

Digitalization and Inclusive Education: Digital Accessibility for Students with Special Needs in the Era of Educational Transformation

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Abstract

This study examines the role of digitalization in strengthening inclusive education through the development of digital accessibility for students with special needs in the era of educational transformation. The rapid advancement of information and communication technology has significantly transformed educational systems by expanding access to learning resources, promoting flexible learning environments, and supporting personalized learning experiences. However, despite its potential benefits, educational digitalization continues to face substantial challenges related to inequality, digital accessibility, and the exclusion of marginalized groups, particularly students with disabilities. This article employs a qualitative approach using library research methods by analyzing various academic sources, policy documents, and international reports related to inclusive education, digital accessibility, and educational technology. The findings indicate that digital technologies, including assistive technologies, artificial intelligence, online learning platforms, and Universal Design for Learning (UDL), play a crucial role in reducing learning barriers and enhancing educational participation among students with special needs. Nevertheless, the implementation of inclusive digital education remains constrained by inadequate infrastructure, limited digital literacy, insufficient teacher competencies, high costs of assistive technologies, and persistent social stigma toward people with disabilities. The study emphasizes that educational digitalization should not merely focus on technological modernization, but also on promoting social justice, equality, and human rights in education. Therefore, collaborative efforts among governments, educational institutions, technology developers, and communities are essential to establish inclusive, accessible, and equitable educational systems in the digital era.

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INTRODUCTION

Digital transformation has become one of the most significant phenomena shaping the development of twenty-first-century civilization. Advances in information and communication technology have not only influenced economic and industrial sectors but have also profoundly transformed global educational systems. The emergence of the internet, artificial intelligence (AI), cloud computing, social media, and various digital learning platforms has altered the ways in which knowledge is accessed, managed, and disseminated. In the educational context, digitalization is no longer understood merely as the use of technological devices in classroom instruction, but rather as a transformation of educational paradigms toward more flexible, open, collaborative, and learner-centered systems (Selwyn, 2016).

These developments have created substantial opportunities to broaden access to education. Digital technologies enable learning processes to occur beyond the limitations of time and space through online learning, distance education, and internet-based learning platforms. Students are now able to access global learning resources through digital devices and internet

connectivity. From the perspective of contemporary education, digitalization is regarded as a crucial instrument for democratizing education because it can reduce geographical barriers and expand educational opportunities for communities that previously had limited access to formal education (Mayer, 2021).

Nevertheless, digital transformation also introduces new challenges, particularly regarding issues of educational inequality and digital exclusion. Not all individuals possess equal opportunities to benefit from digital technologies. Disparities in internet infrastructure, limited access to technological devices, low levels of digital literacy, and unequal educational quality continue to marginalize certain social groups. These challenges become even more complex for students with disabilities and special educational needs who require digital accessibility and assistive technologies to participate effectively in educational activities.

In this context, inclusive education has emerged as an essential educational approach aimed at ensuring that all learners, regardless of their physical, intellectual, social, cultural, economic, or religious backgrounds, have equal rights to quality education. UNESCO (2020) emphasizes that inclusive education represents a process of strengthening educational systems so that they can accommodate all learners while recognizing diversity as an integral component of learning.

The concept of inclusive education has become increasingly relevant in the digital era because technology possesses enormous potential to support educational equality. Technology can help reduce learning barriers through assistive technologies, accessible learning platforms, and the implementation of Universal Design for Learning (UDL). According to CAST (2018), UDL emphasizes the provision of multiple means of representation, engagement, and expression so that all learners can experience meaningful learning opportunities.

Digital accessibility has therefore become a central component in the implementation of technology-based inclusive education. Dalton et al. (2019) explain that digital accessibility refers to the ability of all individuals, including people with disabilities, to access, understand, and utilize digital technologies effectively and without barriers. In practice, digital accessibility includes learning platforms compatible with screen readers, automatic subtitles, keyboard navigation, sufficient visual contrast, and multimodal learning formats.

