

Evaluation Inclusive Education in Higher Education: Development and Implementation of Assessment Indicators

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Abstract

The 1945 Constitution of Indonesia ensures education access for all citizens. Law No. 19 of 2011 ratifies the Convention on the Rights of Persons with Disabilities (CRPD), emphasizing inclusive education. Despite efforts by several universities, including Universitas Andalas, challenges remain. A preliminary survey with five students with disabilities at Universitas Andalas identified barriers such as communication difficulties, limited library resources for the visually impaired, and inadequate public facilities. However, no formal research or evaluation indicators have been developed to assess the university's inclusivity. This study aims to develop self-evaluation indicators for improving inclusive education at Universitas Andalas. Using qualitative and quantitative methods, it examines challenges, formulates evaluation indicators, and assesses implementation. The proposed indicators cover seven aspects: institutional policies, admissions, learning, socio-psychological support, physical accessibility, graduate preparedness, and teaching methods. The evaluation results highlight institutional policies, social support, and learning methods as the strongest aspects, whereas physical accessibility scores the lowest. Universitas Andalas attained a self-evaluation score of 483, categorizing it as "Moderately Inclusive." Key recommendations include improving infrastructure such as accessible dining areas, specialized learning tools, laboratories, and libraries. Additional measures include career training programs, inclusive teaching workshops for faculty, periodic policy updates, and enhanced counseling services. These improvements aim to establish Universitas Andalas as a more disability-friendly institution, ensuring equal opportunities for all students.

Keywords: Inclusive Campus, Students with Disabilities, Self-Evaluation Indicators.

1. Introduction

The opening of the 1945 Constitution of the Republic of Indonesia stipulates that one of the goals of the state is to increase public knowledge through providing access to education. The right to education affirms the principle that every citizen has the right to equal educational opportunities, regardless of economic background, ethnicity, religion, gender, or other conditions. The enactment of Law Number 8 of 2016 concerning Persons with Disabilities in accordance with the provisions of Article 4 paragraphs (1) and (2) of the Convention, affirms that the state has an obligation to take steps to ensure and promote the full implementation of all rights and freedoms of persons with disabilities without discrimination.

People with disabilities include visual impairments (blind), hearing and speech impairments (deaf), motor impairments (physically disabled), autism spectrum disorders, and so on. For individuals with disabilities, the right to education is emphasized through inclusive education, where they can access the curriculum, facilities, and support needed to develop their potential without experiencing discrimination. Inclusive education is an approach where schools are expected to be able to provide services to all children, regardless of physical, intellectual, social, emotional, linguistic, or other conditions. The model for implementing inclusive education is to unite children with special needs and children without disabilities to learn together [1].

Based on Article 1 paragraph 4 of Law No. 4 of 1997 concerning Persons with Disabilities, the term "accessible" is a facility provided specifically for persons with disabilities to create equal

opportunities in various aspects of life. The provision of easily accessible facilities aims to create a supportive environment so that persons with disabilities can live and be fully integrated into society and have equal opportunities in all aspects of life [2].

Based on the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 46 of 2017 concerning Special Education and Special Service Education in Higher Education, the criteria for a disability-friendly campus need to consider the following principles of providing facilities [3]:

- Convenience: refers to the ability of each individual to reach a place or public building in an environment without obstacles.
- Independence: emphasizes that everyone should be able to use facilities without relying on the help of others.
- Comfort: includes the design or appearance of facilities that support the needs of people with disabilities so that they can be used comfortably.
- Usefulness: emphasizes that everyone should be able to use facilities or public buildings in an environment.
- Safety: emphasizes the need to pay attention to safety aspects for everyone in the construction of public buildings in an environment.

According to the Regulation of the Minister of National Education Number 70 of 2009, inclusive education is an education system that provides opportunities for all students with disabilities or potential intelligence and/or special talents to learn together with general students in one educational environment. The purpose of inclusive education is to provide the greatest possible opportunity to all students who have physical, emotional, mental, and social disabilities, or who show potential intelligence and/or special talents, so that they can receive quality education according to their individual needs and abilities [4].

