ARTIKEL PENELITIAN

Enhancing Disability Inclusion in Higher Education: Merilee Grindle Model Perspective in Policy Implementation for Achieving Sustainable Development Goal 16

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Abstract

Inclusiveness policies in services, including education, are an important mandate, especially related to access for people with disabilities. This study focuses on universities as education service providers, which are committed to improving supporting facilities for lectures for people with disabilities. The objectives of the study include: (1) the influence of disability facility policies on achieving SDG's 16, (2) efforts by universities to fulfill the policy mandate, and (3) challenges and opportunities for its implementation. Using the Merilee Grindle model, this study highlights the implementation of policies related to SDG's 16, namely Peace, Justice, and Strong Institutions. The Mix Methods method with a sequential explanatory approach is used. In the first stage, quantitative analysis was carried out with a simple linear regression test, followed by qualitative data collection using the Miles and Huberman interactive model. The results show that the implementation of disability facility policies has a significant impact on achieving SDG's 16. Universities have shown commitment through the provision of disability-friendly infrastructure, supportive regulations, and mentoring and training programs. The main opportunity is the commitment of university leaders to disability inclusion. However, major challenges remain, especially in the suboptimal policy monitoring and evaluation system.

Keywords : Inclusive Policy, Disability Facilities, Merilee Grindle's Model, Higher Education, Universitas Negeri Yogyakarta

1. Introduction

Inclusive policies for people with disabilities at the tertiary level are crucial (Amnesti et al., 2023). Inclusive policies themselves are aimed at creating opportunities for the participation of students with disabilities (Alzyoudi et al., 2021). People with disabilities often face challenges and barriers in accessing higher education equally. Although various efforts have been made to improve accessibility and fulfillment of the rights of people with disabilities, there are still gaps in the implementation of policies and the provision of adequate facilities (Beyene et al., 2023) in higher education institutions. Various problems such as physical, social, academic challenges, access to buildings and classrooms, mobility aids and other academic support services can limit their participation and achievement in carrying out their studies (Cui et al., 2019; Denisova et al., 2016). According to WHO, the number of people with disabilities in each country averages 10% of the population. This number is estimated to be much larger if based on WHO's assumptions, this is due to several things such as the condition of the Indonesian people who are still plagued by poverty, while health and other welfare services from the government are still concerning and not evenly distributed and satisfactory for the community. Based on census data from the

Coordinating Ministry for Human Development and Culture of the Republic of Indonesia in 2023, at least 22.97 million people or around 8.5% of the population in Indonesia are people with disabilities. The largest number of people with disabilities are visually impaired, as many as 863,402 people, while based on the provinces with the largest number of people with disabilities are Papua Pegunungan (1.1%), Special Region of Yogyakarta (0.8%), Central Papua (0.7%) and South Sulawesi (0.6%).

Formally, Indonesia already has many laws and regulations related to people with disabilities, such as the 1945 Constitution Article 20, Article 21, Article 28I paragraph 1, paragraph 2, paragraph 4, paragraph 6 and Article 28J, Law of the Republic of Indonesia Number 8 of 2016 concerning people with disabilities. With so many legals, it has not guaranteed the fulfillment of the rights of people with disabilities (Dyliaeva et al., 2024), especially for those who have the desire to continue their studies at university. Based on data obtained from the Central Statistics Agency in 2023, there were approximately 40,164 schools and universities in Indonesia that had students with special needs. Several universities have contributed greatly to graduating students with disabilities at various levels of study (Castro et al., 2024; Paramita et al., 2024), but are the policies and facilities for people with disabilities able to accommodate the needs of people with disabilities fairly and comprehensively, which must be in accordance with the main Sustainable Development Goals (SDGs) (Nassar et al., 2024), namely point 16 Peace, Justice, and Strong Institutions which aims to emphasize the importance of promoting justice and inclusion for all groups including people with disabilities (Paramita et al., 2024; Ramaahlo et al., 2018), as well as building institutions that are effective, accountable, and responsive to all groups.

