

**SELF–ACTUALIZATION OF STUDENT  
ACTIVISTS WITH DISABILITIES IN COLLEGE  
ORGANIZATIONS**

Thesis

Submitted to meet the Graduation Requirements of  
Master's Degree MA in Education



Author

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Student ID: 04242110016

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

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*“A visually impaired person may not see, but their strengths lie in countless other areas. Never let disability define your limits; let your confidence and determination shape your boundless potential.”*

(Arif, the blind student activist, on April 1, 2023)

# SELF–ACTUALIZATION OF STUDENT ACTIVISTS WITH DISABILITIES IN COLLEGE ORGANIZATIONS

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## ABSTRACT

This thesis explores the self-actualization of student activists with disabilities within college organizations, addressing the gap in educational participation between disabled and non-disabled students, which becomes more pronounced at higher levels of education. The research highlights the presence of resilient student activists with physical disabilities who actively enrich the university environment by defying societal stigmas and participating in various campus organizations as activists. The research aims to explore how they self-actualize within college organizations, filling a crucial research gap by examining the connection between self-actualization and students with disabilities in higher education. The research employed a qualitative approach with a case study design. The participants are eight students with physical disabilities active in campus organizations, department heads and student association heads from two state Islamic universities. One university was known for its disability-friendly facilities, while the other had room for improvement. Data collection involved two primary methods: observation and interviews. The thesis reveals several key findings regarding student activists with disabilities in college organizations. First, it highlights the determination of these student activists to use their struggles as motivation to assist others with disabilities, as they demonstrate a commitment to addressing the needs of their peers and providing accessible resources. Second, it emphasizes the strength and belief in their abilities displayed by student activists with disabilities, who actively utilize their strengths to support others and challenge preconceptions about their limitations. Active participation in college organizations enhances their communication, socialization, and public speaking skills, contributing to their personal and intellectual growth. The insights shared by participants emphasize the importance of self-actualization to challenge societal stigmas and achieve personal growth. The findings offer valuable insights for future research in the field of disability, self-actualization, and student activism, laying a foundation for exploring the intersectionality of disability with other aspects of identity. Furthermore, the research holds potential to motivate other disabled students by demonstrating that disability does not limit one's potential for personal growth and meaningful contributions to society, thereby offering hope and inspiration for those facing barriers to higher education.

**Keywords:** *Self–actualization, student activist, disability, college organization*

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## GLOSSARY AND INDEX

*Disability*: a condition that affects a person's capacity to perform specific tasks or behaviors or participate in regular daily activities and interactions, whether physical, mental, cognitive, or developmental (Merriam-Webster). A disability could be developmental, physical, cognitive, mental, sensory, emotional, or a combination (D'Mello, et al., 2017).

*Physical Disability*: a physical impairment that affects sight, hearing, mobility, or dexterity and significantly limits one or more main life activities, a history of such an impairment, or a person seen to have such an impairment (Khazem et al. 2023)

*Self-actualization*: the maximum growth and use of all capabilities, fulfillment traits, and capacities (Maslow, 1970, Mittelman, 1991). The greatest need one could meet in the hierarchy of needs by Maslow (Maslow, 1943).

*Student Activist*: students who benefit from extracurricular activities and organizations as it allows them to develop essential skills and competencies alongside their academic endeavors (Sarwono, 1978). Students involved in various activities relating to the campus organization are referred to as activists (Ayu, 2021).

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# CHAPTER I

## INTRODUCTION

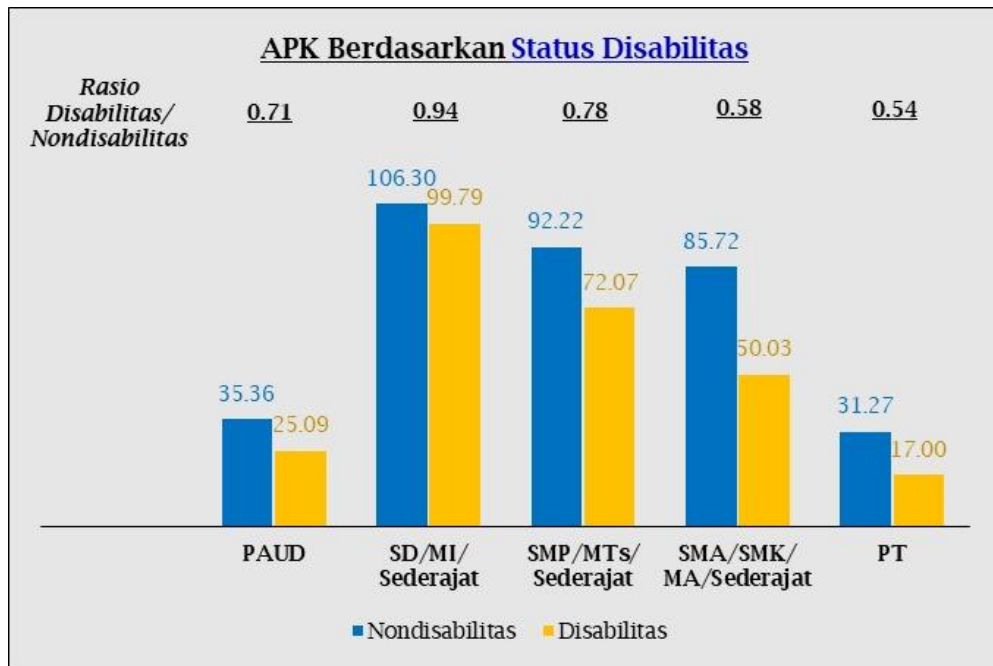
### 1.1. Research Background

Disability is defined as difficulties operating at the person, body, or societal levels, within a or more domains of functioning, as encountered by a person with a health problem in interaction with contextual factors (Leonardi et al., 2006). A disability is a state that impacts an individual's ability to carry out particular tasks or behaviors, as well as engage in routine daily activities and interactions. This condition can manifest in various forms, affecting mental, cognitive, physical or developmental aspects (Merriam-Webster, 2022). On the other hand, according to the International Classification of Functioning, Disability, and Health (ICF), the most recent definition of disability refers to it as an "umbrella phrase for impairments, activity restrictions, or participation limitations." This definition encompasses various aspects related to disabilities, including the presence of impairments, limitations in carrying out activities, and restrictions in engaging in social participation that follow from the interplay between the sufferer of sickness and external variables. A disability could be developmental, physical, cognitive, mental, sensory, emotional, or a combination (D'Mello, et at., 2017). This study will focus on college student activists with physical disabilities, which might restrict them from adjusting to organizations in the college.

All people, including those with disabilities, have the same rights to learn, explore, and pursue education as high as possible. Meanwhile, there was a disparity in educational

participation between non-disabled and disabled people. This inequality is visible in the table below:

Figure 1.1 Gross Enrollment Rate by Education Level, 2020-2022



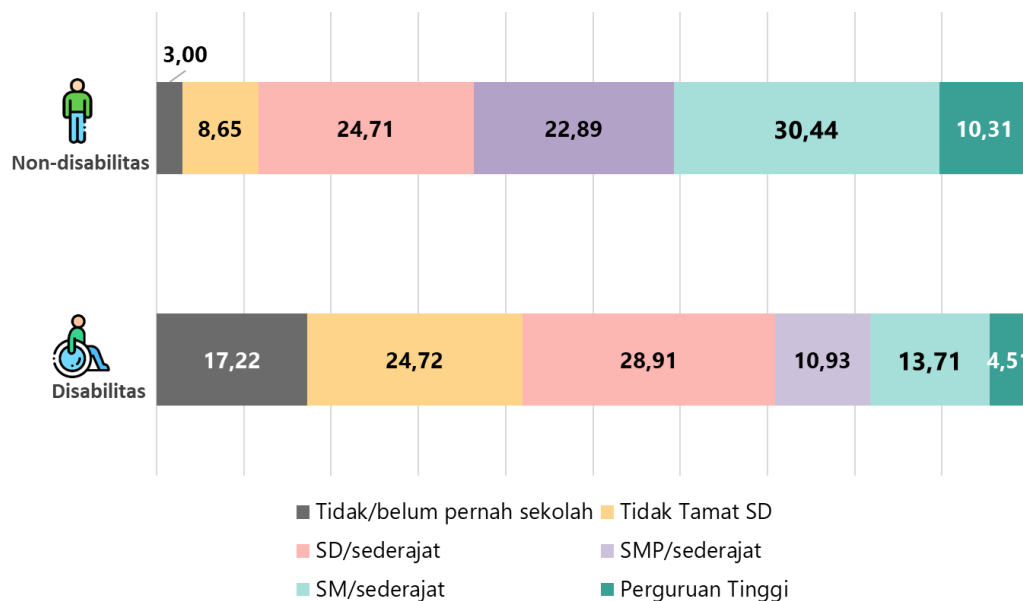
Source: BPS, 2022

The Central Statistics Agency compiled this table in 2022. The table illustrates the gross enrollment rate by education level from 2020 to 2022. The blue bar chart depicts non-disabled students' participation in formal school, whereas the yellow depicts disabled students. According to the data, there is a gap in education participation between non-disabled and disabled people. This disparity is evident at all levels of education. The non-disabled group has a higher gross enrollment rate at all levels of education than the disabled group. At the kindergarden level, non-disabled students participate at 35.36, while disabled students participate at a lower which is 25.09. In the elementary school level, non-disabled students participate at 106.30, while disabled students participate at a

lower but still significant rate, which is 99.79. In the next level of junior high school, the participation of non-disabled students is 92.22, while the involvement of disabled students is consistently lower than them, namely 72.07. In the next level of senior high school, the participation of non-disabled students is 85.72, while disabled students' participation decreases even worse, only 50.03. Finally, non-disabled and disabled students' participation in higher education has declined significantly. The participation rate of non-disabled students in higher education is 31.27, while that of disabled students is consistently lower, at 17.00. In conclusion, both non-disabled and disabled students experience a decrease with every increase in their level of education. Furthermore, at every level of education, the participation of disabled students is consistently lower than non-disabled students.

