

Daftar pustaka

- Abd Alkazam, Z. T., & Al-Dujaili, A. H. (2022). Assessment knowledge and attitude among caregivers of children with autism spectrum disorders. *International Journal of Health Sciences*, 2, 11376–11389.
- Abdel-Sattar, S. A.-L., & El, H. A. E. (2022). Knowledge and attitude of Saudi women regarding autism. *Medical Science*, 26. <https://doi.org/10.54905/disssi/v26i128/ms418e2406>.
- Abu-Hamour, B., & Muhaidat, M. (2013). Special education teachers' attitudes towards inclusion of students with autism in Jordan. *Journal of the International Association of Special Education*, 14(1), 34–40.
- Abu-Hamour, B., & Muhaidat, M. (2014). Parents' attitudes towards inclusion of students with autism in Jordan. *International Journal of Inclusive Education*, 18(6), 567–579. <https://doi.org/10.1080/13603116.2013.802026>.
- Abuhamdah, S. M., Naser, A. Y., & Al Awawdeh, S. (2023). The Jordanian population's knowledge, attitudes, and willingness to help people with Autism: A cross-sectional study. *Journal of Multidisciplinary Healthcare*, 1203–1213.
- Al Jaffal, M. A. (2019). *The Attitudes of Secondary School Teachers Regarding the Inclusion of Students with Autism in Saudi Arabia* [PhD Thesis]. Duquesne University.
- Al Rayess, D. H. (2015). *Teachers' attitudes towards the inclusion of children with autism and their peer social acceptance across schools in Mount Lebanon and Beirut* [PhD Thesis]. Lebanese American University.
- Al Salahat, F., & Zaharudin, R. (2022). Knowledge and attitudes of special education teachers towards the inclusion of students with autism spectrum disorder. *Journal of Positive School Psychology*, 5175–5182.
- Alabdulaziz, H. M., Alghamdi, S. A., Aladwani, A. M., Alharthi, R. A., Almadani, L. K., Niyazi, K. A., & Alharbi, Y. M. (2024). Assessment of knowledge and attitudes toward children with autism spectrum disorder among undergraduate nursing students. *Cureus*, 16(3).
- Alamri, A., & Tyler-Wood, T. (2016). Teachers' attitudes toward children with autism: A comparative study of the United States and Saudi Arabia. *Journal of the International Association of Special Education*, 16(1), 14–25.

- Alkinj, I., Pereira, A., & Santos, P. (2022). Educators' attitudes towards the inclusion of students with autism spectrum disorder (asd) in Jordanian public schools. *Revista Brasileira de Educação Especial*, 28, e0157.
- Alrusaiyes, F. R. (2024). Faculty attitudes toward students with disabilities in the kingdom of saudi arabia: a mixed-methods study. *SAGE Open*, 14(1), 1-15.
- Alruwaili, B. F., Alrashdi, B. A. T., Mallick, A., Alruwaili, T. A. M., Alanazi, M. F., Alruwaili, H. F. S., Alanazi, W. F., Alanazi, W. M., & Altaymani, A. F. M. (2024). Knowledge, attitude, and perception towards autism spectrum disorders among parents in sakaka, al-jouf region, saudi arabia: a cross-sectional study. *Healthcare*, 12(16). <https://doi.org/10.3390/healthcare12161596>.
- Alsedrani, R. (2018). *General education teachers' attitudes toward the inclusion of students with autism in general education classrooms in Saudi Arabia* [PhD Thesis]. Saint Louis University.
- Alshehri, D. Y. D. (2023). Teachers' attitudes about including students with autism in general education classrooms inclusion policy for students with autism in Saudi Arabia: the challenge and prospects of teachers attitudes. *Journal of Research in Curriculum Instruction and Educational Technology*, 9(1), 55–102.
- Alzahrani, A. N. (2024). Attitudes of Saudi Arabian Elementary School Teachers Toward the Inclusion of Students with Autism Spectrum Disorder in the *General Education Classroom*. 134-111, *مجلة كلية التربية بالمنصور*.
