

## Sensitivity Training of Inclusive Campus Services for Students with Disabilities at Universitas Mercu Buana

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### Article Info:

**Keywords:**  
*Students with Disabilities,  
Reasonable Accommodation,  
Inclusive Campus  
Concept of Inclusivity*

**Article History:**  
Received : 30-07-2023  
Revised : 29-06-2024  
Accepted : 10-07-2024

**Article Doi:** 10.22441/jam.v10i1.21912

### ABSTRACT

Universitas Mercu Buana (UMB) has not declared itself an inclusive higher learning institution. However, there has been a long-standing concern for specific students with disabilities. More than 27 students with disabilities have been admitted to UMB. As the university has not provided accommodation facilities that cater to different disabilities, some students with disabilities may take 5–6 years to graduate because they are unable to actualize themselves fully. For UMB to set an example and serve as a model for inclusive campuses in Indonesia, the activity's goals are to raise awareness of the need for inclusive campuses and provide sensitivity training for the academic community regarding special services for students with disabilities. The strategies for implementing this activity include promoting the development of inclusive campus policies, holding sensitivity training for special services for students with disabilities for the UMB academic community, and assessing and evaluating the training participants. The participants have gained an understanding of the perspectives of students with disabilities and how to interact with them through simulations as a result of this exercise. Following the needs of students with various disabilities, the academic community aims to prepare the availability of reasonable accommodation facilities. The participants could absorb, process, and understand what the two presenters had to say.

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How to cite: HARAHAAP, Rachmita Maun. Sensitivity Training of Inclusive Campus Services for Students with Disabilities at Mercu Buana University. Jurnal Abdi Masyarakat (JAM), 10(1), 21-34, doi: <http://dx.doi.org/10.22441/jam.v10i1.21912>.

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### INTRODUCTION

Universitas Mercu Buana (UMB) has not declared itself an inclusive university but has shown long-term concern for individual students with disabilities. The university started to consider students with disabilities in 1990. Initially, it focused on socialization sessions for high school students (SMA/SMK) in the surrounding area to accommodate prospective students, including those with disabilities. The program has expanded to provide seminars and training sessions on the perspectives of people with disabilities. These include furniture training, screen printing, and accessories for disabled student

participants organized by the Interior Design Study Program (FDSK UMB), training on the independence of adolescents with hearing disabilities for students of junior and senior high school for disabled students (SMPLB and SMALB) organized by the Faculty of Psychology UMB, and training on communication patterns between hearing disabilities and educators and non-disabled students organized by the Faculty of Communication UMB. UMB has accepted over 27 students with disabilities, including deaf, moderately impaired, and mildly autistic individuals. Some have graduated, some are still actively studying, while others have dropped out. In addition, there are also staff members with disabilities, small bodies, and lecturers with hearing impairments.

Based on the provided information, some students with disabilities may take 5-6 years to graduate since UMB has not offered adequate accommodation facilities to meet the needs of students with diverse disabilities, preventing them from effectively actualizing themselves. Limited access is partly due to the stigma associated with disabled students, causing them to be socially excluded. Embracing inclusivity can help reduce social isolation (Rizky, 2012). The concept of inclusive education is a positive step for students with disabilities seeking to enter school, but it has not been widely implemented at higher education levels.

Following the workshop, UMB will establish a new Disability Service Center (PLD) to accommodate the needs of students with disabilities. PLD UMB will conduct socialization activities for all faculties and several study programs to incorporate required courses. This will include the Interior Design Study Program (FDSK) through Inclusive Interior subject (2 credits), the Architectural Engineering Study Program (FT) through Inclusive Architecture subject (2 credits), and the Psychology Study Program (FPsi) offering Inclusive Educational Psychology subject (2 credits). PLD will also conduct examinations for current and prospective students with disabilities, collaborating with the Faculty of Psychology to provide affirmation tests during the new student selection process. Several exam instruments must be modified, particularly the TOEFL listening component, which must be transformed into a comprehensive reading section. Test questions in audio or braille for individuals with limited eyesight or visual disabilities must also be provided. Additionally, PLD will continue to provide sensitivity training, sign language assistance training, and braille help training for lecturers, education personnel, and students regarding providing learning service models for students with disabilities.

This activity was carried out by building understanding through lectures and providing opportunities to engage in active discussion for the academic community, including lecturers, education personnel or staff, the Head of the Student Executive Body

(BEM/UKM), and other students at Universitas Mercu Buana, Jakarta. By participating in this community service activity, the academic community is expected to optimize their teaching and assistance for students with disabilities. At the same time, the campus managers will provide accessible campus space facilities and introduce technological devices, such as special assistive devices for various disabilities.