The requirements for an inclusive campus include several important aspects that need to be considered by higher education institutions in organizing inclusive education for people with disabilities. The requirements for an inclusive campus include [5]:

- Physical and information accessibility that exceeds the formal requirements of a university
- Criteria for a disability-friendly campus, including academic, non-academic activities, social interaction, infrastructure, management, and support
- Regulations that guarantee access for people with disabilities to continue their education
- High sensitivity and concern for education for people with disabilities
- Training and willingness of educators to adapt learning methods according to student needs
- Learning management and human resources that support inclusive education
- Accessibility of campus services that are intended to exceed the formal requirements of a university

There are several previous studies that examine inclusive education. According to [6], the implementation of an inclusive learning environment in higher education can be achieved through: (1) creating a comfortable and acceptable learning environment, (2) providing fair opportunities for people with disabilities to access higher education, and (3) reducing the barriers to inclusion faced by implementing effective strategies by higher education providers. According to [3], inclusive education can optimally develop inclusive schools. The government gives schools full freedom to modify the curriculum according to the needs of students in the school. Schools use the 2013 Curriculum and are guided by the Mayor's Decree Number 25-A concerning implementation, which is a reference in providing learning materials to all students. Then, the criteria for a disability-friendly campus are campuses that are identified as places that meet the higher education needs of people with disabilities by considering factors such as usability, convenience, comfort, independence, and institutions [7].

So far, the government has identified people with disabilities as a group that requires special attention and often directs them to special education paths such as Special Education Needs (SEN). Currently, people with disabilities can continue their education to college with the rules that have been issued regarding college education for the disabled. The inclusive education model has begun to be adopted by some universities in Indonesia, including Universitas Andalas. In order to support the success of inclusive education, a good system is needed. Therefore, it is necessary to conduct an analysis of the implementation of the fulfillment of accessibility rights for people with disabilities and the inclusive education system at Universitas Andalas. The goal is that people with disabilities can carry out their

activities with a sense of security and comfort, and their rights to participate in inclusive education can be fulfilled properly.

2. Methodology

The research method used is a mixed method, which combines quantitative and qualitative data to understand the results of the assessment tools developed. Data collection was carried out through literature reviews, surveys, and interviews. The literature review was conducted to identify the need for inclusive design and possible gaps in existing assessment methods. The literature review was conducted to identify the need for inclusive design, highlight potential gaps in existing assessment methods, and analyze prior relevant studies. The survey was conducted to determine the extent to which the fulfillment of accessibility rights for students with disabilities at Universitas Andalas.

Interviews were conducted to determine the extent to which the fulfillment of rights that have been obtained by students with disabilities at Universitas Andalas. After the instrument design was carried out, validation was carried out with experts. The experts themselves came from the Disability Services Unit at Universitas Andalas. The purpose of this validation is so that the designed instrument can be used directly by the Disability Services Unit at Universitas Andalas. Research flowchart can be seen in [Figure 1](#).

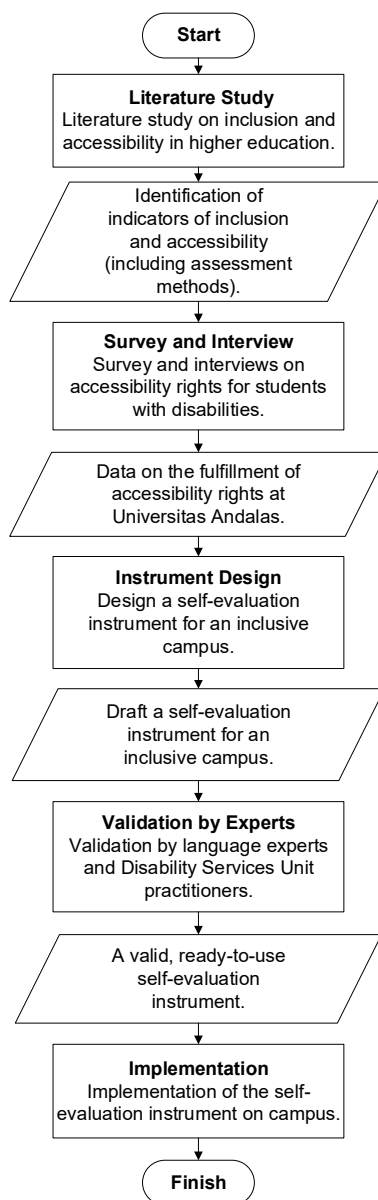


Figure 1. Research Flowchart

3. Result and Discussion

3.1 Result

3.1.1 Sources and Aspects in Research Indicators

Data collection in this study was carried out through a literature study by tracing various instruments and sources relevant to inclusive education in Indonesia. The instruments found include metric inclusion used by Semarang State University [8], Law Number 46 of 2014, and Decree of the Chancellor of Universitas Andalas Number 1844/KPT/R/PTN-BH/UNAND/2022 [9]. In addition, the literature study also includes international journals that discuss inclusive campus assessments, including from the University of Dhaka Bangladesh [10], Qatar University [11], Fluminense Federal University (UFF) [12], and UNSW Sydney [13]. The sources and aspects in the indicators developed are in Table 1.