- American Psychiatric Association (Ed.). (2013). *Diagnostic and statistical manual of mental disorders: DSM-5 (5th ed)*. American Psychiatric Association.
- Au, T.-C., & Lau, N.-S. (2021). Private music teachers' knowledge of and attitudes toward students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 51(12), 4551–4559.
- Aubé, B., Follenfant, A., Goudeau, S., & Derguy, C. (2021). Public stigma of autism spectrum disorder at school: Implicit attitudes matter. *Journal of Autism and Developmental Disorders*, 51, 1584–1597.
- Azmi, N. C., Hajad, M. F. M., Khalid, M. F. Z., Sazali, M. L. H., Daud, H. A. M., Azmi, L., Zaini, A. A. A., & Wahab, A. A. (2022). Knowledge and attitude towards autism among the general public in Malaysia. *Proceeding of International Conference on Science, Health, And Technology*, 317–324.

- Briscoe, S., Abbott, R., Lawal, H., Shaw, L., & Coon, J. T. (2023). Feasibility and desirability of screening search results from Google Search exhaustively for systematic reviews: A cross-case analysis. *Research Synthesis Methods*, 14(3), 427–437. <https://doi.org/10.1002/jrsm.1622>
- Chu, S. Y., Lee, J., Wong, Y. Y., Gan, C. H., Fierro, V., & Hersh, D. (2023). Knowledge mediates attitude in autism spectrum disorders? Data from Malaysia. *International Journal of Developmental Disabilities*, 69(4), 568–577.
- Chyi, S. J. C. J., & Muhammad, N. A. (2021). A study of knowledge and attitude towards autism spectrum disorder among adult patients attending klinik kesihatan luyang. *Journal of Southeast Asia Psychology*, 9(1), 23–23.
- Datu, J. A. D. (2023). Knowledge with kindness is power! Knowledge about autism and kindness relate to better attitude towards persons with autism spectrum disorder. *International Journal of Developmental Disabilities*, 69(3), 452–456.
- De Vries, M., Cader, S., Colleer, L., Batteux, E., Yasdiman, M. B., Tan, Y. J., & Sheppard, E. (2020). University Students' Notion of Autism Spectrum Conditions: A Cross-Cultural Study. *Journal of Autism and Developmental Disorders*, 50(4), 1281–1294. <https://doi.org/10.1007/s10803-019-04343-z>
- Demiral, Ş., & Boudour, C. (2020). Examination of physical education teachers' feelings, attitudes and perceptions towards integration/inclusion of autistic students. *Turkish Journal of Sport and Exercise*, 22(3), 414–422.
- Doğan, P. K., Doğan, İ., & Çetinkayalı, G. (2023). Examination of the attitudes of sports science students towards autism spectrum disorder in terms of various variables. *International Journal of Sport Culture and Science*, 11(4), 232–246.
- Eagly, A. H., & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social Cognition*, 25(5), 582–602. <https://doi.org/10.1521/soco.2007.25.5.582>.
- Erdoğan, Ç., & Turan, T. (2023). Determination of pediatric nurses' knowledge of and attitudes towards childhood autism and CT recommendations. *Trends in Pediatrics*, 4(2), 89–95.
- Fazio, R. H. (2007). Attitudes as object-evaluation associations of varying strength. *Social Cognition*, 25(5), 603–637. <https://doi.org/10.1521/soco.2007.25.5.603>.