After looking at the gross enrollment rate by the education level of students with disabilities, which is low, the level of education completed by populations aged 15 and up based on disability status is even lower. This decline can be seen in the figure below:

Figure 1.2 Level of education completed by populations aged 15 and up based on disability status



Source: BPS, Susenas March 2022

The gray color represents those who have never attended school, the yellow color represents those who enrolled in elementary school but did not complete it, the peach color represents those who finished elementary school, the purple color represents those who completed junior high school, the light blue color represents those who completed senior high school, and the dark blue color represents those who completed higher education. Based on the figure above, the number of people with disabilities who have never attended or enrolled in elementary school but did not complete it is significantly higher than that of people without disabilities. In the meantime, compared to people without disabilities, the number of people with disabilities who completed senior high school and higher education was deficient. As a result, most people with disabilities only have primary education, while those with secondary education outnumber those without disabilities. In conclusion, The two data from the Indonesian statistical center show that people with disabilities participate in teaching at a much lower rate than people without disabilities. Only 10.31 disabled people have enrolled in and participated in higher education, and only 4.51 have completed higher education.

There are several factors influencing these conditions. One of them is that the society around them often stigmatizes students with disability People with disabilities face stigma daily, whether their disability is noticeable or disclosed (Zaussinger & Terzieva, 2018). It is unpleasant to be stigmatized for being disabled because being disabled is not desired. However, the negative stigma attached to students with disabilities

persists in many people's minds. Negative stigma towards persons with disabilities can affect how other people perceive them. For example, when disabled people provide information, they say it is invalid (Kain et al., 2019). The impact of stigma towards students with disabilities has been recognized for a considerable period. Extensive research has demonstrated that this stigma not only affects the well-being of individuals with disabilities but also has complex repercussions for their families (Green, 2003, 2007). As a result, being a disabled student is more complicated than being a non-disabled student, notably if they are stigmatized; this adds to their life burden, which affects many aspects in complex ways, including their performance and involvement in their education. It is one of the reasons for the low enrollment of disabled students in higher education, where they face more challenges, such as increasingly complex academic challenges, living far away from their parents, especially for immigrant students, and higher social demands as they meet many new friends. Furthermore, students with disabilities report difficulties networking with their peers, social isolation, and a lack of study-related exchange (Zaussinger & Terzieva, 2018).

Even though most students with disabilities face numerous challenges and struggle to participate in higher education, some of them can enrich the university due to a variety of factors, including solid institutional support from administrators and staff who understand how to meet the needs of disabled students (Newman et al., 2021). Another aspect is their motivation, which enables academic success (Linnenbrink & Pintrich, 2019). It means that their willingness and motivation to work hard is another key to achieving their desired success knowledge in higher education.

In higher education, students pursue their fields of study. Besides, they can also pick up skills at college that are not taught in the classroom, such as by participating in organizations. Students involved in various activities relating to the campus organization are referred to as activists (Ayu, 2021). Student activists spend much time participating in student organizations and generally seek activities that can use their talents and ability to achieve a better meaningful life for themselves and others (Mayasari, 2007). Universities are home to various organizations, such as UKM, which stands for Unit Kegiatan Mahasiswa (Student Activity Units). UKK, which stands for Unit Kegiatan Khusus (Special Activity Unit), on-campus external organizations like Indonesian Islamic Student Movement (PMII), Islamic Student Association (HMI), Indonesian National Student Movement (GMNI), Indonesian Muslim Student Action Unit (KAMMI), and others, as well as internal student organizations such as Student Executive Board (BEM), and Student Representative Council (DPM). Students with disabilities have the same rights as others to participate in campus organizations. Equal chances must be provided for students with disabilities and others since they share the same demands regarding academic information from lecturers and a diverse range of organizational experiences. If society continues to stigmatize students with disabilities or special needs and treat them differently, equality will never be achieved. Equality will not be achieved if people with disabilities are differentiated from regular people (Fakih et al., 2003).

The presence of students with disabilities who become organizational activists on campus demonstrates that the stereotype that society still holds about a person's disability does not deter them from pursuing a good education and gaining knowledge both inside and outside of the classroom. By participating in organizations, in addition to learning

about courses in class, students also gain experience by joining various on- and off-campus organizations. Some belong to multiple organizations because participating in campus organizations offers students various activities. Apart from acquiring knowledge, being a campus activist through involvement in these organizations can help them develop skills such as audio and video editing, as well as photography, and soft skills like leadership, communication, coordination, and problem-solving. Activists can also help them build networking skills, professionalism, accountability, and time management. Therefore, despite their unfortunate physical condition, student activists with disabilities attempt to be engaged in campus organizations. However, they face challenges and must strive more than their peers who are without disabilities to remain participating in organizations. In addition, they must adjust to organizational activities and organizations that are mostly physically fit. It is undoubtedly difficult because there are many obstacles to social participation for those with disabilities (D'Mello, et al., 2017).

As a result, there are not many disabled student activists in colleges. For people with disabilities, simply carrying out daily tasks demands more adaptation than ordinary people, mainly if they enroll as students. An adaptation strategy is a pattern created by the massive adjustments made by human reason to obtain and utilize resources and swiftly resolve problems (Ahimsa-Putra, 2003). It means that the adaptation of activist college students is *ada dua tain*, maladjustment quickly employing issues and resources.

Student activists with disabilities need self-actualization, self-actualization is the maximum growth and use of all capabilities, fulfillment traits, and capacities (Maslow, 1970). He added that he needs self-fulfilment and gradual development, the basis for human motivation. People who are self-fulfilled in what they do are self-actualized.

Furthermore, Duane Schutz added that self-actualization is the process of being oneself and developing unique psychological traits and potential. Additionally, Abraham Maslow and Carl Rogers are critical figures in the school of development psychology, which lists self-actualization as a step toward developing an upbeat personality. It implies that disabled college students who become activists are conscious of the growth of their talents and those acquired through classroom learning. However, the knowledge they get while working for the campus organization can help them further develop their skills and abilities to be a good person. There has been many studies on the self-actualization of people with disability in Indonesia (Huda, 2021, Rajibullah Et Al., 2020; Kurniawan, 2018; Armas et al., 2017; Rasyidana, 2011; Putri, 2007) and studies of self-actualization of people with disability other countries such as in the US (Eleweke, 2022), Srilanka (Herath, 2014), Canada (Croft et al., 2009), and Australia (Lynch, 1998). Besides, many studies on the adaptation of people with disabilities have been conducted in Indonesia (Anggini, 2022; Sumarno et al., 2021; Muharany, 2020; Mawaddah, 2017; Sayyidah, 2015) and adaptation of people with disabilities worldwide. Such as in Scotland (Dunn, 2019), Europe (Hubert & Simmonds, 2015), Canada (Morozova et al., 2015), Netherland (Dosen, 2007, 2005). Furthermore, there are studies conducted on higher education and disabled student in Indonesia (Budhi et al., 2022; Trihastuti, 2022; Triutari, 2022; Ardias et al., 2020), and there are studies conducted on higher education and disabled student worldwide. Such as in the UK (Kendall, 2016; Gibson, 2012; Hetherington et al., 2010; Vickerman & Blundell, 2010), USA (Couzens et al., 2015), Scotland (Riddell & Weedon, 2013; Macleod & Cebula, 2009), Europe (Redpath et al., 2013), and Canada (Hutcheon & Wolbring, 2012). The elaboration of these study reviews will be expanded upon in the literature review section.

There are many research discussed above focuses on deficiencies, struggles, challenges, and how students with disabilities deal with them. Furthermore, most other research focuses on the support that assists disabled students in their studies, such as institutions, staff, administrators, policies, and the behavior of friends who can help disabled students cope with the university environment and their learning support needs. Instead of focusing on the weaknesses of disabled students and what needs to be done to address those weaknesses, as well as the support that can help them learn more effectively, This research will focus on students with disabilities who have good qualities, which are those who can become student activists in higher education and have no semester delay while they were activists. By identifying those specific disabled students, I hope to give other disabled students motivation and a role model to pursue higher education and enrich the university by actively participating in organizations and enhancing academic knowledge, as I provided data that disabled students' engagement is shallow. It is even lower for disabled students who complete higher education. Therefore, it is critical to research the self-actualization of student activists with disabilities in college organizations by finding out directly from disabled students who become activists in campus organizations.