Table 1. Sources and Aspects in The Developed Indicators

Source	Aspect	Institutional	New Student Admissions System	Learning	Social Psychological	Physical Support	Graduate	Learning methods
[11]						✓		
[10]		✓		✓		✓		✓
UNAND Chancellor's Decision [9]			✓	✓	✓	✓		
[12]						✓		
[8]		✓	✓	✓	✓	✓	✓	
[13]								✓
Law number 46 of 2014						✓		
Research conducted		✓	✓	✓	✓	✓	✓	✓

This study refines the results of previous literature studies by integrating various aspects that have been found. The resulting instrument includes seven main aspects that represent the entire literature study on the implementation of inclusive campuses. These aspects include institutions, New Student Admissions System (SPMB), learning, socio-psychological aspects, physical support, graduates, and learning methods.

The development of indicators in this study was carried out through a review of journals, laws and regulations, and rector's regulations related to disability guidelines. In addition, direct interviews were also conducted with several parties in the relevant environment to complete the required data. The interviews involved the Disability Services Unit (ULD) of Universitas Andalas and the student affairs department of Universitas Andalas.

Data processing in this study focused on the Self-Evaluation Indicator (SEI), which was designed to assess the standards of inclusive service policies and practices for students with disabilities at Universitas Andalas. The data processing process includes the stages of developing self-evaluation indicators, validation by experts, assigning value weights, determining categories, and implementation.

3.1.2 Development of Self-Evaluation Indicators

Self-Evaluation Indicators (SEI) are measurement tools used to assess the standards of inclusive service policies and practices for students with disabilities. SEI contains information about the condition of higher education institutions related to the provision of services for students with special needs. The process of developing Self-Evaluation Indicators is carried out through the following stages.

▪ Literature Study

Based on the results of the literature study and data collection, seven main aspects were found that need to be considered, as summarized from various literature studies that have been conducted. Self-Evaluation Indicators include these seven aspects, which are hereinafter referred to as standards, namely Institutional Standards, New Student Admissions Selection Standards (SPMB), Learning Standards, Social Support Standards, Physical Support Standards, Graduation Standard, and Learning Method Standards.

- Development of Aspects and Sub-Aspects
Aspect and sub-aspect can be seen in [Table 2 \[8\], \[9\]](#).

[Table 2.](#) Framework of Aspects and Sub-Aspects for Inclusive Campus Indicators

No	Aspect	Sub-Aspect
1.	Institutional	Rector's decision or regulation; position and responsibilities; Publication activities; Training for companions; Lecturer and education staff training strategy; Communication forum between students with disabilities, Mentors, and lecturers; Special activities; Institutional improvement efforts.
2.	New Student Admissions Selection (SPMB)	College policies regarding SPMB; SOP/guidebook and information related to SPMB that can be accessed by prospective students; Adaptation of selection implementation; Special interview
3.	Learning	SOP Document/Manual; Campus orientation program; Academic guidelines; Provision/orientation for educational staff; Briefing/orientation for lecturers; Modification of the learning process; Learning tools; Mentor/volunteer companion; Higher education efforts in the field of learning
4.	Social Psychological	College policy documents; Providing support and training to increase motivation; Social services; Cooperation with institutions/communities that care about people with disabilities
5.	Physical Support	College policy documents and physical development; Facility services; Transportation services; Disabled parking; Directions or signs; Parking; Interior access; Signs; Lifts and escalators; Interior access; Emergency considerations; Entrances and interiors; Hallways; Classrooms; Dining rooms/canteens; Interior environment/corridors; Toilets
6.	Graduates	Policy for provisioning for graduates with disabilities; Provisioning for students with disabilities; Information after graduation
7.	Learning methods	Exam procedures; Oral assessment/presentation; Group work; Technology-assisted assessment; Learning process

- Development of Indicator
After the aspects and sub-aspects in the indicator framework are determined, more specific indicators are developed to assess the implementation of inclusive campuses. These indicators provide a more detailed and detailed explanation of each sub-aspect. The indicators that have been designed based on the sub-aspects are presented in [Table 3 \[14\]–\[20\]](#).