Despite the significant potential of technology in supporting inclusive education, educational realities indicate that the implementation of digital accessibility still faces numerous obstacles. Many educational institutions lack adequate technological infrastructure, particularly in rural and remote areas. Furthermore, many educators do not yet possess sufficient competencies in implementing inclusive digital pedagogy or utilizing assistive technologies effectively. The World Bank (2023) reports that limited access to assistive technology and insufficient accessibility policies remain major factors contributing to educational exclusion among people with disabilities in developing countries.

Another equally important issue is the emergence of the digital divide, which has the potential to reinforce social inequality in education. Students from economically disadvantaged families frequently lack access to adequate digital devices or stable internet connectivity for participating in online learning. This situation demonstrates that educational digitalization does not automatically lead to social inclusion unless accompanied by affirmative policies and equitable technological distribution. According to the International Telecommunication Union (2023), millions of individuals worldwide still lack access to reliable internet services, particularly in rural and marginalized communities.

Beyond technical and economic challenges, inclusive education in the digital era is closely connected to social and cultural dimensions. Stigma toward people with disabilities continues to present significant barriers to establishing inclusive educational environments. Many students with special needs experience discrimination, negative stereotyping, and marginalization during educational processes. Consequently, digital educational transformation requires not only technological innovation but also a paradigm shift toward educational cultures that respect diversity and human rights.

Within the global context, issues of inclusive education and digital accessibility are also integrated into the Sustainable Development Goals (SDGs), particularly Goal 4, which seeks to ensure inclusive and equitable quality education for all. Education is recognized as a fundamental human right and an essential instrument for building democratic, just, and sustainable societies. Therefore, educational digitalization should not merely focus on efficiency and technological modernization, but also on strengthening humanitarian values, equality, and social justice.

Based on this background, this article aims to analyze comprehensively the role of digitalization in expanding educational access, the accessibility challenges experienced by students with special needs, and the utilization of technology in supporting inclusive education within the era of digital transformation.

RESEARCH METHOD

This article employs a qualitative approach using library research methodology. Library research refers to a research method conducted through the collection, examination, and analysis of various relevant literature sources to obtain conceptual and theoretical understandings of a particular phenomenon (Zed, 2014). In this study, research focuses on issues related to educational digitalization, digital accessibility, inclusive education, and the utilization of technology in supporting students with special educational needs.

A qualitative approach was selected because this study aims to understand comprehensively the phenomenon of inclusive education in the digital era through theoretical, conceptual, and policy analysis. According to Creswell and Creswell (2018), qualitative research emphasizes interpretative processes in understanding social phenomena and generating in-depth insights into research problems.

The data sources employed in this study consist of credible and relevant scientific references in both Indonesian and English. The data was obtained from academic books, internationally reputable journal articles, reports published by international organizations such as UNESCO, the World Bank, and the International Telecommunication Union (ITU), educational policy documents, and scholarly publications concerning inclusive education and educational technology.

Data collection was conducted through documentation studies by reviewing various literature sources related to the research topic. The selected literature was determined based on relevance, academic credibility, recency, and its relationship to issues of educational digitalization and inclusive education. The data were analyzed using content analysis techniques. Krippendorff (2018) explains that content analysis is a research method used to systematically identify, interpret, and derive meaning from texts and documents. In this study, the analysis focused on major themes such as digital accessibility, challenges of inclusive education, assistive technologies, the digital divide, and pedagogical transformation in digital education. To ensure data validity, this research applied source triangulation by comparing references and findings from various sources. This approach was intended to strengthen the credibility and objectivity of the analysis.

RESULT AND DISCUSSION

The Role of Digitalization in Expanding Educational Access

Educational digitalization has become one of the most transformative developments in contemporary education. The advancement of internet technologies, digital devices, and online learning platforms has enabled educational processes to become more flexible, efficient, and accessible. Prior to the rapid development of digital technologies, educational access was often restricted by geographical, economic, and social barriers. Students living in remote regions frequently experienced limited access to quality educational resources, professional teachers, and adequate educational infrastructure. However, digitalization has gradually reduced these obstacles through internet-based educational technologies.