## **1.2. Research Questions**

To understand the self-actualization of student activists with disability in college organizations, this research has the following research questions:

1. How do student activists with disability actualize themselves in college organizations?

2. What are the challenges faced by student activists with a disability to actualize themselves in college organization?
3. What are the contributions of student activists with a disability to advancing campus organizations?

### **1.3. Objective of Study**

This thesis will investigate how student activists with disability actualize themselves in college organizations. In addition, the researcher will explore the challenges faced by student activists with a disability to actualize themselves in college organizations. This thesis will also address the contributions of student activists with a disability to advancing organizations.

### **1.4. Significant of the Study**

This study holds importance as it addresses a critical gap in existing research by focusing on the self-actualization process of students with disabilities within college organizations. While numerous studies have explored self-actualization in individuals without disabilities, there is a lack of research specifically examining the experiences of disabled student activists. By delving into this aspect, the study contributes to a more inclusive understanding of self-actualization in higher education. Moreover, the research presents a paradigm shift by shifting the focus from the challenges and deficiencies associated with disabilities to highlighting the strengths and qualities of disabled student activists. This positive outlook challenges the prevailing deficit-oriented approach often

observed in disability research, providing a more empowering narrative surrounding disability in academia.

Furthermore, the study has the potential to redefine how disability is perceived in higher education. By showcasing the specific contributions and potentials of disabled student activists within college organizations, the research challenges stereotypes and misconceptions surrounding disability.

Moreover, the findings of this study offer valuable insights for future research in the field of disability, self-actualization, and student activism. By uncovering the unique experiences, challenges, and contributions of disabled student activists, the research lays a foundation for further exploration of the intersectionality of disability with other aspects of identity, such as race, gender, sexuality, or socioeconomic status. This investigation into the complexities faced by disabled student activists can lead to more nuanced approaches in supporting and empowering them within college organizations.

In addition, the study's implications go beyond academia, as the findings can inform policy and program development aimed at promoting self-actualization among students with disabilities. Understanding the factors that contribute to the self-actualization process can help academic institutions create more inclusive and supportive environments for disabled student activists. By implementing targeted interventions, colleges can better address the specific needs and aspirations of these individuals.

In the other hands, the findings of this research hold potential to serve as a motivation for other disabled students, particularly in light of the prevailing disparities in education between disabled and non-disabled students. As discussed in the background,

disabled students often face significant barriers and challenges in accessing higher education, leading to lower enrollment rates and limited opportunities for personal growth and self-actualization. By shedding light on the experiences of disabled student activists within college organizations, this study provides a beacon of hope for other disabled students. It showcases that disability does not limit one's potential for self-actualization and meaningful contributions to society.

In conclusion, this study is significant as it explores the self-actualization of students with disabilities in college organizations, filling a crucial research gap. Focusing on their experiences provides insights into self-actualization in higher education, promoting a positive perspective on disability. The findings not only open new avenues for further research but also have practical implications for creating inclusive environments and support for disabled student activists. Moreover, the study serves as motivation for other disabled students, demonstrating that disability does not limit their potential for success and meaningful contributions in higher education.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

The theoretical foundations chapter is of great importance in this thesis. It involves conducting a thorough analysis of existing literature and relevant studies related to the topic. The main objective is to explore the current state of knowledge and identify any gaps in the available information. The theoretical framework is centered around four key elements: Maslow's Theory of Self-Actualization, disability perspectives, inclusive education for students with disabilities, and student groups.

#### **2.1. Literature Review**

Disability student activists are uncommon on university campuses, so it is crucial to understand how they are adjusting to university (Anggini, 2022; Fadhillah et al., 2021; Sumarno et al., 2021; Muharany, 2020; Mawaddah, 2017; Sayyidah, 2015) and other countries such as in Scotland (Dunn, 2019), Europe (Hubert & Simmonds, 2015), Canada (Morozova et al., 2015), USA (Lloyd & Kennedy, 2014), Netherland (Dosen, 2007, 2005). The presence of physiological demands, a sense of security, affection, and a need for acceptance and self-actualization are the main forces impacting how people with disabilities adapt to their environment—likewise self-actualization. Inhibiting factors include stigma, which persists in society's negative stigma against people with disabilities.

Besides, other studies focussed on the self-actualization of people with disability (Huda, 2021, Rajibullah Et Al., 2020; Kurniawan, 2018; Armas et al., 2017; Rasyidana,

2011; Putri, 2007) and other countries such as in the US (Eleweke, 2022), Srilanka (Herath, Subhangi, 2014), Canada (Croft et al., 2009), and Australia (Lynch, Joseph, 1998). The studies discovered that the self-acceptance of people with disabilities is often positive. Nevertheless, they still need help positioning themselves in a group setting. In addition, people with disabilities have a good level of independence (autonomy), which can be aided by supporting those who consistently provide encouragement and guidance. They also possess a strong awareness of the environment. However, some research findings revealed that college students with disabilities have a life purpose that is still developing and unclear. A disability can hinder individuals from developing or fully embracing a sense of purpose (Newman et al., 2019). He is striving to focus on living the process of studying in college correctly and getting knowledge according to capacity. Additionally, they need to gain the interpersonal skills to build relationships through groups and organizations and need help engaging in activities consistent with their interests.

On the other hand, other studies focus on the mining -actualization itself; Hidayat (2019) revealed that self-actualization is a necessity at the pinnacle of every human being when all basic needs have been fulfilled (Hidayat, 2019). It implies that self-actualization is exceedingly challenging for them because their basic needs are not addressed similarly to those without disabilities. Nevertheless, even though they will face challenges, people with disabilities can nonetheless attain self-actualization. According to Helen Graham, Maslow's research on men in public life, whom he believes have achieved self-actualization, they revealed a distinct picture or set of traits: increased acceptance of self, others, and the environment, spontaneity and creativity increase, enrichment of emotional

reactions, complete interpersonal relationships, changes in values and increasingly democratic structures, abilities in mystical experiences (peak experience) (Graham, 2005).

Additionally, disability student activists who may fulfill their potential by joining school organizations have great desires. Some studies in Indonesia have focused exclusively on college students with disabilities (Budhi et al., 2022; Trihastuti, 2022; Triutari, 2022; Ardias et al., 2020). In addition, other studies in other countries have focused exclusively on college students with disabilities, such as the n UK (Kendall, 2016; Gibson, 2012; Hetherington et al., 2010; Vickerman & Blundell, 2010); USA (Couzens et al., 2015), Scotland (Riddell & Weedon, 2013; Macleod & Cebula, 2009), Europe (Redpath et al., 2013), and Canada (Hutcheon & Wolbring, 2012). The study's findings showed that students with disabilities encounter problems on campus regarding self-adjustment, including making new friends, changing their views and conduct, changing their appearance, and attempting to be more independent.

In a separate study, Arciuli & Emerson (2020) aimed to explore the relationship between school satisfaction in children and adolescents living in the United Kingdom and factors such as the type of disability and gender, as well as any potential interactions between these variables. They reported that numerous types of research had established no connection between the presence of a disability and academic satisfaction. Additionally, we share a similar objective of adding to the sparse knowledge on the potential link between disability and school satisfaction. In my thesis, I will talk more precisely about how students with disabilities might achieve self-actualization and be fulfilled at the university.

Additionally, a separate research conducted by Morina in 2020 explores the obstacles and assistance encountered by university students with disabilities in Spain concerning inclusive education. The study highlights the significance of providing training to faculty in inclusive education and universal learning design, along with the need to modify learning environments to enhance accessibility. The paper also acknowledges that universities can be particularly discriminatory institutions concerning access for certain students, such as those with disabilities. In the topic of analysis, the article studied institutional barriers that students with disabilities face at universities, such as a lack of knowledge of and attention to disability, overly burdensome bureaucratic procedures, obstacles in the actual classrooms, and those connected to teaching personnel. Although there are many barriers in higher education, as previously mentioned, my thesis will go beyond that to analyze students with disabilities who have good self-actualization so they can still actively participate in realizing their potential in organizations and institutions on campus.

Research highlights multiple avenues for providing ongoing student support for disability services offices by Márquez & Aguilar (2022). This article emphasizes the importance of individualized accommodations support, which aims to give disabled students as much agency in the accommodations process as possible without overwhelming the process. Like the previous one, this article goes into greater detail about accommodations because she believes it is critical to the legal compliance framework for higher education. Nonetheless, the focus of my research is not on supports that can assist students with disabilities but rather on those that can meet Maslow's top hierarchy of

needs, even though colleges do not provide adequate accommodations for students with disabilities.

Further to that, Couzens et al. (2015) researched hidden disability. However, they argued that many universities pay attention to physical infirmities, such as providing unique chairs and restrooms for students with disabilities. However, disability-related issues are more complicated. Many students are unaware that they are disabled. More students with disabilities are enrolling in postsecondary institutions, and many of these disabilities are difficult to notice (or hide) because there are no external physical signs of them. They defined which support systems would be most beneficial in promoting self-actualization for undergraduate students who self-identified as having hidden disabilities. It is similar to most others in that it describes people with disabilities as objects that must be understood and given their specific services to achieve self-actualization at university. In contrast to my research, it will focus on their self-actualization, enabling them to actualize at the university where they will be investigated in this study, rather than other external factors or supports. My research seeks to determine whether or not disabled students can actualize in university and balance their productivity with that of regular students, with or without the additional support provided by the university. They can do better with it to support their self-actualization at university if they can do it without any special assistance, and they can also contribute to university organizations.

