

Daftar Pustaka

- Administrator. (2020, July 28). Meneguhkan komitmen UGM sebagai kampus inklusi. Universitas Gadjah Mada. <https://ugm.ac.id/id/berita/19805-meneguhkan-komitmen-ugm-sebagai-kampus-inklusi/#:~:text=Universitas%20Gadjah%20Mada%20menegaskan%20komitmennya%20menjadi%20kampus,sudah%20inklusif%2C%20dengan%20menerima%20semua%20anak%20terbaik>
- Agungnoe. (2024, December 12). Rektor UGM resmikan Unit Layanan Disabilitas. Universitas Gadjah Mada. <https://ugm.ac.id/id/berita/ugm-resmikan-unit-layanan-disabilitas/>
- Ashby, C. (2011). Whose “voice” is it anyway?: Giving voice and qualitative research involving individuals that type to communicate. *Disability Studies Quarterly*, 31(4). <https://doi.org/10.18061/dsq.v31i4.1723>
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: W. H. Freeman.
- Booth, T., & Ainscow, M. (2011). *Index for inclusion: Developing learning and participation in schools* (3rd ed.). CSIE.
- Bourdieu, P. (1980). *Le Sens pratique*. Éditions de Minuit.
- Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for sociology of education*. New York, NY: Greenwood Press.
- Bozdağ, Ç. (2022). Inclusive media education in the diverse classroom: a participatory action research in germany. *Media and Communication*, 10(4), 305-316. <https://doi.org/10.17645/mac.v10i4.5640>
- Campbell, F. K. (2009). Contours of ableism. In *Palgrave Macmillan UK eBooks*. <https://doi.org/10.1057/9780230245181>
- Carey, M.A. (1994). The group effect in focus groups: planning, implementing, and interpreting focus group research. In *Critical Issues in Qualitative Research Methods* (Morse J.M., ed.). Sage: Thousand Oaks, 225-241.
- Clarke, V., & Braun, V. (2016). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Corrigan, P. W., & Watson, A. C. (2002). The paradox of self-stigma and mental illness. *Clinical Psychology: Science and Practice*, 9(1), 35–53. <https://doi.org/10.1093/clipsy.9.1.35>
- Crewe, J., (2021). “Creative writing as a research methodology”, *New Vistas* 7(2), 26-30. doi: <https://doi.org/10.36828/newvistas.150>
- Dahl, O. (2025). Memahami Disabilitas Melalui Penulisan Puisi Kolektif. *Inkuiri Kualitatif*, 0 (0). <https://doi.org/10.1177/10778004241308187>
- Eagleton, T. (1991). *Ideology: An Introduction*, London, Verso.
- Florian, L. (2014). What counts as evidence of inclusive education?. *European Journal of Special Needs Education*, 29(3), 286-294.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum Books.
- Gadamer, Gerog Hans.(2004) *Truth and Method: Kebenaran dan Metode*, Yogyakarta: Pustaka pelajar.
- Garrett, P. M. (2007a). ‘The relevance of Bourdieu for social work: A reflection on obstacles and omissions’, *Journal of Social Work*, 7(3), pp. 355–79.



- Gibson, S. (2015). When rights are not enough: What is? Moving towards new pedagogy for inclusive education within UK universities. *International Journal of Inclusive Education*, 19(8), 875–886. <https://doi.org/10.1080/13603116.2015.1015177>
- Goodley, D. (2014). *Disability Studies*. <https://doi.org/10.4324/9780203366974>
- Haryatmoko, J. (2016). Membongkar Rezim Kepastian: Teori Kritis Post- Strukturalis. Kanisius.
- Heffers, A. T., bell hooks, Dolmage, J. T., Gillberg, C., & Greenstein, A. (2022). In the Room Where it Happens: Access, Equality, and the Creative Writing Classroom. In *ASSAY: A JOURNAL OF NONFICTION STUDIES*: Vol. 8.2.
- Iqbal, A.M., Pasqa, M., & Nuraini. (2025). Menuju Kampus Ramah Disabilitas Di Perguruan Tinggi Keagamaan: Kajian dan Pengembangan Model Kebijakan Disabilitas di Uin Bandung. In *JURNAL ALTIFANI*. <https://doi.org/10.59395/p3mw0h64>
- Lane, J. F. (2000). Pierre Bourdieu: A Critical Introduction, London, Pluto Press.
- Lehoux P., Blake P. & Daudelin, G. (2006). Focus group research and “the patient’s view”. *Social Science and Medicine*, 63, 2091-2104.
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2, 4, 34–46. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- Lizardo, O. (2004). ‘The cognitive origins of Bourdieu’s habitus’, *Journal for the Theory of Social Behaviour*, 34(4), pp. 375–401.
- Locatelli, R. (2018). Education as a public and common good: Reframing the governance of education in a changing context. Education Research and Foresight Working Papers Series, No. 22. Paris, UNESCO. <https://en.unesco.org/node/268820>
- Marginson, S. (2016). The worldwide trend to high participation higher education: Dynamics of social stratification in inclusive systems. *Higher Education*, 72(4), 413–434. <https://doi.org/10.1007/s10734-016-0016-x>
- Markman, K. D., Klein, W. M. P., & Suhr, J. A. (2009). *Handbook of Imagination and Mental Simulation*. New York: Psychology Press.
- Menashy, F. 2009. Education as a Global Public Good: the Applicability and Implications of a Framework. *Globalisation, Societies and Education*, Vol. 7, No. 3, pp. 307-320.
- Mendoza, P., Kuntz, A. M., & Berger, J. B. (2012). Bourdieu and Academic capitalism: Faculty “Habitus” in Materials Science and Engineering. *The Journal of Higher Education*, 83(4), 558–581. <https://doi.org/10.1353/jhe.2012.0025>
- Nagy, S. (2023). Participant-oriented evaluation through participatory action research: a case study of a community engagement approach. *Arts and the Market*, 14(1), 58-77. <https://doi.org/10.1108/aam-08-2021-0041>
- Oliver, M., & Bochel, H. M. (1991). *The politics of disablement* (Vol. 14, Issue 2, p. 185). <https://doi.org/10.1097/00004356-199106000-00012>
- Pasorong, R. Y., Mustafa, & Hadis, A. (2022). Analisis alasan penyandang disabilitas tidak melanjutkan pendidikan ke perguruan tinggi. *Pinisi Journal of Education*, 4(3), 259-270.
- Peraturan Menteri Pendidikan dan Kebudayaan, Peraturan Majelis Wali Amanat Universitas Gadjah Mada, Keputusan Majelis Wali Amanat Universitas Gadjah Mada, & Keputusan Majelis Wali Amanat Universitas Gadjah Mada. (2020). *Peraturan Rektor Universitas Gadjah Mada tentang Kerangka Dasar Kurikulum Universitas Gadjah Mada*. <https://pika.ugm.ac.id/wp-content/uploads/sites/1698/2020/11/14-TAHUN-2020-KERANGKA-DASAR-KURIKULUM.pdf>