[Table 3.](#) Developed Indicators Based on Aspects and Sub-Aspects

Aspect	Sub-Aspect	Indicators/ Standard
Physical support	College policy and physical development	Availability of university policy documents, in annual and five-year development plans, which show the physical manifestation of the campus as an inclusive campus.
	Facility services	Availability of facility services in the form of: <ul style="list-style-type: none"> Guide paths to each facility or room (guiding block), Traffic signs and markings for people with disabilities, Special parking spaces for people with disabilities, Crossing paths with sound light buttons (pelican crossing)
	Transportation services	Availability of transportation services in the form of: On-campus transportation facilities that are friendly for people with disabilities, <ul style="list-style-type: none"> Pedestrians along campus roads that are easily accessible,
	Disabled parking space	Provide a car park for people with special needs which: <ul style="list-style-type: none"> Must be close to the entrance or lift (within 50 m of the building)

	entrance),
	<ul style="list-style-type: none"> ▪ The number of parking spaces must be at least 5% of the total number of car park spaces, ▪ Have the international disability symbol around the parking space, ▪ The minimum width of a parking space for a car must be 3900 mm and a minimum length of 5400 mm. This minimum width includes a transfer area beside the car with a minimum of 1500 mm
Parking directions or signs	Directions or signs for special needs parking
In-building access	<p>Access facilities in the building:</p> <ul style="list-style-type: none"> ▪ Ramp for people with disabilities to go up to the 2nd floor in 2 floors buildings, ▪ Lift for buildings with more than 3 floors or more, ▪ Wheelchair accessible door width and height, ▪ Braille labels on all facilities (including accessible campus plans) <p>Providing ramps with road surface materials for building users, namely: Strong, Hard, and Slip-resistant</p>
Signs	Provide signs at every facility owned by the campus
Lifts and escalators	<p>Elevators and escalators provide:</p> <ul style="list-style-type: none"> ▪ Handrails, ▪ Automatic system for stop and go announcements, ▪ Ensure doors are open for 3 seconds, ▪ Provide call buttons with a diameter of 0.75 inches
Access within the building	Provide handrails and access for wheelchair users
Emergency considerations	<p>Forms of emergency facilities:</p> <ul style="list-style-type: none"> ▪ Providing evacuation chairs in the building, ▪ Emergency alarms such as strobes and loudspeakers/alarms, ▪ Safe locations for emergency evacuation that are protected by fire-resistant doors
Entrance and interior	<p>Using automatic sliding doors and the presence of glass door signs.</p> <p>Entrance facility requirements:</p> <ul style="list-style-type: none"> ▪ The reception area is located directly across from and visible from the entrance to the facility, ▪ Provides tables of different heights, ▪ Has a barrier-free circulation path
Hallway	The requirements for aisle facilities are: they must not have sharp edges, they must have sufficient and consistent lighting, and all obstructions must be removed that impede the flow of pedestrian traffic.
Classroom	Large classrooms should allow for wheelchair accessibility at various locations for seating positions.
Dining room/canteen	Dining spaces should be developed to accommodate height, sight and reach.
Indoor/corridor environment	<p>The indoor environment facilities must meet the following requirements:</p> <ul style="list-style-type: none"> ▪ Internal stairs must have anti-slip material, or contrasting strips, ▪ Full width of steps and contrasting in color from the floor finish, ▪ Lifts are recommended to be located adjacent to stairs. ▪ Lift nameplates must be clearly and legibly displayed

	<ul style="list-style-type: none"> ▪ Indoor ramps
Toilet	<p>There are special toilets available for disabled people. Toilet environment facilities have the following requirements:</p> <ul style="list-style-type: none"> ▪ Clear signage is available for all users to identify toilet facilities ▪ Facility design must accommodate toilets while offering varying wash basin heights, ▪ Washing and toilet systems must be equipped with grab rails ▪ Front-opening toilets ▪ Special seating for people with disabilities in each facility / accessible to wheelchair users

▪ Development of Indicators into Several Points

The indicators compiled come from the development of each sub-aspect, which is then broken down into several assessment points. Each indicator consists of 4 points designed to determine the weight of each. The weight of this point uses a scale of 1-4, where scale 1 indicates the lowest fulfillment, which is far from the indicator standard, while scale 4 indicates fulfillment that is close to perfect by meeting all indicator criteria. The development of this indicator refers to sources from [8].