- Ferenc, K., Byrka, K., & Król, M. E. (2023). The spectrum of attitudes towards the spectrum of autism and its relationship to psychological distress in mothers of children with autism. *Autism*, 27(1), 54–64. <https://doi.org/10.1177/13623613221081185>

- Fishman, J., Yang, C., & Mandell, D. (2021). Attitude theory and measurement in implementation science: A secondary review of empirical studies and opportunities for advancement. *Implementation Science*, 16, 87. <https://doi.org/10.1186/s13012-021-01153-9>
- Flood, L. N., Bulgrin, A., & Morgan, B. L. (2013). Piecing together the puzzle: Development of the Societal Attitudes towards Autism (SATA) scale. *Journal of Research in Special Educational Needs*, 13(2), 121–128. <https://doi.org/10.1111/j.1471-3802.2011.01224.x>
- Freeth, M., Milne, E., Sheppard, E., & Ramachandran, R. (2014). Autism Across Cultures: Perspectives From Non-Western Cultures and Implications for Research. In F. R. Volkmar, R. Paul, S. J. Rogers, & K. A. Pelphrey, *Handbook of Autism and Pervasive Developmental Disorders, Fourth Edition (1st ed.)*. Wiley. <https://doi.org/10.1002/9781118911389.hautc43>
- Gemegah, E., Hartas, D., & Totsika, V. (2021). Public attitudes to people with ASD: Contact, knowledge, and ethnicity. *Advances in Autism*, 7(3), 225–240. <https://doi.org/10.1108/AIA-01-2020-0009>
- Ghosh, S., & Magana, S. (2009). A rich mosaic: Emerging research on Asian families of persons with intellectual and developmental disabilities. *International Review of Research in Mental Retardation*, 37, 179-212.
- Gómez-Marí, I., Sanz-Cervera, P., & Tárraga-Mínguez, R. (2022). Teachers' attitudes toward autism spectrum disorder: a systematic review. *Education Sciences*, 12(2), 138. <https://doi.org/10.3390/educsci12020138>
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74(6), 1464–1480. <https://doi.org/10.1037/0022-3514.74.6.1464>
- Haddock, G., & Maio, G. R. (Eds.). (2008). *Attitudes: Content, structure and functions*. In *Introduction to social psychology: A European perspective (4th ed)*. BPS Blackwell Pub.
- Han, E., Scior, K., Avramides, K., & Crane, L. (2022). A systematic review on autistic people's experiences of stigma and coping strategies. *Autism Research*, 15(1), 12–26. <https://doi.org/10.1002/aur.2652>
- Helmy, F. F. (2017). Knowledge and attitude concerning autism spectrum disorder (ASD) among Taif medical college students Kingdom of Saudi Arabia. *International Journal Contemporary Pediatric*, 4(3), 679.

- Hong, S., Hoon Ryoo, J., Lee, M., Noh, J., & Shin, J. (2020). The mediation effect of preservice teacher attitude toward inclusion for students with autism in South Korea: A structural equation modelling approach. *International Journal of Inclusive Education*, 24(1), 15–32. Scopus. <https://doi.org/10.1080/13603116.2018.1449021>
- Hungerford, C., Kornhaber, R., West, S., & Cleary, M. (2025). Autism, stereotypes, and stigma: The impact of media representations. *Issues in Mental Health Nursing*, 46(3), 254–260. <https://doi.org/10.1080/01612840.2025.2456698>
- Ismail, H., Ibrahim, S. N. A. S., & Isa, R. (2021). Knowledge and attitude toward autism spectrum disorder (asd) among students in Faculty of Education UiTM Selangor, Puncak Alam Campus. *Healthscope: The Official Research Book of Faculty of Health Sciences, UiTM*, 4(1), 66–72.
- Kakooza-Mwesige, A., Bakare, M., Gaddour, N., & Juneja, M. (2022). The need to improve autism services in lower-resource settings. *The Lancet*, 399(10321), 217–220. [https://doi.org/10.1016/S0140-6736\(21\)02658-1](https://doi.org/10.1016/S0140-6736(21)02658-1)
- Kaman, N., Ishak, A., & Muhammad, J. (2023). Knowledge, attitudes, and associated factors of caregivers towards children with autism spectrum disorder in East Coast Peninsular Malaysia. *PeerJ*, 11, e14919.
- Kanamori, K., Suzuki, T., & Ota, C. (2024). Parenting attitude towards children with autism spectrum disorders: The Japan environment and children's study. *BMJ Pediatrics Open*, 8(1).
- Keats, D. M. (2000). Cross-cultural studies in child development in Asian contexts. *Cross-Cultural Research*, 34(4), 339–350.