- Prastiwi, H. B., & Huwae, A. (2025). Berjuang Ditengah Kesulitan: Potret Academic Well-being Mahasiswa Difabel di Perguruan Tinggi Inklusif. *Bulletin of Counseling and Psychotherapy*, 7(1). <https://doi.org/10.51214/002025071234000>
- Ricoer, P., & Thompson, J. B. (1981). *Hermeneutics and the Human Sciences Essays on Language, Action, and Interpretation* /Paul Ricoeur; Edited, Translated, and Introduced by John B. Thompson. --. --. *Claremont_School_of_Theology; Internetarchivebooks; Inlibrary; Printdisabled.* <https://philpapers.org/rec/RICHAT-12>
- Scott-Barrett, J., Marshall-Brown, A., Livingstone-Banks, M., Chrisinger, B., Scher, B., Hickman, M. (2023). *Participatory Research: Researcher Insights*. University of Oxford
- Slaughter, S., & Rhoades, G. (2004). *Academic Capitalism and the New Economy: Markets, State, and Higher Education*. Baltimore: Johns Hopkins University Press.
- Suhariyoso, D. A. (2025). Persepsi Mahasiswa Difabel Unesa Tentang Perundungan Bagi Disabilitas di Lingkungan Perguruan Tinggi. *Jurnal Hukum dan Kewarganegaraan*: Vol. 12 No. 8 Tahun 2025. Prefix doi.org/10.3783/causa.v2i9.2461
- Sulaeman, M., & Trustisari, H. (2024). Aksesibilitas disabilitas untuk mewujudkan pendidikan yang inklusif di lingkungan pendidikan tinggi. In *Jurnal Ilmiah Nusantara (JINU)*: Vol. Vol.1 (Issue No.5, pp. 65–72). KAMPUS AKADEMIK PUBLISING. <https://doi.org/10.61722/jinu.v1i5.2429>
- Sullivan, G. (2009). Making Space: The purpose and place of practice-led research. In *Practice-led research, research-led practice in the creative arts*, edited by H. Smith & R.T. Dean. Edinburgh: Edinburgh University Press.
- Tarsidi, D. & Universitas Pendidikan Indonesia. (n.d.). Telaah Disabilitas dan Pendidikan Inklusif. In *iM Anakku* (Vols. 11–11, Issue 2) [Journal-article].
- Tarvainen, M. (2019). Ableism and the Life Stories of People with Disabilities. *Scandinavian Journal of Disability Research*, 21(1), 291–299. <https://doi.org/10.16993/sjdr.632>
- Tateo, L. (2017). Seeing imagination as resistance and resistance as imagination. In *Springer eBooks* (pp. 233–245). https://doi.org/10.1007/978-981-10-3581-4_17
- Tateo, L. (2020). *A theory of imagining, knowing, and understanding*. Cham: Springe.
- UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO.
- UNESCO and CCNGO. 2015. *Towards the Right to Inclusive Quality Public Education and Lifelong Learning Beyond 2015*. NGO Declaration, World Education Forum, Incheon, Republic of Korea, May 2015. ED/WEF2015/NGO/3
- Walmsley, J., & Johnson, K. (2003). *Inclusive Research with People with Learning Disabilities: Past, Present and Futures*. London: Jessica Kingsley Publishers.
- Wiegmann, W. (2017) 'Habitus, symbolic violence, and reflexivity: Applying Bourdieu's theories to social work', *Social Service Review*, 44(4), pp. 95–116.