3.1.3 Expert Validation

Validation was carried out by experts consisting of language experts, the ULD Education section, and the ULD Chair.

3.1.4 Value Weighting

The weighting of the value is done by calculating the total score obtained using this formula:

$$\text{Score} = \frac{(\text{Score obtained})}{(\text{Maximum score})} \times 100 \tag{1}$$

After calculating the scores for each aspect, the scores are added up to get a total score. Based on the total score obtained, the inclusive campus category can then be determined, which describes the extent to which the campus meets the inclusion standards for students with various backgrounds and needs. The values of assessment weight used in this study are presented in Table 4.

Table 4. Indicator Assessment Weight

No.	Aspects	Total Questions	Maximum Weight	Assessment
1	Institutional Standards	8	32	100
2	SPMB	4	16	100
3	Learning Standards	9	36	100
4	Social Support Standards	5	20	100
5	Physical Support Standards	19	76	100
6	Graduate Standards	3	12	100
7	Learning Method Standards	5	20	100
Total Score Aspects		53	212	700

3.1.5 Category

The ranking category of the Higher Education Inclusion Self-Evaluation Indicator is divided into four criteria based on the total score obtained, with a maximum weighting of 700. These categories include Highly Inclusive, Moderately Inclusive, Toward Inclusive, and Non-Inclusive. This ranking is done by dividing the maximum score into four levels, according to the proposal from [8]. Each category has a score range of 175 points, which is obtained by dividing 700 by 4. The lowest ranking is Non-Inclusive, while the highest is Highly Inclusive. This ranking provides an overview of the level of inclusion possessed by the higher education institution. The ranking criteria are Score 526-700 Highly

Inclusive ranking, Score 351-525 Moderately Inclusive ranking, Score 176-350 Toward Inclusive ranking, and Score 0-175 Non-Inclusive ranking.

3.1.6 Implementation

Based on the data collection with some experts of disability services unit of Universitas Andalas, lecturers, education staff, and students with disabilities, the maximum score for the inclusive campus assessment at Universitas Andalas was 483 as shown in [Table 5](#). With this score, Universitas Andalas is categorized as an inclusive campus in the Moderately Inclusive ranking.

Table 5. Indicator Assessment Results

No.	Aspect	Institution Score	Institution Score
1	Institutional Standards	24	75
2	SPMB	11	69
3	Learning Standards	26	72
4	Social Support Standards	15	75
5	Physical Support Standards	38	50
6	Graduate Standards	8	67
7	Learning Method Standards	15	75
Total Score Aspects		137	483

3.2 Discussion

3.2.1 Strengths and Weaknesses of The Indicators Compared to Literature Studies

The higher education inclusion evaluation indicators provide a more comprehensive representation of inclusivity within an institution compared to literature studies, which often focus on specific aspects. For example, previous studies such as [\[11\]](#), [\[15\]](#), and [\[9\]](#) primarily emphasize physical support. Meanwhile, studies like [\[8\]](#), [\[10\]](#), [\[13\]](#) address multiple aspects but remain more limited compared to the self-assessment indicators. The advantage of the higher education inclusion evaluation indicators lies in their ability to provide a holistic overview, incorporating all seven relevant inclusivity aspects.

This analysis highlights the superior comprehensiveness of the self-assessment indicators in evaluating inclusivity in higher education institutions. Unlike literature studies, which typically focus on a limited range of aspects, the developed indicators ensure a complete and detailed evaluation. For instance, [\[11\]](#) solely emphasize physical support, which may result in an incomplete representation of inclusion efforts in higher education.