A different study conducted by Beatty et al. in 2019 focuses on how organizations treat individuals with disabilities. The research specifically explores the process of social integration among college students with disabilities, considering the crucial role of social involvement in their overall development and success during college and beyond. The

study investigates the impact of a student organization named "LEVEL" on the social experiences of college students with physical disabilities. The findings reveal that LEVEL played a significant role in dispelling prejudiced assumptions and misconceptions while also fostering meaningful friendships among its members. While there are some similarities between this study and my thesis in terms of research objectives, Beatty's work places a stronger emphasis on examining the social experiences of college students with physical disabilities within the context of the LEVEL organization. However, my thesis will focus on how student activists with disabilities contribute to the advancement of campus organizations rather than on how organizations contribute to students with disabilities because, in my research, the disability students will be addressed as the subject rather than the object of the research study.

In addition, De Picker (2020) also researched at academic conferences on rethinking inclusion and disability activism. In this article, De Picker undertook a comprehensive exploration to offer valuable insights and personal experiences aimed at enhancing the organization of conference meetings. His primary motivation was to address the specific accessibility issues faced by participants with physical disabilities, long-term illnesses, or chronic pain. By addressing these challenges, he sought to prevent the marginalization of disabled activists and scholars whose voices are crucial in the field of Disability Studies. Furthermore, De Picker emphasized the importance of ensuring that Disability Studies have a practical impact and emphasized the need for adopting a new set of inclusive conference practices. Through his research, De Picker aimed to promote inclusivity, diversity, and equal participation in academic conferences, fostering an environment where all voices are heard and valued.

After considering this piece, I believe De Picker is a disabled person who can actualize himself in conferences. His article is relevant to my thesis based on his personal experience. My research focuses on the self-actual-actualization of de Picker, who can inspire other people with disabilities, particularly those who can fully participate in university organizations despite physical limitations.

In the meantime, various challenges were identified in the study by Bulut (2018) on the challenges and obstacles to self-actualization among college students. The study revealed that students had expressed significant concerns regarding various environmental barriers arising from personal, social, educational system-related, and parental factors. These obstacles pose a consider to their self-actualization and have the potential to impede their ability to lead a purposeful and meaningful life. Therefore, it becomes imperative to effectively address these challenges and provide the necessary resources to foster self-actualization. A compreUnderstandingure of these obstacles and their impact on students' well-being is crucial for developing interventions and support systems tailored to their needs. Upon examining the barriers that college students encounter on their path to self-actualization, it becomes evident that these obstacles exist at different levels. Despite facing such challenges, the process of self-actualization persists, showcasing the students' resilience and determination to overcome hurdles and pursue personal growth.

In terms of disability acceptance, Morozova et al. (2015) conducted research on it. The research context is Africans pursuing higher education in the United States. According to the findings, some Africans, with and without special needs or disabilities, prioritize continuing their education by attending schools and universities in the United

States. The lack of support services in their home countries is a significant factor in Africans with special needs or disabilities' strong desire to study in the United States. In contrast to Africa, people without special needs are more likely than people with special needs to enroll in colleges and universities in Indonesia. This is demonstrated by the increase in disabled university students, as presented in the introduction. This study also revealed individuals with these issues and those who wish to stop their studies in the United States.

Another study by Chalk (2019) focuses on identifying the disability, self-identification, and well-being in emerging adults. The research findings shed light on the significant positive impact of self-identification and accommodation services on student success. Nevertheless, it also brought to attention the potential adverse effects experienced by students with disabilities who perceive themselves as being undervalued within the college community. This study delves into the examination of the population of students with self-identified disabilities in higher education, while also analyzing the dynamic changes in self-identification cases over the entire duration of their postsecondary enrollment. Besides, Ardias et al. (2020) investigated the social support and self-adjustment of university students with disabilities. In his writing, he discussed educational fairness not only from a psychological standpoint, studying, for example, how students with fixed disabilities cope with their disability, but also from an Islamic standpoint, using Quran study.

On the other hand, Nnama-Okechukwu et al. (2020) conducted the most widely discussed topic on students with disabilities, focusing on Institutional Support Services' challenges. The research was conducted on Nigerian undergraduate students who were

visually impaired; the study focuses on support services, such as hostel lodging, a specific library, and campus bus shuttle transportation. It emphasized the importance of increasing the self-esteem of visually impaired students and assisting them in developing positive social skills within the academic setting. It also exposed gaps in the services provided by the students.

In their advanced research, Rosch and Nelson (2018) undertook a comprehensive study focusing on the role of student organization involvement in both high school and college settings in shaping leader development. The researchers delved into the intricate relationship between students' engagement in these organizations during different educational phases and its multifaceted effects on their leader self-efficacy, motivation to lead, and leadership skills.

The article aimed to provide a more nuanced understanding of how the process of student leader development unfolds at various points during young adulthood. However, this research focuses on students who are active in organizations but do not have disabilities. In contrast, my research will focus on students with disabilities who engage in organizations and become organizational activists.

Furthermore, a study conducted by Kendall, L. (2016) delved into the experiences of students with disabilities in higher education. The primary objective was to capture the "voice" of these students and gain insights into their encounters with inclusive practices and the obstacles they faced in terms of participation. Kendall prefers to investigate from their views rather than one that can benefit students with disabilities. His research details the difficulties faced by college students with disabilities. Additionally, Kendall offers

solutions to all of the problems tied so that the issues raised in the study can be addressed. In contrast to my research, it will investigate the challenges and difficulties faced by students with disabilities, but not inclusive practice and barriers to participation in higher education settings. My thesis will go beyond that, investigating the challenges faced by student activists with disabilities in actualizing themselves in university through activist organizations.

At last, Backenson et al. (2013) investigated Psychosocial and Adaptive Deficits Associated with Learning Disability Subtypes. According to the report, most disabled people want to live independent lives and have the potential to contribute positively to society. There is, however, a need for more social and familial support. Whatever welfare programs the government or nongovernmental organizations implement will not be successful unless we fully support them; equal participation and increased opportunities will allow them to integrate into society. Furthermore, it is critical to boost disabled people's self-esteem and encourage participation in mainstream social and cultural initiatives.

As a result, according to the above research, there has been much research on self-actualization and students with disabilities in higher education. However, research has yet to be conducted to link these two aspects. The research on self-actualization discussed above is only on people without disabilities. Not everyone without disabilities can achieve self-actualization because it is the highest level in Maslow's hierarchy of needs, which means that a person must fulfill all four categories well to reach this level. Furthermore, most research on students with disabilities in higher education focuses on deficiencies, struggles, and challenges in adapting to a higher education setting and how students with

disabilities cope. However, my thesis will go beyond that, investigating the difficulties that stu with disabilities face in actualizing themselves and enriching universities by being activists in organizations.

Additionally, other researchers examined the support that can assist disabled students in their studies. Rather than focusing on disabled students' weaknesses and what needs to be done to address those weaknesses, as well as the support that can help them learn more effectively, this study will make them the subject of research that focuses on the specific qualities of some students with disabilities, particularly those who can become student activists in higher education and have no academic issues. As a result, researchers tend to focus on the self-actualization of disabled student activists in college organizations.

## **2.2. Theoretical Framework of the Study**

The theoretical framework encompasses a collection of explanatory concepts relevant to the topic. As described in the earlier section on theoretical foundations, there are four primary elements in the theoretical framework.

### ***2.2.1 Inclusive Education for Students with Disability***

Providing appropriate education for students with disabilities through special and inclusive education systems has become a point of contention among scholars. Inclusive education is one of the world's top educational priorities, and several countries have recently adopted inclusive education policies. There are several reasons for this, one of which is that having diverse students enriches an inclusive education system's teaching and learning processes (Moriña, 2016). In addition, students with disabilities or special

educational needs have equal access to all instructional opportunities, educational program offerings, and school life through inclusive educational opportunities (Biermann & Powell, 2016). However, the disadvantages of an inclusive setting include a decrease in the number of licensed professionals available to assist students with special needs (McCarty, 2006). This lack of professionalism can undoubtedly impact teacher performance in inclusive classes. Salend (2011) proposed an evaluation of outstanding educational performance for exceptional students, which involves assessing and planning, providing specialized education, offering intensive instruction, employing goal-directed instructional methods, utilizing research-based instructional practices, fostering collaborative partnerships, and tailoring instruction to meet the specific needs of each student. In contrast, Salend (2011) described inclusive education as having three key characteristics: 1. Embracing a philosophy of acceptance and a sense of belonging within the community; 2. Encouraging collaboration among students, families, educators, and the community; and 3. Celebrating the diversity and inherent value of all learners; 4. valuing the education of students in high-quality schools; 5. valuing the education of students with their age peers; 6. valuing the education of students in mainstream classrooms; and 7. valuing the education of students in inclusive environments.