- Kim, S. Y., & Gillespie-Lynch, K. (2022). Do autistic people's support needs and non-autistic people's support for the neurodiversity movement contribute to heightened autism stigma in South Korea vs. the US? *Journal of Autism and Developmental Disorders*, 53, 4199–4213. <https://doi.org/10.1007/s10803-022-05739-0>
- Kim, S. Y., Song, D., Bottema-Beutel, K., Gillespie-Lynch, K., & Cage, E. (2023). A systematic review and meta-analysis of associations between primarily non-autistic people's characteristics and attitudes toward autistic people. *Autism Research*, 16(2), 441–457. <https://doi.org/10.1002/aur.2867>
- Köroğlu, A. Y., Ataman, S. A., & Köşretaş, B. (2024). A study on the awareness and attitudes of mothers with children aged 0–6 towards autism in terms of various variables. *International Journal of Developmental Disabilities*, 1–10.

- Kuyini, A. B., Powell, H. O., & Nair, S. K. (2021). Social work students' attitudes, self-efficacy, and concerns about clients with developmental and psychiatric disabilities in the UAE. *Social Work Education*, 40(2), 244–262. <https://doi.org/10.1080/02615479.2020.1712351>
- Lee, W. T., & Abdullah, R. (2024). Knowledge, attitude, and self-efficacy of in-service preschool teachers towards inclusion of autistic children. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan*, 13(2), 68–81.
- Li, C., Wong, N. K., Sum, R. K., & Yu, C. W. (2018). Preservice teachers' mindfulness and attitudes toward students with autism spectrum disorder: The role of basic psychological needs satisfaction. *Adapted Physical Activity Quarterly*, 36(1), 150–163.
- Li, X., Xu, H., & Zhang, J. (2024). Attitudes of Chinese public towards the autism community: Evidence from a decade of Weibo data. *Heliyon*, 10(16), e35113. <https://doi.org/10.1016/j.heliyon.2024.e35113>
- Little, C., Vibulpatanavong, K., & Evans, D. (2014). Investigating Thai teachers' attitudes toward students with autism. *Journal of Education Research*, 9(1), 207–215.
- Liu, Y., Li, J., Zheng, Q., Zaroff, C. M., Hall, B. J., Li, X., & Hao, Y. (2016). Knowledge, attitudes, and perceptions of autism spectrum disorder in a stratified sampling of preschool teachers in China. *BMC Psychiatry*, 16, 1–12.
- Lodhi, S. K., Thaver, D., Akhtar, I. N., Javaid, H., Mansoor, M., Bano, S., Malik, F. N., Iqbal, M. R., Hashmi, H. R., Siddiquillah, S., & Saleem, S.S. (2016). Assessing the knowledge, attitudes and practices of school teachers regarding Dyslexia, Attention-Deficit/Hyperactivity and Autistic Spectrum Disorders in Karachi, Pakistan. *Journal of Ayub Medical College Abbottabad*, 28(1), 99–104.
- Low, H. M., & Zailan, F. (2018). Medical students' perceptions, awareness, societal attitudes and knowledge of autism spectrum disorder: An exploratory study in Malaysia. *International Journal of Developmental Disabilities*, 64(2), 86–95.
- Low, H. M., Lee, L. W., & Che Ahmad, A. (2017). Pre-service teachers' attitude towards inclusive education for students with autism spectrum disorder in Malaysia. *International Journal of Inclusive Education*, 22(3), 235–251. <https://doi.org/10.1080/13603116.2017.1362479>
- Low, H. M., Lee, L. W., & Che Ahmad, A. (2019). Knowledge and attitudes of special education teachers towards the inclusion of students with autism spectrum disorder. *International Journal of Disability, Development and Education*, 67(5), 497–514.

- Lu, M., Zou, Y., Chen, X., Chen, J., He, W., & Pang, F. (2020). Knowledge, attitude and professional self-efficacy of Chinese mainstream primary school teachers regarding children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 72, 101513.
