectively. Students no longer view the campus environment as a source of barriers but rather as a safe learning space that supports their personal development.

These findings demonstrate that an inclusive educational environment functions as a protective environment—that is, an environment capable of reducing psychological stress while enhancing an individual's adaptive capacity. UNESCO (2020) also emphasizes that

inclusive education aims not only to improve access to education but also to create a learning environment that supports the emotional well-being of all students. Thus, the success of implementing appropriate accommodations is measured not only by improved academic performance but also by an overall improvement in students' psychological well-being.

In addition to enhancing self-acceptance, independence, positive relationships, and environmental mastery, this study also found that the implementation of appropriate accommodations has a significant impact on the development of autonomy among students with special needs. Autonomy is an individual's ability to make decisions independently based on personal judgment without relying excessively on others (Ryff, 1989). Interview results indicate that students feel more confident in determining learning strategies, selecting learning materials suited to their needs, and actively communicating with instructors regarding the necessary accommodations during the course of their studies. These conditions demonstrate a shift from students' role as recipients of assistance (*passive recipients*) to individuals capable of advocating for their own learning needs (*self-advocacy*). This shift is a key indicator in inclusive education because students not only gain access to services but also have the space to make their own academic choices independently.

These findings align with the Self-Determination Theory developed by Deci and Ryan (2000), which identifies autonomy as one of humanity's basic psychological needs. Individuals who have the opportunity to control their life choices demonstrate higher intrinsic motivation compared to those who are constantly dependent on external assistance. In the context of students with special needs, providing appropriate accommodations does not mean fostering dependence on services; rather, it serves as a means to build the ability to make decisions independently. Therefore, inclusive policies in higher education should not only focus on providing facilities but also on empowering students to become the primary agents in their own learning process.

This study also revealed an improvement in the dimension of purpose in life. Before receiving adequate support, some students admitted to feeling uncertain about their ability to complete their studies or enter the workforce. However, after gaining access to more inclusive learning, they began to believe that physical or sensory limitations do not hinder them from achieving their professional aspirations. Visually impaired students, for example, expressed optimism about becoming special education teachers, while students with physical disabilities maintained their aspirations to pursue careers in management in line with their competencies. These hopes grew because they gained learning experiences that allowed their potential to develop optimally.

According to Ryff and Singer (2008), individuals with clear life goals tend to exhibit higher levels of psychological well-being because they are able to make sense of their life experiences, including the various challenges they face. In this study, appropriate accommodations served as an enabling factor that allowed students to build optimism

about the future. These findings demonstrate that inclusive education not only produces graduates with academic competencies but also individuals with a positive outlook on life, self-confidence, and readiness to face the challenges of the workforce.

The next dimension that has shown development is personal growth. Students with special needs reported that their learning experiences in an inclusive environment encouraged them to continue developing both their academic abilities and social skills. Opportunities to participate in class discussions, student organizations, practical activities, and self-development programs broaden their learning experiences. With adjustments to teaching methods and support from faculty, students no longer feel limited by their disabilities but are instead motivated to continuously enhance their competencies in their respective fields of study.

These findings support the view of the WHO (2022) that psychological well-being is characterized not only by stable mental health but also by an individual's ability to continuously develop their potential, contribute to society, and lead a productive life. Thus, psychological well-being in this study is understood as a dynamic developmental process, not as a static condition. The provision of appropriate accommodations enables students to achieve self-actualization through inclusive and meaningful learning experiences.

The findings of this study also demonstrate that appropriate accommodations cannot be limited solely to the provision of physical facilities such as ramps, elevators, accessible classrooms, or learning aids. The data indicate that non-physical aspects actually make a significant contribution to students' psychological well-being. Instructors' inclusive attitudes, flexibility in teaching methods, empathetic communication, peer support, and a campus culture that values diversity are factors that directly influence students' psychological comfort. This suggests that the quality of inclusive educational services is largely determined by social interactions within the academic environment.

These findings support the research results of Syamsiyah and Rizal (2023), who state that the main barriers faced by students with disabilities often stem from a social environment that is not yet fully inclusive, rather than from the disability itself. Similarly, Khomsiatun and Widiastuti (2021) explain that social acceptance is a crucial factor influencing the psychological well-being of students with special needs. When the campus environment provides recognition, opportunities to participate, and equal treatment, students will find it easier to build a positive identity and boost their self-confidence.

From a higher education perspective, the results of this study underscore that the implementation of reasonable accommodation is an indicator of the quality of inclusive education. Higher education institutions must do more than simply provide access for students with special needs; they must also ensure that all academic processes can be meaningfully followed without discrimination. This aligns with the principles of Universal Design for Learning (UDL), which emphasizes the importance of providing various alternatives in the presentation of material, learning methods, and forms of assessment so that all students have equal opportunities to achieve learning outcomes (CAST, 2021).

The practical implications of this study are the need to strengthen institutional policies regarding disability services through the provision of integrated service centers, the enhancement of faculty competencies in inclusive learning, the development of assistive technologies, and the formulation of standard operating procedures regarding the provision of appropriate accommodations. In addition, orientation programs for the academic community on *disability awareness* need to be conducted on an ongoing basis to build an inclusive campus culture. Thus, the provision of accommodations is not only the responsibility of the disability services unit but a commitment of the entire university community.

Theoretically, this study contributes to the development of research on the relationship between reasonable accommodation and psychological well-being in the context of higher education in Indonesia. Most previous studies have focused primarily on physical accessibility or the academic success of students with disabilities. This study demonstrates that the impact of reasonable accommodations is far broader, as it encompasses the promotion of psychological well-being through enhanced self-acceptance, autonomy, social relationships, environmental mastery, life purpose, and personal growth. Thus, this study expands the application of Ryff's (1989) Psychological Well-Being theory within the context of inclusive higher education.

The novelty of this study lies in its comprehensive analysis of the urgency of reasonable accommodation as a key determinant of psychological well-being among students with special needs in inclusive higher education institutions. Unlike previous studies, which generally focused on physical access or academic achievement, this study demonstrates that the successful implementation of inclusive education depends heavily on the integration of physical accommodations, psychosocial support, institutional policies, and an inclusive academic culture. The synergy of these four aspects creates a learning environment that is not only accessible but also empowers students to develop optimally as independent, competitive individuals with high psychological well-being.

Overall, the results of this study confirm that appropriate accommodations are a strategic investment for the development of inclusive higher education. The comprehensive implementation of accommodations not only ensures the fulfillment of the educational rights of students with special needs but also contributes to the development of human resources who are psychologically healthier, more academically productive, and better prepared to participate in social life and the workforce. Therefore, the development of higher education policy in Indonesia needs to position reasonable accommodation as an integral part of the quality assurance system for inclusive education, so that every student, regardless of their disability, has equal opportunities to reach their full potential.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the provision of appropriate accommodations at UAB Surabaya plays a very significant role in supporting the *psychological well-being* of students with special needs, including students with *low*

vision, visual impairments, *low hearing*, hearing impairments, *learning disabilities*, and physical disabilities. Appropriate accommodations have been shown to have a positive impact on various dimensions of *psychological well-being*, namely self-acceptance, independence, social interaction, environmental mastery, autonomy, life purpose, and personal growth. Students who receive appropriate accommodative support demonstrate more stable psychological well-being, greater self-confidence, and better adaptability within the academic environment. Appropriate accommodations not only serve to fulfill educational rights and ensure accessibility but also act as a key factor in creating an inclusive higher education environment focused on psychological well-being.

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