3.2.2 Expert Feedback on The Indicators

This section adopts a qualitative approach by involving expert judgment to assess and validate the developed indicators. While the data gathered are qualitative in nature (consisting of narrative feedback and thematic input from experts), the overall validation process was carefully organized into clear, step-by-step stages. This structured format reflects the kind of systematic procedures typically found in quantitative research, helping to ensure clarity, transparency, and methodological rigor throughout. The validation process unfolded through the following stages:

The validation of the developed indicators was carried out through a well-organized set of steps to ensure the indicators were clear, relevant, and applicable in real educational settings. Each step involved both linguistic and practical perspectives to refine the content and enhance its inclusiveness.

- Expert Selection

A group of experts was carefully chosen based on their backgrounds in linguistics and disability services. Linguistic experts helped evaluate how readable and consistent the language of the indicators was, while practitioners from the Disability Services Unit (Unit Layanan Disabilitas or ULD) contributed practical advice based on their experience working with students with disabilities.

- Distribution of Draft Indicators

Drafts of the indicators were shared with the selected experts for their review. They were invited to assess each item based on how clear and measurable it was, whether the terminology was appropriate, and how well it aligned with inclusive education practices.

- Gathering Expert Feedback

The feedback provided by the linguistic experts focused on improving consistency in formatting, such as choosing either underlining or bold text (not both), to make the document more uniform and easier to read. They also recommended refining certain terms for clarity, such as replacing “training” with “workshops” in the context of graduate preparation for students with disabilities. In addition, the experts emphasized the need to strengthen the section on learning resources by suggesting the inclusion of tools like Braille materials, screen readers, adaptive learning software, and voice amplifiers. They also advised ensuring that libraries and laboratories are equipped to accommodate students with physical or visual impairments. For assessment-related indicators, the reviewers proposed more detailed descriptions. This included providing extended time, separate examination rooms, and supervisory assistance for students with specific needs. For oral assessments, it was suggested to clearly mention the use of standardized presentation formats.

- Input from the Disability Services Unit (ULD)

Further input came from the Head of ULD, who highlighted several key points from an institutional perspective. These included the need to:

- ❖ Develop a clear Standard Operating Procedure (SOP) or handbook that can guide both staff and students in implementing inclusive practices.
- ❖ Improve accessibility in campus dining areas, such as organizing accessible seating, creating clear paths for wheelchair users, and offering menus in accessible formats for students with visual impairments.
- ❖ Enhance the overall campus environment by ensuring the availability of disability-friendly corridors, signs, and pathways that support students with mobility or visual challenges.

- Synthesis and Revision

All the feedback was then carefully reviewed and categorized using a thematic qualitative analysis. The indicators were revised to reflect suggestions that strengthened their clarity, inclusiveness, and practical usefulness, particularly in the context of higher education institutions committed to accessibility and equity.

This validation process shows the importance of combining linguistic accuracy with practical understanding of accessibility needs. While the approach was qualitative, the structured way in which the process was conducted helped ensure methodological clarity, making the final indicators both credible and usable in real academic settings.

3.2.3 Self-Evaluation Analysis of The Inclusive Campus System at Universitas Andalas

Self-evaluation was conducted using the developed instrument. The results in [Figure 2](#) shows that the highest-scoring aspects were institutional standards, social support, and learning methods, while physical support received the lowest score. The Institutional Standards at Universitas Andalas received a score of 75, indicating strong policies and structures supporting the inclusion of students with disabilities. This can be attributed to official rector’s decrees, clear regulations defining the roles of the Disability Services Unit, and various outreach initiatives through seminars, websites, and social media. Additionally, training strategies for faculty and staff, including written materials and workshops, contributed to this high score.

The New Student Admission Selection (SPMB) received a score of 69, reflecting a commitment to inclusive admissions. This is evident in policies ensuring fair selection processes for students with disabilities, including dedicated admission pathways and adapted selection methods. However, further improvements are needed in providing accessible SOPs and admission guidelines for prospective students.

The lowest score (50) was recorded for Physical Support, primarily due to inadequate infrastructure and support facilities. Currently, only 30% of facilities and pedestrian pathways are disability-friendly, and designated parking spaces for students with disabilities lack proper accessibility features. The Disability Services Unit office is still under development and lacks administrative, service, classroom, restroom, and laboratory facilities tailored for students with disabilities. Wheelchair ramps are available in only a few lecture buildings, indicating the need for significant infrastructure investment.