- Nhlabatsi, T. R., & Boitumelo Sabone, M. (2024). Lived Experiences of Parents Caring for Children and Adolescents with Autism Spectrum Disorder in Eswatini. *Nursing and Health Sciences Journal (NHSJ)*, 4(4), 394–407. <https://doi.org/10.53713/nhsj.v4i4.399>
- Mac Cárthaigh, S., & López, B. (2020). Factually based autism awareness campaigns may not always be effective in changing attitudes towards autism: Evidence from British and South Korean nursing students. *Autism*, 24(5), 1177–1190.
- Mallipeddi, S., Dickter, C. L., & Burk, J. A. (2025). The impact of an autistic character media portrayal on autistic stereotypes. *Journal of Autism and Developmental Disorders*, 55, 540–546. <https://doi.org/10.1007/s10803-023-06197-y>
- Malhi, P., Shetty, A. R., Bharti, B., & Saini, L. (2022). Parenting a child with autism spectrum disorder: A qualitative study. *Indian Journal of Public Health*, 66(2), 121–127. Scopus. https://doi.org/10.4103/ijph.ijph_1779_21
- McConnell, A. R., Leibold, J. M., & Sherman, S. J. (1997). Within-target illusory correlations and the formation of context-dependent attitudes. *Journal of personality and social psychology*, 73(4), 675–686. <https://doi.org/10.1037//0022-3514.73.4.675>
- Mittmann, G., Schrank, B., & Steiner-Hofbauer, V. (2024). Portrayal of autism in mainstream media – a scoping review about representation, stigmatisation and effects on consumers in non-fiction and fiction media. *Current Psychology*, 43(9), 8008–8017. <https://doi.org/10.1007/s12144-023-04959-6>
- Muhanna, M. (2018). *The inclusion of students with disabilities in Jordan: The impact of teachers' attitudes, beliefs, knowledge and resources [PhD Thesis]*. Western Sydney University (Australia).
- Munn, Z., Pollock, D., Khalil, H., Alexander, L., McInerney, P., Godfrey, C. M., Peters, M., & Tricco, A. C. (2022). What are scoping reviews? Providing a formal definition of scoping reviews as a type of evidence synthesis. *JBIM Evidence Synthesis*, 20(4), 950–952. <https://doi.org/10.11124/JBIES-21-00483>
- Nawafleh, W. H. S. (2020). Attitudes of special education teachers in Jordanian private schools towards the inclusion of autistic children in these schools: empirical study. *Journal of Education and Practice*, 11(27), 61–68.

- Olley, J. G., Devellis, R. F., Brenda McEvoy Devellis, Wall, A. J., & Long, C. E. (1981). The autism attitude scale for teachers. *Exceptional Children*, 47(5), 371–372. <https://doi.org/10.1177/001440298104700509>
- Ozel E., Loh, S. C., Danaee, M., & Nazrul, M. (2022). What is the effect of general education teachers' attitudes on knowledge and experience on the education of asd students? *Journal of Positive School Psychology*, 1869–1887.
- Park, S., Lee, Y., & Kim, C. E. (2018). Korean adults' beliefs about and social distance toward attention-deficit hyperactivity disorder, Tourette syndrome, and autism spectrum disorder. *Psychiatry Research*, 269, 633–639. <https://doi.org/10.1016/j.psychres.2018.08.023>
- Pervin, M. (2016). *Attitudes towards inclusion of pupils with autism spectrum disorder (ASD) A Survey of regular primary school teachers in Bangladesh [Master's Thesis]*. University of Oslo.
- Peters, M. D. J., Marnie, C., Tricco, A. C., Pollock, D., Munn, Z., Alexander, L., McInerney, P., Godfrey, C. M., & Khalil, H. (2020). Updated methodological guidance for the conduct of scoping reviews. *JB I Evidence Synthesis*, 18(10), 2119–2126. <https://doi.org/10.11124/JBIES-20-00167>
- Qiu, S., Lu, Y., Li, Y., Shi, J., Cui, H., Gu, Y., Li, Y., Zhong, W., Zhu, X., Liu, Y., Cheng, Y., Liu, Y., & Qiao, Y. (2020). Prevalence of autism spectrum disorder in Asia: A systematic review and meta-analysis. *Psychiatry Research*, 284, 112679. <https://doi.org/10.1016/j.psychres.2019.112679>
- Razali, N. M., Toran, H., Kamaralzaman, S., Salleh, N. M., & Yasin, M. H. M. (2013). Teachers' perceptions of including children with autism in a preschool. *Asian Social Science*, 9(12), 261.