Selwyn (2016) argues that educational digitalization should not merely be understood as the integration of technology into teaching practices, but rather as a broader social transformation in the ways knowledge is accessed and produced. Digital technologies allow learning processes to occur without spatial and temporal limitations through online and distance learning systems. Consequently, students can access educational materials anytime and anywhere.

The significance of digitalization became particularly evident during the COVID-19 pandemic, when educational institutions worldwide shifted toward online learning systems. In this situation, digital technologies have become essential tools for maintaining educational continuity. UNESCO (2021) reported that more than 1.6 billion learners globally were affected by school closures during the pandemic. Online learning platforms such as Google Classroom, Zoom, Microsoft Teams, and Moodle became crucial instruments for sustaining educational activities.

Digitalization also contributes significantly to the provision of more open and democratic educational resources. Open Educational Resources (OER), digital libraries, and Massive Open Online Courses (MOOCs) enable learners to access quality educational materials without being restricted by institutional boundaries. Hilton (2016) argues that OER has substantial potential for increasing educational equity because learning materials can be freely used, modified, and distributed.

In Indonesia, the development of educational platforms such as Ruangguru, Zenius, and Rumah Belajar demonstrates that digitalization has opened new opportunities for educational equality. These platforms provide instructional videos, practice exercises, online courses, and examination simulations accessible to students from various regions.

Digitalization also enables personalized learning through artificial intelligence and learning analytics. Holmes et al. (2019) explain that AI-based educational systems can monitor students' progress in real time and provide learning recommendations tailored to individual needs. This is especially important in inclusive education contexts, where learners possess diverse characteristics, learning styles, and educational barriers.

Furthermore, digitalization encourages more participatory and collaborative pedagogical approaches. Methods such as blended learning, flipped classrooms, project-based learning, and gamification are increasingly utilized in contemporary educational practices. Graham (2013) emphasizes that blended learning integrates the strengths of face-to-face and online learning, thereby enhancing learning effectiveness.

Digitalization also strengthens communication and collaboration among students through online discussion forums, educational social media, and collaborative learning platforms. In this context, learners no longer function merely as passive recipients of information, but rather as active participants in constructing knowledge collectively.

From social and economic perspectives, educational digitalization contributes to the development of twenty-first-century competencies such as digital literacy, creativity, communication, problem-solving, and collaboration. According to the World Economic Forum (2023), digital competencies are among the most important skills required in the future workforce.

Despite these opportunities, educational digitalization still faces significant challenges. One of the most critical issues is the digital divide, which creates unequal access to technology across regions and social groups. The International Telecommunication Union (2023) reports that millions of individuals worldwide still lack adequate internet access, particularly in rural and marginalized communities.

In Indonesia, disparities in digital infrastructure between urban and rural areas remain a major obstacle to equitable educational digitalization. Many schools in remote areas still lack stable internet access, sufficient digital devices, and adequately trained educators.

In addition, low levels of digital literacy among educators, students, and parents continue to hinder the effective implementation of digital learning systems. According to the Ministry of Education, Culture, Research, and Technology of Indonesia (2022), strengthening digital literacy has become one of the strategic priorities in national educational transformation.

Within inclusive education, digitalization presents additional challenges because many digital learning platforms are not designed according to universal accessibility principles. Consequently, students with visual, auditory, motor, or cognitive impairments often encounter difficulties in accessing digital learning materials.

Overall, digitalization possesses enormous potential to expand educational access in more flexible, inclusive, and equitable ways. However, the success of educational digital transformation depends largely on infrastructure readiness, human resource quality, public policy, and collaborative commitments among various stakeholders.

Accessibility Challenges for Students with Special Needs

Inclusive education has become one of the most important approaches in modern educational systems because it seeks to ensure equal educational rights for all learners. Nevertheless, students with special educational needs continue to face various barriers in accessing quality education. These barriers encompass physical, social, economic, pedagogical, and technological dimensions.

One of the primary challenges is the lack of disability-friendly educational infrastructure. Many educational institutions, particularly in developing countries, still lack accessible facilities such as wheelchair ramps, adaptive classrooms, accessible restrooms, and assistive technologies. According to the World Bank (2023), limited educational accessibility remains one of the major factors contributing to educational exclusion among people with disabilities.