The indicator of success in this study is the realization of policies and the availability of adequate facilities for people with disabilities in accordance with the SDGS Peace, Justice, and Strong institutions. The impact of the availability of adequate facilities for people with disabilities in higher education is that it can increase access to education (Bilavych et al., 2022; Gonzalo et al., 2024; Vidarte et al., 2022) so that more people with disabilities can pursue higher education, help students with disabilities be more independent in their daily activities on campus, support students with disabilities to fully participate in learning and research activities (Dalton et al., 2019; Devar et al., 2020), demonstrate the campus's commitment to equality (Atkins, 2016; Gow et al., 2020) and inclusivity, and increase awareness of the academic community about the needs of people with disabilities (du Toit, 2018; Gow et al., 2020). Previous researchers conducted research linking disability services with public service theory (Babić, 2020; Moriña et al., 2024), for example using the ServQual method from Parasuraman, Zeithaml, and Berry which includes 5 dimensions, namely tangibles, reliability, empathy, assurance, and responsiveness. Data were collected primarily by distributing questionnaires. While this study focuses on discussing the Policy on Disability Facilities in Higher Education using the theory of the Merile Grindle model.

This study aims to analyze disability facility policies based on the Merilee Grindle model, which consists of policy content and implementation context. The research questions are: How is the influence of disability facility policies on achieving SDG's 16? How are the Efforts by universities to fulfill the policy mandate? What are the Challenges and opportunities for its implementation. This study refers to real actions that began with the formation of a policy recommendation to be able to improve justice and equality for students with disabilities at the University through the provision of various supporting facilities for students with disabilities such as lifts, special stairs, special roads, toilets, wheelchairs, parking lots, and adequate classrooms for people with disabilities (Amin et al., 2019; Liasidou & Liasidou, 2023). Later, the results of this analysis will provide valuable insights in efforts to improve accessibility and inclusion for people with disabilities in the campus environment, as well as contribute to achieving the SDGs Peace, Justice, and Strong Institutions goals more optimally.

2. Method

This study uses a mix method (qualitative and quantitative) with several analysis techniques, namely linear regression and the Milles and Huberman model (data reduction, data presentation, and conclusion drawing). The mix method used uses a sequential explanatory strategic approach, where the quantitative method is carried out and then qualitative is carried out to enrich the

meaning of the data. The subjects of this study were users of disability facilities and academics managing disability facilities at Universitas Negeri Yogyakarta. This university was chosen because it has students from various domestic and foreign regions and has service units and study programs that specifically handle disabilities. The data collection techniques used were surveys, observations, documentation and interviews. The researcher used the Merilee Grindle's model to evaluate the case. The Merilee Grindle's model is used as a framework for analyzing data quantitatively. Quantitative data were analyzed using a simple linear regression test. Before the statistical test was carried out, an instrument test was carried out in the form of a validity test and a reliability test. The valid instrument was then used for data collection which was then subjected to prerequisite tests, namely prerequisite tests in the form of normality and linearity. All data is ensured to be internal data by converting ordinal data into interval data through certain calculations. Implementation of disability facility policy according to Merilee Grindle's model, namely policy content (X) towards SDG's 16 Peace, Justice, and Strong Institutions (Y). Qualitative data were analyzed using the Interactive model from Miles and Huberman.

3. Result and Discusion

National disability facilities policies refer to government efforts to provide adequate accessibility and inclusive services for individuals with disabilities across the country (Amin et al., 2019; Denisova et al., 2016; Shikako et al., 2023). This includes the development of disability-friendly infrastructure, regulations that support disability rights, education and training programs to increase public awareness and skills in serving people with disabilities (Babić, 2020), and policies that ensure justice and equality for them in various aspects of life, such as education, employment, health, and social life (Dreyer, 2021; Gow et al., 2020). It is important for every component of government to pay attention to equality in the provision of facilities, including for people with disabilities. Disability facilities include stairs, toilets, seating, crossings, and others. On campus, disability facilities can include disabled toilet services, chairs, the provision of lifts or escalators, moving vehicles, classroom facilities, and places to eat. It is hoped that equality of facilities for people with disabilities will make them optimal in participating in activities.