According to the above description, some of the obstacles hindering students with disabilities are as follows (Harahap & Lelo, 2021):

1. Not all lecturers and education staff understand how to teach and guide students with hearing or deaf problems. Besides, there are no sign language interpreters. Learning might be delayed if lecturers cannot effectively employ visual learning and communication devices.
2. For students with mild to severe limb or hand amputation difficulties (Harahap et al., 2019), not all buildings at UMB have elevators; if there are, the distance between them is long and narrow. For the UMB campus, the distance between the gate and the entrances of the Administration Office (TU) of the Faculty of Economic and Business (FEB), TU FDSK, and TU FT is shorter and easier to navigate than the distance and inaccessibility of the TU FPsi due to embankments and steps. While the Administration Office of the Faculty of Communication (TU FIKOM) and the Faculty of Computer Science (Fasilkom) must use stairs, no elevator is available. The Postgraduate Building's entry through the huge gate is easily accessible due to the availability of an elevator. Furthermore, all lecture rooms are located upstairs, making it difficult for students with disabilities, except for the Tower Building, due to the lack of elevators.
3. Due to the low number of students with visual disabilities, lecturers and educators may overlook students with low vision or thick glasses, who can only see up to 3 meters away. The plan will also include braille letter training for those who use manual reglets and do not have typewriters. The PC will be installed using JAWS. In addition, pedestrian routes on the UMB campus still lack guiding blocks.
4. Some lecturers and education staff may struggle to communicate with autistic and ADHD students, highlighting the need for additional education or training.

This community service activity aims to enhance the awareness and understanding of lecturers and education personnel regarding the perspectives of students with disabilities and inclusive campus services. Policies for accessible space design at the UMB campus are being developed for lecturers, education staff, and students. The

information offered in this community service activity will be offline or online at the Harun Zein Auditorium, Universitas Mercu Buana Meruya Campus, West Jakarta. This workshop will focus on the sensitivity of campus services socialization and developing an understanding of the perspectives of students with disabilities, followed by disability-inclusive campus service sensitivity training for lecturers, education staff, and students at UMB.

## METHOD

### 1. Activity Plan

This workshop activity will be held face-to-face (in person or online) at the Harun Zain Auditorium, Universitas Mercu Buana, Meruya Campus. It aims to address challenges faced by the academic community due to a lack of understanding of how to engage with (sensitively) students with disabilities during the learning process. Besides, they have not been fully aware of lecture hall accessibility amenities available on the campus. The top executive will deliver the workshop, while the partners will be responsible for preparing the learning material and module.

### 2. Target Audience

This activity will be held at the Harun Zein Auditorium on the Meruya Campus, Universitas Mercu Buana, West Jakarta, DKI Jakarta Province. It will be attended by 70 lecturers, education personnel or staff, and UMB students.

### 3. Implementation Method

The PKM implementation team splits the workshop activity into three stages: preparation, training, and evaluation.

Table 1. Stage of Implementation Method

No	Stages	Descriptions	Methods
1	Preparation	Coordination with partners Preparation of learning material or modules	Explain the purposes and objectives Literature data, literature study, and team coordination
2	Training	Providing theory on UMB's inclusive campus service advocacy policy Simulation	This method offers guidance and direction  Practical method on how to sensitize special services for students with disabilities
3	Evaluation/simulation	Understanding the theoretical and simulation skills of the trainees	This method provides a review of participants' understanding of the theory and methods of sensibility

#### 4. Type of Activity Output

The participants are expected to receive activity materials based on the module provided by the implementation team. Lecturers, education personnel, employees, and BEM/UKM students will be able to understand the perspectives of students with disabilities and identify inclusive spaces for different disabilities. Participants will be committed to utilizing the training outcomes to establish a disability student service program at Mercu Buana Univeristy. Furthermore, instructors or lecturers will be dedicated to enhancing the academic success of students with disabilities in all areas or programs of higher education.

#### 5. Activity Evaluation Mechanism

The evaluation methods of this activity include asking questions before and after presenting the learning materials, observing the participants' awareness and understanding of the perspectives of students with disabilities, and their knowledge of best practices for interacting (sensitivity) with disability student services at Mercu Buana University. This workshop activity consists of the following stages:

Table 2. Activities and Implementation Methods

Stage	Activity	Method
Evaluation	The workshop participants practice the entire process from beginning to end.	Participants create short and long-term action plans while considering the options and potential models for disability student services. Participants are believed to be able to develop their capacity to support students with disabilities, for instance, by learning sign language and recruiting non-disabled students as volunteers.