- Riany, Y. E., Cuskelly, M., & Meredith, P. (2016). Cultural Beliefs about Autism in Indonesia. *International Journal of Disability, Development and Education*, 63(6), 623–640. <https://doi.org/10.1080/1034912X.2016.1142069>
- Russell, A., Scriney, A., & Smyth, S. (2023). Educator Attitudes towards the inclusion of students with autism spectrum disorders in mainstream education: A systematic review. *Review Journal of Autism and Developmental Disorders*, 10(3), 477–491.
- Sagayaraj, K., Gopal, C. R., Sridhar, O. S., Radhakrishnan, R., Sangeetha, D., & Karthikeyan, S. (2021). Expressed attitude of mental health professionals towards children with autism spectrum disorder. *Medico-Legal Update*, 21(3), 9.

- Salari, N., Rasoulpoor, S., Rasoulpoor, S., Shohaimi, S., Jafarpour, S., Abdoli, N., Khaledi-Paveh, B., & Mohammadi, M. (2022). The global prevalence of autism spectrum disorder: A comprehensive systematic review and meta-analysis. *Italian Journal of Pediatrics*, 48(1), 112. <https://doi.org/10.1186/s13052-022-01310-w>
- Sampson, W.-G., & Sandra, A. E. (2018). Comparative study on knowledge about autism spectrum disorder among paediatric and psychiatric nurses in public hospitals in Kumasi, Ghana. *Clinical Practice & Epidemiology in Mental Health*, 14(1), 99–108. <https://doi.org/10.2174/1745017901814010099>
- Samsudin, J. B., Noor, N. B. M., Salleh, N. B. M. (2018). Attitudes towards autism spectrum disorder in urban area in Malaysia. *International Journal for Studies on Children, Women, Elderly, and Disabled*, 5, 216-220.
- Sasson, N. J., Faso, D. J., Nugent, J., Lovell, S., Kennedy, D. P., & Grossman, R. B. (2017). Neurotypical Peers are Less Willing to Interact with Those with Autism based on Thin Slice Judgments. *Scientific Reports*, 7(1). <https://doi.org/10.1038/srep40700>
- Selvaganapathi, G., Jinat Ahmed, J., Mathialagan, A. G., Azra, N., Kularaja, K., Nazmul, M. H. M., Kumaraswamy, K., Thirupatharao, V., Dinesh, M., & Harikrishnan, T. (2019). Teachers' knowledge and perception towards children with an autism spectrum disorder. *Opcion*, 35, 690–712.
- Shobana, M., & Saravanan, C. (2014). Comparative study on attitudes and psychological problems of mothers towards their children with developmental disability. *East Asian Archives of Psychiatry*, 24(1), 16–22.
- Smith, E. R., Fazio, R. H., & Cejka, M. A. (1996). Accessible attitudes influence categorization of multiply categorizable objects. *Journal of Personality and Social Psychology*, 71(5), 888–898. <https://doi.org/10.1037/0022-3514.71.5.888>
- Su, X., Guo, J., & Wang, X. (2018). Different stakeholders' perspectives on inclusive education in China: Parents of children with ASD, parents of typically developing children, and classroom teachers. *International Journal of Inclusive Education*, 24(9), 948–963.
- Suria, H., Mardhiyah, R., Harun, N. A., Ismail, T. A. T., & Kamarulbahri, T. M. S. T. (2024). Awareness, knowledge and attitude of autistic spectrum disorder among people in Pahang. *Quantum Journal of Social Sciences and Humanities*, 5(3), 185–191.