The policy of facilities for students with disabilities has the potential to provide various positive impacts on lectures (Gonzalo et al., 2024; Kioupi et al., 2023). Facilities can help students to move around campus easily. These facilities are also an implication of no discrimination against students (Atkins, 2016) . If the campus provides good facilities, then students will take lectures with a sense of comfort. Based on the literature study that has been conducted, most public facilities, especially the education sector, have not implemented the aspect of equality. The provision of facilities has not been carried out optimally (Ramaahlo et al., 2018). In fact, the government has appealed through the regulations made, one of which is Law No. 04 of 1997 concerning disabilities. In the existing articles, it is clearly written that the government must provide facilities and provide good services to people with disabilities. This study was conducted to evaluate the policy of procuring disability facilities at the University.

The influence of disability facility policies on achieving SDG's 16
a. Testing on research instruments: Validity and Reliability Tests

To obtain valid and reliable data, the test conducted is to conduct a validity and reliability test first so that the data obtained is accurate. In this study, a validity test was used with *the Corrected Item-Total Correlatio* n, namely by correlating the score of each item with its total score. The question item is said to be valid if the calculated r value (*Correted Item-Total Correlatio) >* r table

Table 1. Results of Validity Tests on Research Instruments

No.	*Corrected Item – Total Correlation*	Information
1.	0.014	Valid
2.	0.038	Valid
3.	0.002	Valid

No.		
4.	0,000	Valid
5.	0.003	Valid
6.	0.002	Valid
7.	0.034	Valid
8.	0,000	Valid
9.	0.001	Valid
10.	0,000	Valid
11.	0,000	Valid
12.	0,000	Valid
13.	0,000	Valid
14.	0,000	Valid
15.	0.028	Valid
16.	0.002	Valid
17.	0.005	Valid

Source: Data Analysis, 2024

From the table above, it can be seen that the calculated r value of the question indicator is greater than the r table significance of 5% ($\alpha = 0.05$) by looking at the number of respondents that have been determined as many as 30 respondents. This shows that each indicator of the variable that has been determined is valid. A significant correlation indicates that the indicator is stated to be used to measure the variable to be measured so that the instrument used in this study is valid and can be used in research. The next test is the reliability test.

Table 2. Results of Reliability Tests on Research Instruments

No.	Variables	Reliability Coefficient	Information
1.	Policy	0.864	Reliable
2.	SDG's	0.864	Reliable

Source: Data Analysis, 2024

From the table above, it is known that the value of *Cronbach alpha* for all variables is greater than 0.70. From the provisions mentioned earlier, all variables used for the study are reliable and can be used for further data processing. This reliable instrument shows that the instrument can be used in other conditions or times or in other words, it can not only be used at this time.

b. Normality and Linearity Tests

The tests performed are normality test and linearity test. This test is a requirement for data to be tested further using parametric statistical testing, namely simple linear regression test. The data obtained initially had ordinal data, so special treatment was carried out to convert the data first into interval data. The normality test is intended to determine whether the data distribution is normal or not.

Table 3. Results of Nomarlity Test (One-Sample Kolmogorov Smirnov Test)

N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.12411097
Most Extreme Differences	Absolute	.124
	Positive	.079
	Negative	-.124
Test Statistic		.124
Asymp. Sig. (2-tailed)		.200[c,d]

Source: Data Analysis, 2024

Based on the analysis using the Kolmogorov-Smirnov formula if the normality value > 0.05 then H_0 is accepted. The results of the normality test are 0.200, so it can be said that the distribution of this data is normal, so it can be continued to the next test.