## RESULT AND DISCUSSION

The community service activity titled “The Inclusive Campus Service Sensitivity Workshop for Students with Disabilities at Mercu Buana University” was held in person on Monday, March 20, 2023, from 08.30 - 12.00 at the Harun Zain Auditorium room, at Meruya Campus, Mercu Buana University. The campus is located at Jalan Meruya Selatan, Kec. Kembangan, West Jakarta, Special Capital Region of Jakarta, 11630

The event began with opening statements from Prof. Dr. Andi Adriansyah, the Rector of Mercu Buana University. He stated that the National Commission for Disability (KND) was established to fulfill the rights of people with disabilities, particularly in providing inclusive education services to enable students with disabilities to receive education and services within the academic community. He also emphasized that this

type of initiative or activity should progress to the next stage as it will allow for participation and contribute to inclusive educational services. He also expressed hopes that this workshop will lead to more than just a session, but rather a shared agreement through a Memorandum of Understanding (MoU), Memorandum of Agreement (MoA), and Implementation Accreditation (IA), as we cannot plan the following steps regarding the fulfillment of the rights of people with disabilities on our own. Not only do we hope for written cooperation, but we also expect the active involvement of key stakeholders in the implementation and participation process so that we can work together to ensure the rights of people with disabilities in the education sector.



Figure 1. UMB Rector delivered a speech and opened the workshop event

The following session featured a speech by Mr. Jonna Aman Damanik, the Chairman of the KND, endorsing the exercise program as highly beneficial to all members of the academic community.



Figure 2. Remarks by Mr. Jonna Aman Damanik, representing the Chairperson of the National Commission for Disabilities of the Republic of Indonesia (KND RI), and the delivery of a plaque to the KND chairman by the Dean of FDSK

Furthermore, he stated that UMB is not a foreign campus for us because one of our commissioners, Dr. Rachmita Maun Harahap, is a lecturer at FDSK UMB. Hence, UMB students are also included in the KND element regarding the provision of reasonable accommodation (AyL). He believes that UMB will advocate for an inclusive campus for students with disabilities, which aligns with the KND's duties and functions as a non-structural and independent state institution. We have also collaborated with LPDP, BRIN, and others to ensure the rights of students with disabilities. After his speech, he added, "Let us have a heart for an inclusive Indonesia."



Figure 3. The signing of the MoA and IA between the Dean of FDSK and the Head of the Interior Design Study Program witnessed by the UMB Rector and KND

The next session will feature two presenters discussing Inclusive Service Sensitivity for Students with Disabilities at Mercu Buana University. The two presenters discussed different topics, as follows:



Figure 4. The moderator presented short biographies of the two speakers. The first speaker, Dr. Rachmita Maun Harahap, ST, MSn, is the Chairperson of the PKM Implementation Committee and a permanent lecturer of the Interior Design Study Program at FDSK UMB

The first speaker, Dr. Rachmita Maun Harahap, ST, M.Sn, discussed the inclusive campus policy for students with disabilities. The content of her presentation is as follows:

1) Background of the problems.

More than 27 students with disabilities have been welcomed to the UMB campus, including those with hearing problems, mild physical disabilities, and autism. Some students with disabilities have graduated, some are still studying, while others have dropped out (DO). There are also staff or lecturers with physical limitations (both physical and mini-body) and hearing problems.

2) Some students with disabilities graduate after 5-6 years, while others drop out due to inadequate reasonable accommodations (AyL) available at UMB.

3) This workshop aims to promote inclusivity on campus, provide knowledge and understanding of disability perspectives, and provide sensitivity training for disability student services to UMB's academic community. The UMB campus

admits students with disabilities, but we have not yet offered appropriate accommodations (AyL) facilities. As a result, the graduation rate remains low.