- Suzuki, K., Oi, Y., Mitsuhashi, S., Hirata, S., & Goto, T. (2024). Relationship between teacher ideals and attitudes toward peers with autism spectrum disorder among teacher college students. *Advances in Autism*, 10(4), 299–313.

- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., ... Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Annals of Internal Medicine*, 169(7), 467–473. <https://doi.org/10.7326/M18-0850>
- Tsai, H.-W. J., Cebula, K., Liang, S. H., & Fletcher-Watson, S. (2018). Siblings' experiences of growing up with children with autism in Taiwan and the United Kingdom. *Research in Developmental Disabilities*, 83, 206–216. <https://doi.org/10.1016/j.ridd.2018.09.001>
- United Nations (n.d). *Regional Groups*. Retrieved October 23, 2023, from: <https://www.un.org/dgacm/en/content/regional-groups>
- United Nations Economic and Social Commission for Asia and the Pacific. (2024). *Asia and the Pacific SDG Progress Report 2024: Showcasing Transformative Actions*. United Nations.
- Wang, Z., Xu, X., Han, Q., Chen, Y., Jiang, J., & Ni, G. X. (2021). Factors associated with public attitudes towards persons with disabilities: a systematic review. *BMC public health*, 21(1), 1058. <https://doi.org/10.1186/s12889-021-11139-3>
- Werner, S. (2011). Assessing female students' attitudes in various health and social professions toward working with people with autism: A preliminary study. *Journal of Interprofessional Care*, 25(2), 131–137.
- Westby, C., Chen, K.-M., Cheng, L., Jithavech, P., & Maroonroge, S. (2024). Autism in Taiwan and Thailand: Influences of Culture. *Neuropsychiatric Disease and Treatment*, 20, 1523–1538. <https://doi.org/10.2147/NDT.S462864>
- Yokota, S., & Tanaka, M. (2024). Less negative implicit attitudes toward autism spectrum disorder in university students: A comparison with physical disabilities. *Journal of Autism and Developmental Disorders*, 54(1), 182–192.
- Yokota, S., Hashimoto, T., Matsuzaki, Y., Ikeda, S., & Kawashima, R. (2023). Right amygdala and caudate activation patterns predict implicit attitudes toward people with autism spectrum disorders and physical disabilities, respectively. *Cognitive, Affective, & Behavioral Neuroscience*, 23(6), 1610–1619.
- Yong, F. L., Tan, N., Albert, F., Lee, M. H., & Kong, M. (2024). Autism spectrum disorder: An empirical study on teachers' attitudes in Malaysia. *International Journal of Novel Research in Education and Learning*, 11(4), 38-49.

- Yusainy, C., Chawa, A. F., & Kholifah. S. (2017). Social data analytics sebagai metode alternatif dalam riset psikologi. *Buletin Psikologi*, 25(2), 67-75. 10.22146/buletinpsikologi.27751
- Yusop, M. M., Zarina, M. P., Palanible, S., Rani, N. A., Safie, S., & Mason, C. (2023). Tertiary students' attitudes towards post-secondary education for the autistics. *INTED2023 Proceedings*, 42–50.
- Zaaeed, N., Mohammad, M., Gleason, P., Bahjri, K. A., & Modeste, N. (2018). Examining Jordanians' attitudes towards five types of developmental disabilities. *Default Journal*, 1.
- Zakirova-Engstrand, R., & Yakubova, G. (2024). A scoping review of autism research conducted in Central Asia: Knowledge gaps and research priorities. *Autism*, 28(2), 342–354. <https://doi.org/10.1177/13623613231170553>
- Zarokanellou, V., Papagiannopoulou, E., Gryparis, A., Siafaka, V., Tafiadis, D., Ntre, V., & Ziavra, N. (2025). Healthcare students' perceptions and attitudes towards peers with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 55(7), 2492–2502. <https://doi.org/10.1007/s10803-024-06368-5>
- Zhou, Q., Lei, Y., Du, H., & Tao, Y. (2023). Public concerns and attitudes towards autism on Chinese social media based on K-means algorithm. *Scientific Reports*, 13(1), 15173.