The topic of inclusive education for people with disabilities affects people in Indonesia and worldwide. Persons with disabilities consistently have lower literacy rates than people without impairments across the board (Singal et al., 2015; United Nations, 2019). Additionally, there is a difference dependent on the type of disability, such as children with mental, cognitive, or visual impairments have higher rates of illiteracy than children with motor impairments (Singal, 2015). These current issues have demonstrated

the need for inclusive education. Inclusive education aims to integrate students with disabilities into general instruction to increase student interaction and enhance their educational outcomes (Kilinc, S, 2021). In addition, students with disabilities attend regular schools nowadays in many nations, but they follow a particular curriculum. In Indonesia, there are still few schools that provide an inclusive atmosphere, and some of them are also more expensive. Public schools still need to work on providing the infrastructure necessary to realize inclusive education.

### ***2.2.2 Maslow's Theory of Self-Actualization***

In recent times, Maslow (1954-1962) introduced the concept of the self-actualizing individual, someone who exhibits superior functioning and leads a more fulfilling life compared to the average person. According to him, self-actualization involves fully utilizing and realizing one's talents, capacities, and potentialities (Mittelman W, 1991). Maslow further associates self-actualization with becoming a "mature, fully-human" individual, in whom all human potentialities have been actualized, not limited to specific talents but encompassing various human capacities.

Among the potentialities listed by Maslow are autonomy, realism, patience, compassion, wisdom, and courage. Self-actualization can manifest in diverse forms, such as the desire to be an ideal mother, athletic pursuits, artistic expression through painting, drawing, or other creative outlets, or even active engagement in university activism. Those who perform at their best in these domains can be considered self-actualizing individuals.

Furthermore, Maslow suggests that self-actualization is not confined to any particular stage of life; rather, it is a continuous process of growth and development throughout one's journey. As such, even students in higher education, including those with advanced knowledge, can display self-actualizing traits through their commitment to university activism or other forms of personal development.

Maslow's hierarchy of needs is a widely recognized theory presented in his work "A Theory of Human Motivation" (Maslow, 1943). According to this theory, human behavior is influenced only by unsatisfied needs, and once certain conditions are met, conditioning can act as a motivator. The hierarchical structure starts with basic physiological and deficiency needs, progresses to safety and security, followed by social activity (love and belonging), esteem (ego), and ultimately culminates in self-actualization (Maslow, 1965). This concept suggests that self-actualization, with a strong emphasis on the self, represents the ultimate goal and the highest need achievable in Maslow's hierarchy of needs. However, in his subsequent work titled "The Further Reaches of Human Nature" (Maslow, 1971), he further developed his ideas, suggesting the existence of a definition and process of self-actualization that goes beyond the self. This expanded view is characterized by qualities such as selflessness, devotion, pursuing a calling, and prioritizing "being-values" (Maslow, 1971).

In the theory of self-actualization and beyond, Maslow described two types of learning: intrinsic and extrinsic. Ingrained education includes processes that can assist people in becoming all they are competent to evolve, while extrinsic are things outside of oneself that can inspire one to learn (Maslow, 1965). People who have been self-actualized learn through intrinsic learning processes. Self-actualizing people

hear their voices, take responsibility, and are honest; they participate in a reason other than themselves.

According to Maslow (1943), there are five need categories in the hierarchy of needs, which start with basic physiological needs. These include food, shelter, water, and air, all essential for survival. After one's physiological needs have been met and one can survive, the individual seeks safety and security. Applying the theory to higher education, learning security is a significant concern after basic needs are met and enrollment in university. Health insurance is another example of security (Greene L & Burke G, 2007). Social conditions become motivators after safety and security needs are met. Humans are social beings who want to have their lives nut through significant associations with others, according to social needs. Family and relationships outside home and university, such as religious affiliations, can help meet some of these needs. Besides, learning in the classroom satisfies a significant portion of our social needs as students form friendships with their classmates. The need for recognition and respect from others is included in the fourth level, "ego" (also known as "esteem" needs). In education, examples include Teaca complimenting a student on a job well done and self-respect. The fifth level is self-actualization, which, as previously stated, is frequently interpreted as focusing on self-actualization.

According to Maslow's conceptual framework, individuals lacking motivation tend to derive their motivation from feelings of unhappiness, and they often react defensively when their basic needs come under threat. In contrast, those who are driven by growth find their motivation in the pursuit of discovery, creativity, and a profound love for humanity, which Maslow coined as "Being-Love." According to Maslow, self-actualized

individuals are those whose basic needs have been sufficiently fulfilled, leading them to no longer feel compelled to compensate for these lacks intensely. As a result, they are liberated to concentrate on aspects such as their well-being, personal development, completeness, integration, and addressing the genuine challenges that life presents.

Moreover, Maslow's theory has significant implications for the current approach to studying happiness. Although Maslow preferred the terms "self-actualization" and "full-humanness" over the concept of "psychological health," he acknowledged the strong correlation between them (Maslow, 1962/1998). In the realm of happiness research, one of the most widely used frameworks is the examination of life satisfaction (Diener et al., 1985; Pavot & Diener, 2008). This paradigm involves assessing an individual's subjective evaluation of their overall life satisfaction. According to Diener et al. (1999), personal emotions encompass various aspects, including life satisfaction, the experience of "positive" emotions such as joy, enthusiasm, and contentment, as well as the mitigation of "negative" emotions like anxiety, depression, and emotional instability.

Booker T. Washington, W. E. B. Du Bois, and Frederick Douglass serve as examples of African American leaders who overcame significant obstacles to achieve their full potential. They exemplified Abraham Maslow's concept of self-actualization by effectively addressing the everyday needs of the African American community (Jones, 2017). According to Maslow, self-actualizing individuals are devoted to a calling or a goal that they feel destined to pursue (Maslow, 1962/1998). Approaching a particular place with deep reverence and respect for its essential qualities can contribute to a sense of sacredness.

Maslow (1943) proposes several obstacles to self-actualization, including internal, external, and negative influences. Individuals pursuing self-actualization recognize internal barriers within themselves, such as ignorance of their potential, feelings of doubt, and fear (Roostin, 2018). These internal factors can prevent their potential growth, as individuals may be afraid or ashamed to reveal their true capabilities. Acknowledging, exploring, and maximizing one's self-potential for meaningful change to occur is essential.

External factors also play a significant role in self-actualization. The environmental conditions and support from the community can either enable or hinder the process. The physical and socio-psychological environments influence individual behavior and development (Roostin, 2018). A supportive environment fosters self-actualization while lacking support can create additional challenges.

Negative influences represent another set of barriers to self-actualization. These influences arise from the need for self-actualization, affecting aspects such as expressing opinions, taking risks, making decisions, and letting go of unconstructive habits. The fear associated with these challenges can hinder individuals from moving forward in satisfying their needs (Roostin, 2018). Therefore, achieving self-actualization requires a supportive environment, individual willingness, and openness to new ideas and experiences.

### ***2.2.3 Disability***

The definition of disability was briefly discussed in the introduction, but this section will explore it in greater depth. According to Scott & Aquino (2020), the word "disability"

derives from the English term "different ability," which indicates that people have varying capacities. It prevents the person from participating in certain activities. Furthermore, he emphasized that physical, mental, cognitive, or developmental impairment affects a person's ability to engage in typical activities and relationships. He also provided additional resources on disability concepts. He defined disability using the most recent International Classification of Functioning, Disability, and Health (ICF) classification. The term "health disability" refers to impairments, activity restrictions, or engagement limitations caused by the interaction of the ill person and external factors. Furthermore, Murphy et al. argued that disabled people can become a 'taboo' object because they are challenging to characterize, so people with disabilities present themselves as 'liminal. Murphy argued that disabled people occupy a position on the border between sick and well, which must be conceptualized as a medical problem to reinforce the disabled person's "liminal" status. Disabled people defy the thick role' norm by remaining active in social activities. Some people with disabilities, for example, inability to exert complete control over multiple bodily functions (for example, control over hand movements and saliva) .

As my research will focus on students with a physical disability, it will be elaborated further. Many academics contended that there are numerous conceptualizations of physical disability. Khazem et al. (2023) conducted a study examining the histories of suicidal behavior in individuals with and without physical limitations. The researchers hypothesized that physical limitations would serve as a distinguishing factor between individuals with a history of suicide attempts and those who only experienced suicidal ideation, after considering the prevalence of health disorders and other relevant factors.

They observed specific factors such as diagnosed health conditions, difficulties in performing daily activities like washing, feeding, and bathing, as well as assessments of vision and mobility, all of which have been linked to suicide attempts. Additionally, the study focused on individuals with physical disabilities, characterized by impairments in sight, hearing, mobility, or dexterity, which significantly restrict one or more major life activities. Participants in the study also provided additional demographic details, such as age, sex, race, marital status, and socioeconomic status.

#### ***2.2.4 Student Organization***

Organizations are human endeavors with predetermined goals, defined boundaries, and pre-existing social structures (Aldrich, 1999). Students involved in various activities relating to the campus organization are referred to as activists (Ayu, 2021). Participating in campus organizations can assist people in developing their communication, diversity appreciation, people management, project proposal, and other skills (Cravens, 2006). However, participation in campus organizations may require more work for students. They face numerous challenges, particularly regarding time management between school and work.