Table 4. Results of Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
SDGs * Kebijakan	Between Groups	(Combined)	59.633	15	3.976	.539	.877
		Linearity	32.123	1	32.123	4.352	.056
		Deviation from Linearity	27.510	14	1.965	.266	.991
	Within Groups		103.333	14	7.381		
	Total		162.967	29			

Source: Data Analysis, 2024

If the value of *Sig. deviation from linearity* > 0.005, then there is a linear relationship between the independent variable (X) and the dependent variable (Y). The result of *Sig. deviation from linearity Sig. deviation from linearity* is 0.991. So, it can be concluded that there is a linear relationship between the independent variable (X) namely Policy and the dependent variable (Y) namely SDG's so that it can be continued to the next test, namely a simple linear statistical test.

c. Statistical Test: Simple Linear Regression Test

Based on the processing that has been done by the researcher, the results obtained are that the independent variable (X), namely policy, has an effect on variable Y (SDG's). This influence is obtained based on the supporting factors needed by the disabled. These supporting factors include the condition of the lecturing environment (Muyor-Rodríguez et al., 2021), supporting facilities provided by the campus, and the availability of supporting learning media (de Klerk & Palmer, 2022; Shikako et al., 2023). By fulfilling these aspects, Universitas Negeri Yogyakarta can become an institution that is in accordance with the objectives of SDG's 16, namely *peace, justice, and strong institution.*

Table 5. Results of Simple Linear Regression Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	14.238	4.575		3.112	.004
	Kebijakan	.244	.102	.411	2.383	.024

a. Dependent Variable: SDGs

Source: Data Analysis, 2024

Based on the SPSS output above, the regression equation model can be formulated as follows:

$Y = 14.238 (\alpha) + 0.244(X) + e$

The model means:
- Constanta (α) = 14.238, meaning that if the policy is constant, the SDG's level is 14.238.
- direction coefficient $\beta /(X) = 0.244$ (positive value) means that if the policy increases by one (1) unit, the SDG level will also increase by 0.244.

Based on the results of the analysis that has been carried out, it is known that the implementation of the disability facility policy has supported the realization of SDG's 16 (Nassar et al., 2024). The results of the sample show that the university has made efforts to provide and facilitate students with disabilities through the construction of special physical facilities for students with disabilities to guarantee the rights of students with disabilities, as well as

encourage inclusive development (Kioupi et al., 2023; Paramita et al., 2024). The realization of SDG's 16 can also be seen in the assistance so that there is no violence against students with disabilities. The rules and policies made at the university level also support the implementation of lectures for students with disabilities. This is a supporter of Universitas Negeri Yogyakarta to become a sustainable university. The university also provides educational support through assistance, training, routine meetings as periodic monitoring, and always accommodates the aspirations of students with disabilities (Castro et al., 2024; Devar et al., 2020). The university also strives to carry out a disability care movement (Liasidou & Liasidou, 2023; López Gavira & Moriña, 2015) that aims to facilitate disabilities such as community volunteers (Sánchez-Díaz & Morgado, 2022) who care about disabilities to mentor and help students with special needs.

Efforts by universities to fulfill the policy mandate

Disability facilities in University sometimes not used properly for people with disabilities, this is because there are users of facilities who are not included in the disabled. There is no specific policy that monitors the improper use of these disability facilities, but the disability service unit identifies facilities that are not easily accessible (Beyene et al., 2023; Vidarte et al., 2022) , for example, the parking lot provided specifically for people with disabilities is often used by other people who are not disabled, thus violating applicable regulations (Amin et al., 2019). This shows that direct and systematic monitoring has not been fully carried out. Then there are problems related to the Ram and floor where the Ram is not placed properly or some of the Ram is too slanted and slippery, making it unsafe for people with disabilities to use. This shows that improvements to physical facilities have not been carried out systematically. However, the disability service unit identifies the above problems which will later be reported and submitted at the coordination meeting so that facilities that are not yet appropriate will be repaired in the future.

All educational units should accommodate facilities for the implementation of inclusive policies (Alzyoudi et al., 2021; Amnesti et al., 2023). Universitas Negeri Yogyakarta, especially in each faculty, has provided facilities that support people with disabilities such as lifts, guiding blocks, Rams, and so on. Although not all facilities are in accordance with needs, there are efforts to improve disability facilities, such as *portable guiding blocks* that can be rolled up and installed in places that need them (Kunnath & Mathew, 2019) . In terms of managing disability facilities in each faculty, it is carried out through existing procedures, both for repairing facilities or adding facilities that are needed, these procedures are carried out through the equipment and planning section (Corcoran et al., 2024; Creaven, 2024). In addition, major repairs can be carried out through auctions such as tenders, but for special repairs related to disabilities, there is still no special massive policy, indicating that facility repairs have not been running effectively and optimally. The following is the procurement of disability facilities in each Faculty of the sample, Universitas Negeri Yogyakarta.