In digital contexts, accessibility challenges become even more complex. Many online learning platforms are not designed according to universal accessibility principles. Educational applications are often incompatible with screen readers, lack automatic subtitles, utilize visually inaccessible interfaces, or fail to provide keyboard navigation for students with motor impairments. Seale (2014) argues that digital accessibility in education should not merely be understood as a technical issue, but rather as a commitment to equality and social justice. Educational technologies that are not accessible risk reinforcing the marginalization of students with disabilities.

Another major challenge concerns educators' competencies in implementing inclusive education. Many teachers still lack adequate knowledge regarding inclusive pedagogy, differentiated instruction, and assistive technology utilization. Florian and Black-Hawkins (2011) explain that inclusive education requires a paradigm shift from standardized pedagogical approaches toward flexible and adaptive learning systems.

In practice, many educational systems continue to implement uniform curricula without adequately accommodating individual learning differences. Consequently, students with special needs often experience difficulties participating effectively in educational processes. Low levels of digital literacy among educators, students, and parents also constitute major obstacles. Rapid technological developments require new competencies in utilizing digital technologies effectively and critically. However, not all educational stakeholders possess equal access to digital training and technological experience.

The Ministry of Education, Culture, Research, and Technology of Indonesia (2022) emphasizes that strengthening digital literacy has become a strategic priority because limited digital competencies hinder the effectiveness of technology-based learning. Social and cultural factors also contribute significantly to accessibility challenges. Stigma toward people with disabilities remains widespread in many societies and educational institutions. Students with special needs frequently experience discrimination, negative stereotyping, and bullying.

Shakespeare (2018) explains that discrimination against people with disabilities does not arise solely from individual physical conditions, but also from social constructions that perceive disability as weakness or social burden. In educational contexts, such stigma can negatively affect students' psychological well-being, self-confidence, and learning motivation.

Economic factors further complicate inclusive education. Many families of students with disabilities face additional financial burdens related to therapy, assistive devices, and specialized educational services. When digital education requires technological devices and internet access, economically disadvantaged families become increasingly vulnerable to educational exclusion. The International Telecommunication Union (2023) reports that the digital divide remains a global issue affecting marginalized communities' access to education. Students from low-income families frequently lack adequate digital devices and internet access for participating in online learning.

In Indonesia, the challenges of inclusive education are further intensified by disparities in regional development. Schools located in urban areas generally possess better technological resources compared to schools in rural or remote regions. Consequently, inclusive digital education has not yet been implemented evenly across the country.

Addressing these challenges requires multidimensional and collaborative approaches. Governments must strengthen affirmative policies related to digital infrastructure, assistive technologies, and teacher training programs. Educational institutions should cultivate inclusive cultures that respect diversity and reject all forms of discrimination. Ultimately, inclusive education is not merely a technical educational issue, but also a moral and social commitment to respecting every individual's right to education.

Technology for Inclusive Education

Technological development has significantly transformed educational systems, including efforts to establish inclusive and equitable education. Technology is no longer perceived solely as a learning tool, but also as a social transformation instrument capable of reducing learning barriers experienced by students with special educational needs.

Rose and Meyer (2002) argue that technology possesses substantial potential to support inclusive learning because it enables multiple forms of representation, interaction, and assessment. Through digital technologies, educational materials can be presented in various formats such as text, audio, video, animation, and interactive simulations.

One of the most important forms of technology in inclusive education is assistive technology. Assistive technologies consist of hardware and software specifically designed to support individuals with physical, sensory, or cognitive impairments. Cook and Polgar (2015) explain that assistive technologies not only improve educational accessibility but also strengthen social participation and independence among people with disabilities.

For visually impaired students, technologies such as screen readers are essential for accessing digital information. Applications such as JAWS (Job Access With Speech) and NVDA (NonVisual Desktop Access) enable text displayed on computer screens to be read aloud through audio systems. Braille displays also allow digital text to be translated into Braille in real time. Audio-based technologies also contribute significantly to educational accessibility. Text-to-speech systems and voice assistants facilitate information access for students with visual impairments or reading difficulties. Al-Azawei et al. (2016) found that audio-based educational technologies increase participation and learning motivation among students with special needs.