Students with physical disabilities face a greater challenge in their educational journey, especially when it comes to integrating, synthesizing, and applying the knowledge acquired from lectures that do not align with their lived reality. Additionally, students without a personal connection to student groups may experience lower satisfaction and find it difficult to grasp the valuable experiences gained through organizing events, ultimately leading some students to consider leaving the organization (Quaye & Harper, 2019)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Since this research employs many analytic procedures focusing on the self-actualization of student activists with disabilities, the current study will use a qualitative approach. A qualitative approach is a methodology for investigating and comprehending the meaning that groups or individuals attribute to a social or human issue (Creswell & Creswell, 2017). Furthermore, it employs many analytic procedures, each focusing on a specific data type (Sarantakos, 2013). There were several reasons why I chose the qualitative approach. First, my research included emerging procedures and questions, and the data were collected in the participant's setting, allowing me as the researcher to interpret its meaning (Creswell & Creswell, 2017). Second, I involved a limited number of participants while gathering a vast amount of massively, with several hours of participant interviews and various sources of information related to a single setting, including observation (Wohlrapp, 2014). Third, I collected descriptive-narrative rather than numerical data to gain knowledge and insight into subjects of interest since the data obtained might also add value to comprehending the phenomenon. Fourth, the data collection was entirely defined by the nature of the problem (Gay et al., 2012). The descriptive narrative purpose aided this research in describing and explaining something as it was, which in this case was the self-actualization of student activists with disabilities.

Additionally, the researcher of this study was a female interested in topics related to prejudice against disadvantaged individuals, one of which was individuals with disabilities, especially the partiality towards disabled students in assessing education. The researcher believed that people with disabilities had limitations in themselves but not their

spirit. Therefore, the researcher wanted to know firsthand how student activists with disabilities actualized themselves through participating in campus organizations. In the meantime, Creswell & Creswell (2017) extensively examined different qualitative research approaches, including narrative research, phenomenological research, grounded theory, ethnography, and case studies. Narrative research involves exploring individuals' lives and collecting stories from them, which are then woven into a cohesive narrative that may integrate both participant and researcher perspectives. Phenomenological research focuses on understanding participants' lived experiences related to a particular phenomenon. Grounded theory aims to develop a general and abstract theory based on participants' perspectives, while ethnography and case studies delve into the detailed examination of specific cultures or individual cases, respectively. Furthermore, ethnography is a method of investigation derived from sociology and anthropology. The researchers observed a preserved cultural group's behavioral patterns, activities, and language in a natural setting over an extended period. Last but not least, a case study is a type of research design in which the researcher conducts an in-depth analysis of a case, typically a process, event, program, activity, or one or more participants. Furthermore, the current study employed a case study design to answer the research questions.

### *Case Study Design*

Case study research is one of the qualitative research approaches in which one unit of inquiry is known as a bounded system (Gay et al., 2012). This method was chosen for a variety of reasons. First, as stated in the research questions, I intended to investigate how disabled student activists achieved self-actualization. Gay et al. (2012) argued that case study research was an excellent choice of research method if the researcher was

interested in studying the process. Second, considering the disabled student activists as a single unit, case studies were used because they were intensive studies of a single to understand a larger group of (similar) units (Gerring, 2004). Gerring added that a unit was a spatially limited phenomenon. For example, a nation-state, election, revolution, political party, or individual was observed at a specific time or over a fixed period. Third, as mentioned earlier in the paragraph, I used descriptive narrative to answer my research questions that used the "how" formula. Gay et al. (2012) stated that case study researchers gathered descriptive narrative data to answer "how" and "why" questions. These reasons demonstrated that the current study was appropriate for a case study design.

Following Gay et al. (2012) in identifying steps in the case study design process, I began by stating the purpose of the study. Second, I generated preliminary research questions and then reviewed the relevant literature. Afterward, I developed a rationale for selecting the case, such as the unit of analysis and sample selection. Fifth, I devised data collection strategies. Finally, I interpreted and analyzed the data.

Furthermore, Gay et al. expanded on the case study's suitability for a specific researcher. The case study was a suitable research method if the researcher was interested in studying processes. In the meantime, case studies were beneficial for describing the study's context and the extent to which a specific program or advancement had been executed. They were indeed helpful to researchers interested in providing causal explanations, such as describing how a particular innovation affected the participants in the setting. This appropriateness met my requirements as a researcher who conducted research; I was interested in studying the process; I was also interested in providing a causal explanation by explaining how student activists with disabilities carried out self-

actualization, how organizations in higher education assisted student activists with disabilities in achieving self-actualization, and what challenges disabled student activists faced in actualizing themselves in higher education. This suitability strengthened my case for using a case study approach for this research.

### *Research Participants*

The participants in this study were eight students with physical disabilities who became activists in campus organizations, department heads, and the heads of the student association at two state Islamic universities. One was well-known for its disability-friendly facilities, but the other still needed them, and it was also the university where I received my bachelor's degree. Because I was familiar with the situation and acquainted with the lecturers, department heads, and, most importantly, disabled students who were campus activists, it was easier for me to extract more profound and more comprehensive data. The purpose of collecting data on these two distinct campuses (one of which was well-established disability friendly and the other which was not) was because I, as the researcher, wanted to see how the self-actualization of student activists with disabilities differed between universities that had established disability-friendly policies and those that had not. The findings of this study were expected to be considered by policymakers in the higher education system to support universities that were disability friendly and could help students with disabilities achieve self-actualization at the university. In addition, this research used triangulated data sources to obtain more resourceful and valid data. The purpose of data triangulation was to address trustworthiness issues (Gay et al., 2012). As a result, the researcher interviewed the department heads and the heads of the student also responsible for organizations that existed on campus internally and externally

to obtain a more comprehensive picture of the topic under research and to cross-check information.

Considering self-actualization is a strong term mentioned in the discussion earlier. To identify self-actualized students with disabilities, the researcher applied Maslow's hierarchy of needs theory (1970). The respondents of the research were those who agreed with these statements; The first set of ideas pertained to basic needs. These included having the financial means to pay tuition and participate in campus organizations, considering the classroom lighting conditions factory and expecting cleanliness during organizational activities. The second set of statements focused on security needs. These statements explored whether there was attention from lecturers and academic staff to provide safety guarantees for students in organizations through policies. The researchers focused on the assessment of social needs. They evaluated the quality of interpersonal relationships between students and their seniors, juniors, and colleagues within the organization. The fourth set of statements reflected the need for appreciation. They examined whether the organization provided rewards to students. The final stage of the reports concerned self-actualization needs. They investigated whether the organization consistently offered opportunities to enhance student creativity and personal growth. Respondents who agreed with these statements were considered potential candidates for self-actualized students with disabilities in the research study.

On the other side, the respondents of this research are activists in organizations. To identify activist students with disabilities who can successfully balance their academic and organizational commitments, the researcher incorporates a theory by Carlito Wirawan Sarwono (1978) that emphasizes the value of gaining practical experience through participation in organizations while pursuing their studies. This theory suggests

that students benefit from extracurricular activities and organizations as it allows them to develop essential skills and competencies alongside their academic endeavors. By adopting this theory, the researcher aims to identify and examine the experiences of disabled students who actively participate in organizations while managing their academic responsibilities.

### *Data collection*

After trying to negotiate entry and specifying participants, I began data collection. In qualitative research, data collection techniques are classified into four categories: observation, interviews, documents, and audio and visual materials (Creswell & Creswell, 2017). The present study used words and interviews, which will be elaborated on in the following paragraph.

#### - *Observation*

Observation is when qualitative researchers gather data by observing participants. The primary focus throughout the statement is on comprehending the natural environment as it is experienced by participants, without modifying or manipulating it (Gay et al., 2012). The two most prevalent types of observation are participant observation and nonparticipant observation. Gay et al. (2012) defined *participant observation* as when the observer has become a member of and a participant in the situation getting observed. In the meant time, the researcher partakes in questions while observing and gathering data on the setting's people, activities, and physical components. Gay et al. (2012) went on to explain that participant observation has both advantages and disadvantages. One advantage of participant observation is that it enables the researcher to obtain information

and form relationships with participants that might not be possible if the researcher only observed but did not interact with them. However, it also has some drawbacks. The researcher may deteriorate as they become emotionally engaged with the participants. The observer in nonparticipant observation also is not involved directly in the circumstance getting observed. In other words, the researcher observes, and records behaviors yet does not engage with or take part in the life of the study setting. Nonparticipant observers are much less bothersome and less inclined than participant observers to become emotionally attached to participants. The nonparticipant observation is preferable if the researcher needs more background or expertise to behave as an actual participant or when the group getting observed is too tightly organized for the researcher to fit in comfortably. Before using the participant role observation, I assessed the possibility of participating in the situation while gathering the needed data. As a result, my position as a researcher precludes me from being a full-participant observer in this study; thus, I was better represented as a non-participant observer.

- *Interview*

A purposeful conversation in which one explicit knowledge and information from another is called an interview. In the present research, discussions have allowed me to obtain necessary information and data that I could not have gathered through observation alone, even though pairing interviews and observation could provide a practical way to get data from each other (Gay et al., 2012). Furthermore, Guy contended that interviews offer a unique advantage by providing access to existing data and up-to-date evidence that cannot be obtained through observation or compliance. Additionally, interviews are valuable for gathering information about past events, which cannot be achieved through

compliance methods. Moreover, interview questions can be crafted based on observational data, making both observations and interviews suitable for the current research study.