- 4) Proposed solutions include: a) Educating and conducting socialization sessions on the perspectives of students with disabilities; b) Providing sensitivity training and student services tailored to the needs of various disabilities; and c) Training on teaching and assistance, accessible space facilities and AyL to maximize assistance and access to lectures.
- 5) Expected conditions include a) Positive understanding, awareness, attitude, and behavior of the academic community towards students with disabilities and b) Improved competency in teaching, assistance, lecture room accessibility, and AyL to meet the needs of students with disabilities.
- 6) The UMB Disability Service Center is developed as follows:
  - a. Developing a strategy for respecting, protecting, and implementing people with disabilities' right to higher education.
  - b. Designing reasonable accommodations (AyL) and physical devices to support students with disabilities in various university activities.
  - c. Providing prospective students with disabilities with information about the process of acceptance, affirmative selection, support, assistance, and access to lecture rooms and AyLs.
  - d. Providing sign language and braille training for non-disabled students to enable them to become potential companions for students with disabilities.
  - e. Providing assistance and support to students with disabilities who struggle to participate in learning, including AyL access support and various campus events.
- 7) Recommendations/Suggestions: a) Encourage UMB campuses to establish a disability service center (PLD) to promote inclusivity; b) Train the academic community on disability awareness and pedagogy, such as teaching skills; c) Develop PLD; d) UMB increases the availability of physical and non-physical access facilities on campus to facilitate more effective learning for students with disabilities; and e) UMB should produce a Disability Student Service Guidebook as a resource for the rector and the academic community.

The second speaker, Ms. Ulfa Fatmala Rezky, discussed Disability Awareness and Sensitivity. The content of her presentation are as follows:



- 1) Disability awareness simulation: the lecturer participants were given headsets (sensitivity for deaf students), while the students were given blindfolds (sensitivity for blind students). Following the use, the lecturer participants wearing headsets faced difficulty hearing the dancer. The headset professors were attentive in understanding and seeing the graphics offered, although no sound was available.
- 2) While blindfolded, the students could hear the speaker's voice but could not see the image displayed by the speaker. The materials include:
  - a. Human rights-based model of disability, based on Law No. 8 of 2016 for Persons with Disabilities.
  - b. Persons with disabilities face both internal and external barriers.
  - c. Environmental constraints, including society and public accessibility.
  - d. People with disabilities have 22 basic rights, seven specific rights for children, and four specific rights for women.
  - e. Right to education, Article 10 of Law No. 8 of 2016:
    - Obtain quality education throughout all educational units, pathways, and levels in an inclusive and specialized institution.
    - Ensure equal opportunities for educators at all levels of schooling.
    - Provide equal access to quality education across all educational units, pathways, and levels.
    - Ensure students receive proper accommodations.
  - f. Accessibility (universal design and reasonable accommodations). Accessibility for people with disabilities includes:
    - Ensure access to public services and facilities.
    - Provide easy access (AyL) for individuals.
    - Universal design refers to a building, product, or environment accessible to everyone regardless of their ability, age, gender, or social status.



Figure 5. The second resource person, Ms. Ulfa Fatmala Rezky, is a permanent lecturer at the University of 17 August 1945 and also a KND special staff

- 3) There are seven Universal Design principles:

- a. Equitable use: The design is made accessible and marketable to persons with different abilities.
- b. Flexibility: The design adapts to different user preferences and skills.
- c. The design is simple and intuitive for all users, regardless of their experience, knowledge, language skills, or educational level.
- d. Clear communication: The design successfully conveys important information to users, regardless of their sensory capabilities and environment.
- e. Error tolerance: The design reduces hazards and negative repercussions of intentional and unintentional actions.
- f. Low physical effort: The design allows for efficient and comfortable use with minimal weariness.
- g. Ensure the proper size is used for proximity and use.

Q&A Discussion Session:

Table 3. Answers to the First Round of Questions

The first round involves participant questions.	Answers to the First Round of Questions		
	Dr. Rachmita	Jonna Damanik	Ulfah Fatmala
Diah, the Head of the Administration Department of the Faculty of Engineering: My nephew's problem is in the community. Given the limitations of hearing aids with expensive implants, how can children gain confidence? Is there any community for persons with disabilities so my nephew can participate in outdoor activities?	School and university professors should be aware of the rules governing inclusive schools to accommodate children with disabilities properly in educational settings. Regarding self-confidence, parents might persuade and motivate children with disabilities to socialize and play outside to boost their self-esteem and allow them to interact with the deaf community.	Regarding self-confidence, it is vital to join the community or participate in disability events to improve their self-confidence as an asset for their future development.	Creating support groups consisting of the non-disabled and disabled populations so that children with disabilities will not feel inferior in the community.
Danang, UMB Library Unit: One of the challenges we face when dealing with people with disabilities is communication skills. Apart from writing, is there any sign language training available for the library unit staff so that we can be more appropriate when communicating with people with disabilities?	In the Library unit, sign language training is highly required so that staff members understand how to interact with students with hearing problems.		