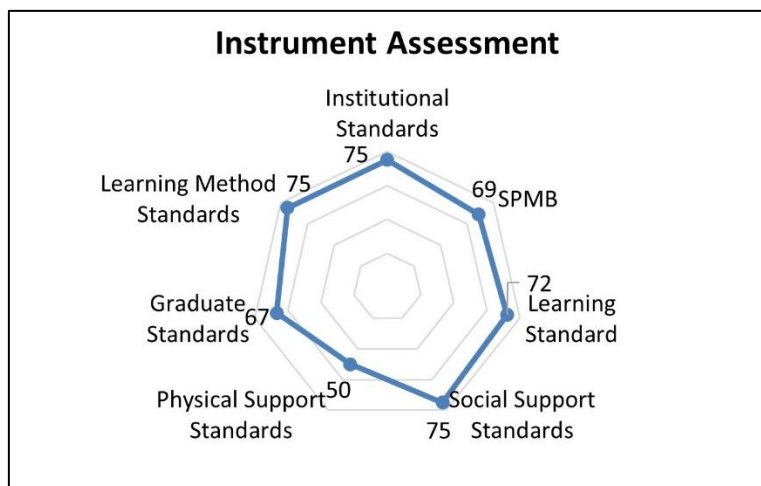


Figure 2. Results of Self-Evaluation Indicator Assessment of Inclusive Campus Implementation at Universitas Andalas

The Graduation Standards scored 67, reflecting attention to employment opportunities and post-graduation support for students with disabilities. Notably, ULD has collaborated with alumni to provide job opportunities, demonstrating a positive step toward inclusive career development. However, further improvements are required to strengthen support for students transitioning to the workforce.

The Learning Standards scored 72, indicating well-structured academic programs for students with disabilities, including clear SOPs, structured campus orientation programs, and faculty training. However, academic guidelines remain limited to three formats (web-based, printed materials, and digital files), and curriculum modifications are restricted to evaluation processes, learning materials, and class duration adjustments. Moreover, volunteer and mentor training programs need further development to enhance the support system for students with disabilities.

Social Support received a score of 75, highlighting strong counseling services and peer-to-peer support programs. However, areas needing improvement include academic guidelines, staff orientation programs, curriculum modifications, learning resources, and volunteer support systems. Enhancing disability-friendly infrastructure at the Disability Services Unit is crucial to ensuring optimal accessibility and utilization for students with disabilities.

The Learning Methods standard also scored 75, emphasizing the need for adaptive teaching strategies. Learning methods should be tailored to students' abilities, supported by clear regulations, and reinforced through faculty awareness initiatives to ensure effective implementation.

The maximum score for the self-evaluation at Universitas Andalas was 483, placing it in the "Moderately Inclusive" category. This indicates that Universitas Andalas has made commendable progress in fostering inclusivity. However, further enhancements in infrastructure, curriculum adaptation, and post-graduation support are necessary to achieve a "Highly Inclusive" status. Implementing the proposed recommendations can help improve the quality and effectiveness of inclusive education at Universitas Andalas, ensuring equal and accessible educational experiences for all students.

4. Conclusion

This study highlights the importance of developing a structured self-evaluation instrument to assess and improve inclusive education in higher education institutions. The findings demonstrate that while Universitas Andalas has made progress in fostering inclusivity through institutional policies, social support, and adaptive teaching methods, significant challenges remain, particularly in terms of physical accessibility and support infrastructure. The evaluation framework provides a more comprehensive assessment of inclusivity compared to existing studies, as it integrates multiple key aspects beyond just physical accommodations. The research reveals that improving accessibility in campus facilities, enhancing inclusive learning resources, and strengthening support systems for students with disabilities are crucial steps toward creating a more inclusive academic environment. Additionally, continuous faculty training on inclusive teaching practices and the implementation of structured policies will

contribute to better educational experiences for students with disabilities. Despite these contributions, the study has some limitations. The evaluation was conducted in a single institution, which may limit the generalizability of the findings to other universities. Furthermore, the assessment relies on self-evaluation, which may introduce subjective biases. Future research should focus on refining and standardizing the evaluation framework for broader application across multiple institutions and exploring the long-term impact of inclusive education initiatives. By addressing the identified gaps, Universitas Andalas and similar institutions can take significant steps toward achieving a fully inclusive education system. Strengthening collaboration between policymakers, university administrators, and disability advocacy groups will be essential in ensuring that higher education institutions provide equitable opportunities for all students, regardless of their physical or cognitive abilities.

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