Table 5. Disability Facilities in each Faculty of Universitas Negeri Yogyakarta

No	Disabiilty Facilities	FIPP	FISHIPOL	FEB	FFMIPA	FBSB	FIKK	FT
1.	*Guiding Block*	-	-	-	-	-	-	-
2.	Disability Ladder	✓	✓	✓	✓	✓	✓	✓
3.	Disabled bathroom	✓	✓	-	-	-	✓	✓
4.	*Lift* with disabled facilities	✓	✓	✓	✓	-	✓	-
5.	Wheel chair	✓	✓	-	-	-	-	-
6.	*Ramp* / Ramp	✓	✓	✓	✓	✓	✓	✓
7.	Walking aids (sticks)	✓	-	-	-	-	-	-
8.	Book digitization	✓	-	-	-	-	✓	-
9.	*Video captioning*	✓	-	-	-	✓	✓	-
10.	Disabled parking	✓	✓	✓	✓	✓	✓	✓

Source: Observation Data, 2024

Information:

FIPP   : Faculty of Education and Psychology
FISHIPOL : Faculty of Social Sciences, Law, and Political Sciences
FEB   : Faculty of Economics and Business
FMIPA   : Faculty of Mathematics and Natural Sciences
FBSB   : Faculty of Languages, Arts, and Culture
FIKK   : Faculty of Sports and Health Sciences
FT   : Faculty of Engineering

The Faculty of Education and Psychology (FIPP) has had more experience in this matter, while other faculties have only begun to develop appropriate facilities in the last few years. Identification of the need to meet the needs of disability facilities is carried out by gathering vice deans who aim to identify academic services needed by students with disabilities (Kunnath & Mathew, 2019). Each faculty has different characteristics, especially faculties that are oriented towards practice such as the Faculty of Engineering and the Faculty of Sports and Health Sciences. In addition, the University strives to assist students with disabilities in the process of choosing the course in system (Acosta-Vargas et al., 2018; Barkas et al., 2022; de Klerk & Palmer, 2022) and preparing for final exams. The assistance involves volunteers from various faculties and aims to help students with disabilities face academic challenges.

Efforts made by universities in implementing policies include doing the following (Alzyoudi et al., 2021):

a. Inclusive Policy. The university has taken steps to fulfill the inclusive policy for students with disabilities, which began since international ratification in 2011. Inclusion policies need to be implemented in all universities (Creaven, 2024; Kioupi et al., 2023; López Gavira & Moriña, 2015). In this case, Universitas Negeri Yogyakarta as a sample, has shown its support for inclusion policies by facilitating the production of educators for disabilities. Where Universitas Negeri Yogyakarta have Special Education program that supports academic development and facilities for students with disabilities.

b. Disability Service Unit. The establishment of a disability service unit demonstrates the university's commitment to providing better services and data collection for people with disabilities (Babić, 2020; Rath, 2022). Physical accessibility policies must also be stipulated in the rector's regulations (Cui et al., 2019; Vidarte et al., 2022), which cover various aspects of public services that can then be implemented in the units or faculties below.

c. Development of Guidelines and Training. The university is clearly written that the government must provide facilities and provide good services to people with disabilities. Through the disability service unit, it develops guidelines for students with disabilities and trains volunteers to support them. This training aims to increase awareness and the ability of volunteers to help students with disabilities (Ramaahlo et al., 2018). For further impact (Gonzalo et al., 2024), improvements to disability services can also strengthen institutions, especially universities, to achieve the SDGs 16 (Nassar et al., 2024).