Certain interviews follow a structured format, where a predetermined set of questions is used, while others take an unstructured approach, generating questions based on the flow of the discussion. Semi-structured interviews represent a combination of both structured and unstructured methods, offering a flexible and adaptive approach to questioning (Gay et al., 2012). The unstructured interview is a friendly conversation that permits the researcher to investigate and inquire into a topic presented as an opportunity to learn about something in the research setting. In a structured interview, the researcher asks the same set of questions to the respondents.

Considering interview is the standard data collection method in qualitative research interviews (Taylor, 2005) and the semi-structured style represents the most commonly used interview technique (Crabtree, 2006), the current study employed semi-structured interviews. There were several reasons why I chose semi-structured interviews. First, it has been discovered to be beneficial in fostering reciprocity between the interviewer and the participant (Galletta, 2012). Second, it allows the interviewer to adapt follow-up questions based on the respoparticipants' responses. Last, It makes room for participants' unique verbal expressions (Kallio et al., 2016). Furthermore, I used open-ended questions, which allow for a comprehensive elaboration and reply to questions in unexpected ways. Although the information and data gained through open-ended questions seem more challenging to understand, this type of question enables the researcher to gather important information that would otherwise be deemed contradictory (Gay et al., 2012).

In the present study, I interviewed approximately eight students with physical disabilities who became activists in campus organizations, the head department, and the head of the student association to gain the trustworthiness of the research. I collected data from these interviews to answer the first to third research questions. First, the discussion explored how student activists with disabilities actualized themselves in college organizations, the challenges faced by student activists with disabilities to actualize themselves in college organizations, and the contributions of student activists with disabilities to the advancement of campus organizations. In addition, to encode the interview results with the respondents, the researcher classified W1 as the first respondent from the well-established disability-friendly college, W2 as the second respondent from the well-established disability-friendly college, and so on. Furthermore, the researcher classified N1 as the first respondent from the non-well-established disability-friendly college, N2 as the second respondent from the non-well-established disability-friendly college, and so on. Additionally, SW represented the supervisor of the organization in the well-established disability-friendly college, SN represented the supervisor of the organization in the non-established disability-friendly college, CW represented the chief of the organization in the well-established disability-friendly college, and CN represented the chief of the organization in the non-established disability-friendly college.

### *Data Analysis*

Qualitative data analysis involves the process and procedures of examining data to understand, explain, and interpret patterns and themes present in textual information (Creswell & Creswell, 2017). Data analysis constitutes the most challenging and important aspect of qualitative research. It is not easy because it is not principally a

mechanical or technical effort but rather an intuitive, creative, and dynamic process of inductive thinking, reasoning, and theorizing (Basil, 2003). Morse (1994) gave a framework for analysis using four phases: comprehending, synthesizing, theorizing, and recontextualizing. Morse (1994) contends that comprehending begins when the researcher collects data. The goal is to gather sufficient data to write an in-depth, rich, coherent description.

Furthermore, Miles and Huberman (1994) contended that comprehending requires initial coding, known as 'broad coding.' A code is a descriptive or conceptual label selected for raw data excerpts (Gale et al., 2013). Since the current study used observation and interviews as data collection methods, the observational and interview data were coded into broad categories related to the research's primary goals.

'Synthesising' is the next stage. It combines perceptions and cases to identify widespread and composite patterns (Morse, 1994). It entails organizing and coding the data, which can be accomplished through 'pattern coding' (Miles & Huberman, 1994). This coding rearranges fragmented data throughout broad coding (Houghton et al., 2017). Another method of synthesis is to write memos. 'Memos' can be created using the pattern codes. Memos are summaries of important information obtained. As coding systems, they provide the foundation for future data-related proposition development (Miles & Huberman, 1994). The current study synthesized data by writing memos, with data drawn up in the pattern of a memo for each theme and perspective.

Theorizing is the next phase, which entails developing a coherent and comprehensive amount of data (Morse, 1994). through analyzing and examining the

relationships among the identified categories of data (Tesch, 1990). Regarding the strategies developed by Miles and Huberman (1994), theorizing does not always have to concentrate on the development of theory but on examining data relationships. In this process, as a researcher, I will provide a more precise description of respondents' perceptions and how they can be related to observation data. The final phase is recontextualizing, which entails developing propositions that may be relevant to specific settings and populations. The elegance of these propositions allows qualitative research to be transferred (Morse, 1994). As the researcher, I formalized and systematized my findings into coherent interpretations and explanations in this phase.

### *Characterization*

A detailed description of the research results requires a presentation in the form of a systematic framework or arrangement to make the structure of this research easier to understand. It is presented in the following:

Chapter I: discussed the introduction, including the research background, questions, objectives, and the significance of the research

Chapter II: discusses the theoretical foundation, including a literature review, relevant research that has been done in the area, and theoretical framework.

Chapter III: discusses the research methodology chapter includes a description of; the research approach, methods of data collection, data analysis, research subjects, the place, and the time of the research.

Chapter IV: comprises the research results and discussion, arranged in separate sub-chapters.

Chapter V: discusses conclusions and suggestions

## **CHAPTER IV**

### **RESEARCH RESULTS AND DISCUSSIONS**

#### **4.1 Research Results**

This study aims to address three research questions that are considered themes. The analysis process has resulted in the identification of three overarching themes. The first theme consists of four subthemes. The identified overarching themes are as follows: activism with disability benefiting others, future planning for student activists with disabilities, building strength through participation in organizations for student activists with disabilities, and building self-confidence. The second theme encompasses four subthemes. The overarching themes identified are as follows: challenges faced by student activists with disabilities in benefiting others, challenges in future planning for student activists with disabilities, challenges in building strength through participation in organizations for student activists with disabilities, and challenges in building self-confidence among student activists with disabilities. In addition, the last theme encompasses three subthemes. The overarching themes identified are as follows: unique contributions of individuals to campus organizations: influencing goals and missions, the response of campus organizations and institutions to the assistance of student activists with disabilities, advance added ice for disabled students seeking involvement in campus organizations and activism.

This research was conducted at two universities. One is recognized as an inclusive and disability-friendly institution, while the other must be considered inclusive. The inclusive university received an award for its efforts in promoting inclusive education. It was one of the few universities in Indonesia and the only Islamic university to receive

this prestigious award in 2013. The university showed its care for people with disabilities and inclusive education by making inclusive education a mandatory course in some study programs. Although inclusive education is not a nationally mandated course, the university took the initiative to teach it because they believe graduates from an inclusive university should have strengthened competencies in this area.

On the other hand, the research was also conducted at another university that still needs to be considered inclusive. It can be seen from its non-membership in the Indonesian Consortium of Inclusive Higher Education, established monthly; the consortium has six active members, including the inclusive university mentioned earlier. These consortium members have shown steps towards inclusivity through various progressive programs, from admission support. The research does not focus on comparing the inclusivity of the two universities but rather on analyzing the self-actualization of disabled student activists at both campuses. The aim is to understand their process of achieving self-actualization in a disability-friendly and non-disability-friendly environment and identify their challenges. The research hopes to gain insights into whether disabled students in disability-friendly and non-disability-friendly universities can accomplish the same level of self-actualization. Therefore, the study focuses on student activists rather than the facilities and accommodations provided by the disability-friendly university.

As discussed in the methodology section, it is essential to note that self-actualization is significant; not all students with disabilities may possess this trait. In this research, the focus was on identifying self-actualized students with disabilities who have the potential to achieve self-actualization in college through active participation in

organizations. A preliminary data collection process was conducted to select suitable respondents from inclusive disability-friendly and non-disability-friendly colleges. This involved screening potential participants based on the provided statements, using Maslow's hierarchy of needs theory (1970) framework. This screening process was conducted before conducting interviews and observations with the selected respondents; the screening finding can be seen in the table provided in appendix page 110. The table provided presents a summary of respondents and their answers to a series of statements related to different needs (basic needs, security needs, social needs, the need for appreciation, and self-actualization needs). The respondents who answered "Agree" are listed as the respondents of this research, while those who answered "Neutral" or "Disagree" are not included.

Additionally, from the table, it can be inferred that respondents who answered "Disagree" may not fully meet the potential for self-actualization in college through participating in organizations. This suggests that their current organizational experiences must adequately fulfill specific needs; It is essential that some students did not engage in any organization, which means they could not gain the benefits of organizational involvement. Therefore, for this research, only those respondents who answered 'Agree' to all the points were considered potential participants.

After screening the respondents based on Maslow's hierarchy of needs theory within the context of organization and college, the selected participants were chosen considering their active participation in organizations. The demographic information of the selected respondents, descriptions of their disability types, the organizations they were involved

in, and the positions they held within those organizations can be seen in the appendix on page 113.

The table provides a comprehensive overview of respondents from two distinct college settings: a well-established disability-friendly college and a non-established one. It showcases the remarkable individuals with varying disabilities who have been actively involved in different organizations and roles over the years. In the well-established college, I find inspiring individuals like Nadhaina, a quadriplegic who excels as a manager and secretary in multiple organizations, and Arif, a blind visionary who founded the Blind Film Community and held prominent leadership positions. Another blind individual showcases his dedication as a member and manager in various institutions. Yogi, who is Deaf, passionately contributes to the Indonesian Islamic Student Movement and Gusdurian. Anwar, a Quadriplegic, shines as a capable Manager in college associations.