Table 4. Answers to the Second Round of Questions

The second round involves participant questions.	Answers to the Second Round of Questions	
	Dr. Rachmita	Jonna Damanik
Chandrasari, a Lecturer of Interior Design, FDSK UMB My experience with individuals with disabilities is I have a nephew with disabilities. It requires a great amount of patience as a teaching staff. The problem is that not all lecturers can understand the limitations or problems of students with disabilities. So, how can students with disabilities be well-received in specific subjects or majors and in all available departments? How can we progress on the MoU with KND so that more prospective students are at UMB and other campuses?	Currently, with the formal legal collaboration of the MoU with KND, prospective students can enroll in private and public colleges based on their selected majors.	Let's brainstorm and build something together. Collaborating through the legal Memorandum of Understanding is the first step towards addressing our shared concerns. Then, we all need to acknowledge the need to fulfill the rights of people with disabilities, particularly in the area of education. According to BRIN, one in three adolescents in Indonesia experiences mental problems or disability. Hence, we must establish UDLs at UBM to protect the rights of students with disabilities. Individuals must adjust for proper accommodation, while the government and universities must provide disability services.
Indah, a sixth-semester student of the Interior Design Faculty  Is the library's fragrance-based design useful for the sight impaired? Is there a library specifically for visually handicapped people in Indonesia?	When designing libraries for visually impaired people, consider using effective scents. Only a few institutions have already become accessible libraries for this specific disability, particularly those that provide Quranic writing in them. A pleasing fragrance room is an example of a library design that may apply the concept of sensory design. Please take a look at a book about sensory design.	



Figure 6. Ms. Rachmita, Mr. Jonna, and Ms. Ulfa answered the participants' questions.

Following this training activity, the implementation team distributed a questionnaire sheet with questions. The following assessment has a score from 1 to 5. Score 1 signifies not suitable, never beneficial, don't know, or don't agree to. A score of 5 indicates that something is highly appropriate, very often, very beneficial, well-known, or very agreeable. The training participants numbered 23 and answered the following questions:

Table 5. Questionnaire results

No	Questions	Assessment				
		1	2	3	4	5
1	Are you familiar with the materials on sensitive, inclusive campus services?	-	-	8	10	5
2	Is the material delivered at this course valuable for participants?	-	-	1	7	15
3	Have you ever served disabled students on your campus?	3	1	12	5	2
4	How do you believe colleges provide accessibility to services for students with disabilities on campus?	-	-	1	4	18
5	Are the facilities and infrastructure at UMB in conformity with the norms of Permen PUPR No. 14 of 2017 regarding Building Easiness?	-	2	9	11	1
6	What are your thoughts on the creation of a disability service unit on your campus?	-	-	-	11	12
7	What are your thoughts on the UMB campus becoming a pioneer and example of an inclusive campus in Indonesia, particularly DKI Jakarta?	-	-	2	8	13
8	Are you interested in participating in future training programs with various themes and topics?	-	-	-	-	23

According to the table above, the implementation team distributed the questionnaire to all participants after the session. All participants filled out the questionnaire. The implementation team analyzed data from the questionnaire findings, including some responses to the eight questions. The conclusion drawn from all of the responses to the questions was that all participants might develop their capacity while also understanding the perspective of disabled student services on campus.

Participants requested the next training to cover various issues, including sign language and braille instruction for lecturers, education workers, and students. Later, students can volunteer to assist students with disabilities, and lecturers or education workers can teach how to engage with and ethically treat students with impairments. Furthermore, technical training on building a disability service unit will be provided through a grant proposal from the Ministry of Education and Culture's Directorate of Learning and Student Affairs.

## CONCLUSION

Based on the results of the implementation of this particular community service activity and the presented discussion above, the following conclusion can be drawn: 1) the simulations have benefited the academic community in understanding the perspectives of students with disabilities and the sensitivity required for disability student services. Practically, the academic community needs to plan for the availability of adequate accommodation facilities based on the different needs of students with disabilities; 2) the sensitivity workshop aims to improve the teaching competency of the academic community. Assistance, accessible lecture room facilities, and AyL are provided following the needs of students with different disabilities; 3) participants could easily understand the material delivered by the two resource persons; 4) the exercise ran successfully, on schedule, and as planned. Participants could also communicate effectively with each other and the resource Persons.

## SUGGESTION

This sensitivity training program is highly beneficial in raising awareness, developing understanding and knowledge of the academic community, and improving individual quality. The community service center of Universitas Mercu Buana should then be able to sustainably hold similar workshop activities, as there is still a need for academic community members to be aware of the importance of inclusive campus service sensitivity for students with disabilities at other universities. This approach can foster the development of an inclusive higher education system and community in Indonesia.

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