Challenges and opportunities for its implementation: a learn from Universitas Negeri Yogyakarta

Improvement of the disability-friendly campus program, the leadership plays a very important role, especially in terms of providing assistance and compiling guidebooks for students with disabilities (Thompson & Brewster, 2023). The leadership contributes greatly because we can see that everything related to physical matters cannot be fulfilled and resolved by the disability service center alone (Rofiah et al., 2023), which requires a lot of collaborative roles such as from the planning sector, Finance, procurement of infrastructure officers, etc. Moreover, now to become an accessible campus is a requirement for evaluation including accreditation both nationally and internationally (Beyene et al., 2023; Shikako et al., 2023), so if the leadership does not accept the creation of a disability service guideline in the Chancellor's Decree (in Universitas Negeri Yogyakarta, ie. Number 9 of 2023) which is facilitated by the quality assurance institution, the quality assurance institution will create standards for universities and faculties (Carballo et al., 2024). In addition, the leadership also routinely carries out evaluations which will later be reported through the vice dean 2 if it is related to physical facilities, and those that are non-physical in nature require books, the guideline goes through an academic path that is almost the

same as other management, but this is specific, so that it can be implemented in students with disabilities.

The budget for physical development is usually regulated in a broader and more integrated plan (Corcoran et al., 2024). Operational activities related to disabilities are managed under the Vice Rector for Academic and Student Affairs, where funding for these activities comes from a budget allocated specifically for the Vice Rector for Academic and Student Affairs. In more detail, the budget for disability activities comes from two sources, namely internal and external. The source of funds originating from internal Vice Rector for Academic and Student Affairs Chancellor for Academics, while the source of funds originating from external sources is obtained through grants and so on. For example, Universitas Negeri Yogyakarta in 2018 received a grant from the ministry whose purpose was to support the development of innovation in inclusive learning for people with disabilities (Dalton et al., 2019) . This also supports the achievement of SDG 16, namely peace, justice, and strong institutions. Where equality of services and facilities obtained by all parties, especially those with disabilities, will reduce conflicts that will arise. There is no need for resistance from the disabled to get justice because it has been facilitated. This is what then triggers peace within the university. In the next stage, support from all groups, especially minimal conflict, will make the university a strong institution.

A new strategy that can be implemented to improve the availability and quality of facilities for students with disabilities at University is to strengthen existing policies through a more comprehensive inclusive approach (Carballo et al., 2024; du Toit, 2018; Moriña et al., 2024). One of them is by expanding collaboration between the disability service center and the Special Education Major or Disability Service Centre, so that academic knowledge related to disabilities can be applied more practically in the field. In addition, the university can optimize the development of more disability-friendly physical facilities and improve training for staff to understand the needs of students with disabilities (Bilavych et al., 2022; Denisova et al., 2016; Grigal et al., 2021; Kunnath & Mathew, 2019). The Disability Service Center can also be expanded in scope, both in terms of services and socialization (Dreyer, 2021; Mphohoni et al., 2023), to ensure that all parties understand the importance of inclusion. Improving the implementation of disability facility policies have been started for a long time, even before the existence of official regulations at the national level. For example, the existence of the Special Education Major from the beginning has provided advantages for UNY in developing studies related to special education. Universitas Negeri Yogyakarta has also established a Disability Service Center under Vice Rector for Academic and Student Affairs, which is tasked with implementing national policies related to disability services. In addition, various internal policies, such as rector regulations and disability service guidelines, have been introduced and implemented in the admission process and public services at the university. This shows UNY's commitment to creating an inclusive and friendly campus environment for students with disabilities.

Student compliance with the implementation of disability facility policies at Universitas Negeri Yogyakarta, especially students with disabilities, is very good because they feel comfortable with the support provided by the campus. Although there have been certain cases, such as in FBSB, where students felt isolated due to inadequate academic services, these problems can ultimately be resolved through a more personal and inclusive approach. However, the main problem is not from the side of the disabled students, but rather how the interaction between non-disabled students and them. This shows that the concern and social awareness of non-disabled students towards the existence and needs of their friends with disabilities still needs to be improved (Grigal et al., 2021; Rath, 2022). Therefore, compliance with disability policies should be emphasized more on non-disabled students. Currently, many individuals tend to be selfish and less concerned about their surroundings, which causes a lack of attention to students with disabilities. To overcome this, UNY can develop programs or communities that specifically care about disability issues, for example in the Faculty of Social and Political Sciences, which is expected to increase student awareness of the importance of inclusion and social support for friends with disabilities.

