

Abstract

Higher education is often positioned as an inclusive and equitable space, but in practice, students with disabilities still face various structural, cultural, and pedagogical barriers in the academic realm. This study aims to understand how students with disabilities imagine the academic realm at Gadjah Mada University (UGM), and how these imaginations reflect, challenge, and reconstruct existing conditions of inclusivity. The research participants consisted of five active UGM students with various physical, sensory, and neurodisabilities. The research used a qualitative Participatory Action Research (PAR) approach, which was carried out through three cycles, namely a creative writing workshop, focus group discussion (FGD), and virtual imagination exhibition. The data were analyzed using thematic analysis and a hermeneutic approach to interpret the participants' creative writing. The findings show that accessibility is interpreted multidimensionally, covering physical, communication, emotional, and academic cultural aspects. The participants' imagination serves as a mirror of the inequality of inclusivity, as well as a form of criticism of the normalization of academic ableism and a means of reconstructing a vision of a more equitable campus. This research has implications for the importance of standardizing accessibility, flexibility in academic policy, recognition of social support, and the active involvement of students with disabilities in the formulation of higher education policy.

Keywords: *imagination, inclusive higher education, participatory action research, students with disabilities, academic realm*

Abstrak

Pendidikan tinggi kerap diposisikan sebagai ruang yang inklusif dan setara, namun dalam praktiknya mahasiswa penyandang disabilitas masih menghadapi berbagai hambatan struktural, kultural, dan pedagogis di ranah akademik. Penelitian ini bertujuan untuk memahami bagaimana mahasiswa penyandang disabilitas mengimajinasikan ranah akademik di Universitas Gadjah Mada (UGM), serta bagaimana imajinasi tersebut mencerminkan, menantang, dan merekonstruksi kondisi inklusivitas yang ada. Partisipan penelitian terdiri dari lima mahasiswa aktif UGM dengan ragam disabilitas fisik, sensori, dan neurodisabilitas. Penelitian menggunakan pendekatan kualitatif *Participatory Action Research* (PAR) yang dilaksanakan melalui tiga siklus, yaitu *creative writing workshop*, *focus group discussion* (FGD), dan pameran imajinasi virtual. Data dianalisis menggunakan analisis tematik dan pendekatan hermeneutika untuk menafsirkan karya tulis kreatif partisipan. Temuan menunjukkan bahwa aksesibilitas dimaknai secara multidimensi, meliputi aspek fisik, komunikasi, emosional, dan budaya akademik. Imajinasi partisipan berfungsi sebagai cermin atas ketimpangan inklusivitas, sekaligus sebagai bentuk kritik terhadap normalisasi ableisme akademik dan sebagai sarana rekonstruksi visi kampus yang lebih adil. Penelitian ini berimplikasi pada pentingnya standarisasi aksesibilitas,



fleksibilitas kebijakan akademik, pengakuan atas dukungan sosial, serta pelibatan aktif mahasiswa penyandang disabilitas dalam perumusan kebijakan pendidikan tinggi.

Kata Kunci: *imajinasi, pendidikan tinggi inklusif, participatory action research, mahasiswa disabilitas, ranah akademik*