For hearing-impaired students, automatic subtitle systems and digital sign-language translators are highly beneficial. Many educational video platforms now provide closed-caption features that help students understand instructional content through text. Students with motor impairments may utilize adaptive keyboards, speech-to-text software, and eye-tracking technologies. Speech-recognition systems such as Google Voice Typing and Dragon NaturallySpeaking allow spoken language to be automatically converted into text.

In addition to assistive technologies, Universal Design for Learning (UDL) has become a major framework for technology-based inclusive education. CAST (2018) explains that UDL seeks to create flexible learning environments through multiple means of representation, engagement, and expression. The implementation of UDL within digital platforms enables educational materials to be presented in diverse formats according to students' individual needs and learning preferences.

This approach is particularly beneficial for students with learning disabilities such as dyslexia, ADHD, and autism spectrum disorders.

The development of artificial intelligence also presents new opportunities for inclusive education. AI-based systems can analyze learning patterns and provide personalized learning recommendations. Holmes et al. (2019) argue that AI can support adaptive learning systems capable of adjusting instructional methods according to students' abilities. Artificial intelligence is also increasingly utilized for early detection of learning difficulties through educational data analysis. Consequently, educators can provide more timely and appropriate interventions.

Furthermore, virtual reality (VR) and augmented reality (AR) technologies are increasingly being integrated into inclusive educational practices. Radianti et al. (2020) found that VR technologies improve students' motivation and conceptual understanding by providing immersive and interactive learning experiences. In inclusive educational contexts, VR technologies can be utilized for social skills training, simulation of daily activities, and behavioral therapy for students with autism. AR technologies also support conceptual understanding through interactive three-dimensional visualizations.

In Indonesia, the use of technology for inclusive education has gradually developed through local educational platforms such as Ruangguru, Zenius, and Rumah Belajar, which increasingly provide accessibility features including subtitles and flexible learning systems. Despite the enormous potential of technology for inclusive education, implementation challenges remain substantial. One of the primary obstacles is the high cost of assistive technologies. Many schools and families cannot afford adequate accessibility devices. Low levels of teachers' digital competencies also hinder the effective integration of inclusive technologies into educational practices. Trust and Whalen (2020) emphasize that successful educational technology integration depends heavily on teachers' readiness and technological competencies.

Infrastructure limitations also remain significant, particularly in rural and remote regions. Limited internet access and insufficient digital devices continue to constrain the implementation of inclusive educational technologies. Therefore, comprehensive policies are needed to support the development of inclusive educational technologies. Governments should strengthen investments in digital infrastructure, assistive technologies, and teacher training. Technology developers must also ensure that educational platforms are designed according to universal accessibility principles.

Technology possesses enormous potential to become a bridge toward more inclusive, adaptive, and socially just educational systems. With appropriate policies and collaborative commitments, technology can help ensure that every learner, regardless of physical or social conditions, has equal opportunities to learn and develop.

CONCLUSION

Educational digitalization has significantly transformed modern educational systems and created broad opportunities for more inclusive education. Digital technologies enable the expansion of educational access beyond geographical limitations while supporting personalized learning according to students' needs. In this context, digital accessibility becomes a fundamental component in ensuring equal educational opportunities for all learners, including students with disabilities and marginalized groups. Nevertheless, the implementation of digital inclusive education continues to face numerous challenges, including inadequate technological infrastructure, limited teacher competencies, expensive assistive technologies, and persistent social stigma toward students with special needs. These challenges demonstrate that educational digitalization is not solely related to technological modernization, but also to issues of social justice and human rights.

Therefore, the development of inclusive education in the digital era requires multidimensional approaches involving governments, educational institutions, technology developers, disability communities, and society. Affirmative policies, digital literacy enhancement,

accessible technology development, and the cultivation of educational cultures that respect diversity are essential steps toward establishing inclusive educational systems. Technology should not merely function as a tool for educational efficiency, but also as a means of human empowerment. Inclusive digital education will contribute to the creation of more just, democratic, and humane societies that respect every individual's right to learn and develop.

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