The first mechanism for submitting suggestions and input related to disability facilities at Universitas Negeri Yogyakarta is based on data and facts. The mechanism for submitting suggestions and input and responses from Universitas Negeri Yogyakarta follows a clear and

systematic procedure. First, suggestions and input must be based on valid data and facts and interpretations based on subjective opinions are not accepted. Therefore, it is necessary to conduct in-depth data identification and excavation, including obtaining concrete facts related to existing issues, such as the problem with the "Ramp" if relevant. Second, suggestions and input must be submitted in written form and submitted to the university leadership, especially through the Rector. This written document must contain a description of the problem and suggestions or solutions that are proposed formally. Furthermore, after the document is received, the suggestions and input will be discussed in a coordination meeting, where the Disability Service Center, for example, participates in meetings at the Vice Rector in Academic Directorate level (MacLachlan et al., 2018) together with vice deans and related units. This forum is a place to discuss and formulate recommendations on the issues raised, such as new student admissions, the lecture process, or problems with completing studies. With this mechanism, UNY ensures that every suggestion and input is handled in a structured and responsive manner regarding suggestions and input for disability facilities.

Since its inception, Universitas Negeri Yogyakarta (UNY) has demonstrated its commitment to disability inclusion with steps that are in line with the principles of protection and human rights in accordance with SDG 16. Indonesia ratified the international convention on the rights of persons with disabilities in 2011 under the leadership of President Susilo Bambang Yudhoyono, marking a significant shift towards inclusion in various sectors. As part of this effort, UNY, which has had a Special Education Major since its inception, has utilized this advantage to support scientific studies and the development of inclusive policies. With the existence of a disability study center and a Disability Service Center under the Vice Rector for Academic and Student Affairs, UNY demonstrates compliance with national policies and improves the implementation of policies that protect the rights of persons with disabilities. This policy includes articles in the rector's regulations and public service guidelines that support accessibility and non-discrimination (Vidarte et al., 2022). This is a concrete manifestation of the application of human rights and protection principles in the context of SDG's 16, which emphasizes the development of a peaceful, inclusive, and effective society. UNY, with its established disability services unit and disability services guidelines under development, ensures that all policies support broader inclusion and protection of the rights of people with disabilities, even before formal legislation is enacted.

Formal and non-formal activities related to disability socialization are still ongoing. Very intensive cooperation since 1990 with external parties and related agencies, especially to socialize disability policies at the education level (Acosta-Vargas et al., 2018; Dreyer, 2021) . Universitas Negeri Yogyakarta also assists the Yogyakarta City Agency in compiling city-level disability policies. UNY trains teachers in inclusive schools as a form of cooperation through research and community service. Cooperation is also carried out with Bappeda Magelang to formulate policies and develop its facilities. Evaluation and reporting are not through the vice dean for facilities and infrastructure and are identified at the faculty level (Sánchez-Díaz & Morgado, 2022). Then later it will be analyzed to be addressed together at the university level. If the relation to physical needs is implemented through the field of infrastructure and non-physical needs through the academic field. Currently UNY is still in the development stage, it cannot be said to be 100% effective because not all faculties can accept students with disabilities because specific equipment for learning is not yet available (Rofiah et al., 2023). For example, in FT regarding the procurement of special equipment for users with disabilities, then in FMIPA regarding the procurement of laboratory equipment that is friendly to the disabled.

The opportunities and challenges in implementing policies for people with disabilities at universities are very diverse (Moriña, 2017; Rofiah et al., 2023; Thompson & Brewster, 2023). From several observations that have been made, the opportunities and challenges can be mapped in general. In terms of opportunities, namely (1) commitment from leaders, (2) budget support, (3) strengthening collaboration, (4) global support, (5) data-based service facilities, and (6) Policy infrastructure. First, leadership commitment is shown from the support of university leaders in providing guidance and assistance (Sánchez-Díaz & Morgado, 2022), as well as routine evaluations, creating opportunities to ensure the sustainability of the implementation of disability policies. Second, budget support is shown from the existence of internal and external

budgets, such as government grants, opening up opportunities for the development of disability-friendly facilities. Third, strengthening collaboration is shown from the collaboration between various actors in supporting the implementation of policies both with vertical and horizontal collaboration (Muyor-Rodríguez et al., 2021). Fourth, global support is shown from the conformity with SDGs, especially SDGs 16 where inclusion policies support SDG 16 (peace, justice, and strong institutions) by reducing conflict due to service injustice. Fifth, data-based facilities and services are shown from a data-based approach in policy development to ensure that the specific needs of students with disabilities are met. Sixth, policy infrastructure is shown by the presence of disability service units and internal regulations that support creating a strong foundation for inclusion.

The various opportunities that have been written are very supportive of implementing inclusive policies, but they do not necessarily run without obstacles where there are also challenges that need to be overcome (Dyliaeva et al., 2024; Rofiah et al., 2023; Thompson & Brewster, 2023). These challenges include (1) limited physical facilities, (2) limited socialization, (3) lack of special equipment, (4) limited multi-sector coordination, (5) complexity of evaluation and reporting, (6) increasing staff competence. First, limited physical facilities where not all faculties are able to provide disability-friendly facilities, such as laboratories or special equipment in learning (Vidarte et al., 2022). Second, limited socialization where the awareness of non-disabled students towards the needs of their friends with disabilities is still low (Rath, 2022), so it is necessary to develop a disability-aware community. Third, lack of special supporting equipment, where several learning aids for disabled students are not yet available throughout the university (Barkas et al., 2022). Fourth, limited multi-sector coordination (Muyor-Rodríguez et al., 2021), where policy implementation requires cooperation between various fields, such as planning, finance, and infrastructure, which often requires more time and resources. Fifth, the complexity of evaluation and reporting, where the evaluation and reporting system involving many levels requires better efficiency. Sixth, increasing staff competence(Mphohoni et al., 2023), where staff training to understand the needs of disabled students still needs to be improved to achieve optimal inclusive services (du Toit, 2018; Grigal et al., 2021). These opportunities and challenges demonstrate the importance of a comprehensive and collaborative approach (Moriña, 2017) to ensuring university disability policies are effective and sustainable.

4. Conclusion

The national policy on facilities for people with disabilities emphasizes the importance of adequate accessibility and inclusive services for individuals with disabilities involving the development of disability-friendly infrastructure, regulations that support disability rights, educational major, and training to raise public awareness. Meanwhile, the results of statistical calculations also show that the implementation of policies specifically for people with disabilities has a positive impact on the achievement of SDGs 16, namely peace, justice, and strong institutions. University has made efforts to fulfill the facility policy by providing facilities that support students with disabilities, although there are still challenges in implementing the disability facility policy. Student compliance with the disability facility policy at Universitas Negeri Yogyakarta, especially from students with disabilities, is very good, but social awareness from non-disabled students needs to be improved. University must take inclusive steps, such as having a Disability Service Unit and developing a guide for students with disabilities. Collaboration with external parties such as the government and NGOs is carried out to support disability policies. Challenges in fulfilling facilities and equality for students with disabilities still exist, but efforts continue to be made to overcome these challenges. New strategies can be implemented to strengthen inclusive policies and improve quality for students with disabilities. So that the disability policy implemented has a positive impact in supporting the achievement of the SDG's *Peace Justice and Strong Institution goals*, especially in terms of providing inclusive and equitable access to education for students with disabilities. Based on the results of this study, useful suggestions can be put forward for the parties, related namely:

1. Strengthening Regulation and Implementation. Strengthening regulation and implementation can be done by increasing awareness and involvement through education and training programs for various parties and strengthening understanding and skills in serving people with disabilities.
2. Improving Physical Accessibility. Conduct regular accessibility audits to identify and address physical barriers in all campus buildings and facilities.

Evaluation and Reporting. Establish transparent evaluation and reporting mechanisms to monitor the progress of implementation of disability facilities at Universitas Negeri Yogyakarta.

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6. Referensi

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