Meanwhile, the respondents from the non-established college are equally impressive; Sayroji, Faisal, and Rohim prove that disabilities do not hinder ambition and dedication. Sayroji, a Quadriplegic, embraces various responsibilities as the entrepreneurship division secretary and Secretary of the Office of Education and Culture. Compartmentation extends beyond these roles, as he participates in multiple organizations. Faisal, a Deaf individual, demonstrates his passion for involvement in the mental student association and the Indonesian Islamic Student Movement, proving that his determination knows no bounds. Finally, Rohim, a Blind individual, exhibits his commitment by participating in the Indonesian Islamic Student Movement, skillfully managing HTQ, and leading the Yellow book study forum. Additionally, he is a proud

member of the Indonesian Blind Association. Overall, the table exemplifies the tenacity and determination of these disabled individuals, breaking their limits and inspiring others with their commitment to making a positive impact in their communities.

#### ***4.1.1 Research Question #1 How do student activists with disability actualize themselves in college organizations?***

This study's first theme focuses on the self-actualization process among student activists with disabilities in college organizations. To explore this theme and address the research question, the study draws upon influential theories such as Maslow's (1970) theory of self-actualization, which is widely recognized in the literature. Additionally, the Fourty Brief Index of Self-Actualization developed by Sumerlin and Bundrick (1996) contributes significantly to understanding this concept. According to Maslow (1970) and Sumerlin and Bundrick (1996), self-actualized individuals engage in behaviors believed to benefit and contribute to humankind. Another theory incorporated in the study is Carl Rogers' (1963) perspective, which emphasizes the self-actualized person's pursuit of creativity and reaching their full potential as a fully functioning individual. These theories are further supported by Schunk (2016), who highlights the inherent human orientation towards growth, autonomy, and freedom from external control. By incorporating these significant theories, the study aims to comprehensively analyze how student activists with disabilities actualize themselves within college organizations.

##### ***a. Activism with disability benefits others***

The first overarching theme, "Activism with Disability Benefits Others," reflects the criteria of self-actualized individuals who aspire to do something beneficial for others. In the context of disability, individuals can still achieve self-actualization despite

limitations in their bodies or senses. This theme emerged early in the research and explores the ways and actions taken by student activists with disabilities through their involvement in organizations within and outside the university to benefit others. Statements about this topic demonstrate a connection between this concept and the criteria of self-actualized students in a university setting, including both disabled student activists in well-established disability-friendly environments and those in non-established disability-friendly environments. It suggests that self-actualized students are driven to undertake endeavors that positively impact others, and this drive extends to the realm of disability. Despite physical or sensory limitations, students with disabilities can actively engage in activities that positively influence others, such as activism. This concept emphasizes the notion that disabilities do not necessarily impede one's ability to contribute to the betterment of society or fulfill personal growth goals, as stated by the respondent:

“Starting from the anxiety that I feel, for example, when I am walking and suddenly stumble, I began contemplating ways to create a disability-friendly tourist guide”

(W3, 2/04/23)

Another respondent said:

"I help as much as I can, and I believe that someone who has a deficiency must also have strengths. Therefore, I want to utilize my strengths to assist others."

(N2, 2/04/23)

The statements above show that both participants highlighted a common thread of recognizing personal struggles or limitations and channeling them toward assisting others. The first statement reflects the individual's anxiety and stumbling while walking,

which sparked their contemplation on creating a disability-friendly tourist guide. This suggests a desire to address the needs of individuals with disabilities and provide them with accessible resources. The second statement emphasizes the belief that individuals with disabilities possess strengths alongside their challenges. The participant expresses a willingness to utilize their strengths to help others. This aligns with the idea of not belittling people with disabilities due to their limitations, as they are also humans who want to help others in their own

*b. Future planning for student activists with Disabilities*

Based on the interview results, most respondents were inclined to pursue a master's degree; however, their approaches varied. Some individuals desired to enroll immediately and actively sought scholarships, while others did. In contrast, they referred to gaining work experience before pursuing further education, with some even considering working alongside their studies. Many student activists with disabilities strongly believe that higher education is essential for enhancing their abilities. Conversely, some respondents wanted to focus on securing employment and starting their business after completing their undergraduate degree. Nevertheless, the overwhelming majority of respondents are not lagging in their coursework and have clear plans for their future endeavors, as stated by the respondent:

“As I plan to pursue a postgraduate degree after completing my undergraduate studies, I am dedicated to maintaining a strong academic record. Thus far, I have successfully avoided having to retake any classes.”

(W5, 2/04/23)

While other stated

“I plan to work after graduating from S1 to attain independence and alleviate the financial burden on my parents. By opting for this path, I aim to generate income and assume personal responsibility for shaping my life”.

(N1, 6/04/23)

Overall, this finding highlights the diverse aspirations among students, with some placing greater emphasis on continuing their education and others prioritizing early entry into the workforce. Nevertheless, the common thread is that these student activists with disabilities are proactive and driven individuals who successfully manage their academic responsibilities while striving toward their desired future paths despite the limitations posed by their disabilities.

*c. Building Competencies Through Participation In Organizations For Student Activists With Disabilities*

Participating in organizations enables student activists with disabilities to undergo significant personal growth and competencies, as can be seen in the figure below:

Figure 4.1 Personal Growth and Competencies of Student Activists with Disabilities



A notable aspect of the development of student activists with disabilities lies in the refinement of their soft skills, particularly in developing communication, self-confidence, emotional growth, public speaking, and intellectual growth, as well as opportunities for skill training. Engaging in meaningful social interactions facilitates valuable learning from the experiences of others, enabling student activists to improve their communication skills and actively participate in group discussions by sharing their own experiences. As a result, individuals equipped with these skills feel increasingly adaptable and proficient in communication and interactions, as stated by the respondent:

"I have experienced a remarkable enhancement in my soft skills, particularly in communication. Consequently, I feel more adaptable and confident when engaging in social interactions. This newfound confidence enables me to learn from the experiences shared by others effectively and gives me the experience to share my own experiences with others."

(W1, 4/04/23)

Furthermore, the organization provides student activists with disabilities with the opportunity to establish valuable social relationships with a vast network of friends and acquaintances. This positively impacts their self-confidence, which extends to various situations within and outside the campus environment. Social solid connections empower individuals to feel more self-assured when interacting with others and facing challenges. Additionally, these established social relationships offer support and motivation, crucial for personal development, as stated by the respondent:

"By cultivating numerous friendships and relationships, I can boost my self-confidence. This self-assurance applies to various situations, whether on or off campus. Having a diverse range of social relationships automatically strengthens my self-confidence, as I have a network of connections that provide support."

(W2, 4/04/23)

In the meantime, the respondents openly acknowledged that their engagement in organizations has significantly contributed to their emotional development and problem-solving skills. Being part of these organizations exposes them to various challenges from organizational events and interactions with peers, seniors, juniors, and coaches. Actively addressing and resolving these challenges has honed their problem-solving abilities, enabling them to tackle various issues effectively. Moreover, their organizational participation has allowed them to connect with individuals with personality traits. This aspect has played a vital role in their personal growth, fostering a mindset characterized by sportsmanship. Consequently, they have become more patient in their interactions with others and adept at handling the challenges that come their way, as stated by the respondent:

"Before becoming involved in the organization, I tended to be more temperamental and emotional. However, as I actively engaged in the organization, I noticed a positive change within myself. I have become more patient when facing various situations and have developed a heightened emotional balance."

(W4, 2/04/23)

Furthermore, active participation in organizations exposes student activists with disabilities to opportunities for engaging in public speaking. Through numerous discussions with fellow organization members and involvement in events that require presenting ideas to the public, student activists with disabilities may initially experience fear and trembling. However, with consistent practice, they gradually overcome their anxieties and develop a newfound sense of assurance, enabling them to speak confidently in front of large audiences, as stated by the respondent:

" Through regular discussions with my organization peers and active participation in events that demand sharing our ideas with the public, I must admit that I initially lacked bravery and experienced trembling when addressing audiences. Nevertheless, my commitment to consistent practice has proven invaluable, allowing me to conquer my anxieties and cultivate a newfound sense of assurance when speaking confidently in front of large gatherings."

(W3, 4/04/23)

In terms of intellectual development, engaging in discussions within the organization allows student activists with disabilities to cultivate greater openness in accepting the opinions of others and develop the ability to assess matters from multiple perspectives. They acquire the valuable skill of considering diverse viewpoints before forming judgments or making decisions, as stated by the respondent:

"Through continuous discussions within my organization, I have learned to become more open in expressing my thoughts. I no longer limit myself to a single perspective when interpreting something; I consider various considerations and view things from different angles."

(W5, 6/04/23)

In addition, organizations often deliberate on a wide range of topics, usually presented by experienced speakers or senior members. Furthermore, they encourage

student activists with disabilities to take on mentorship roles for new members, necessitating the conveyance of specific knowledge to their juniors. This mentorship role allows them to share information and guidance, further enhancing their personal and professional development, as stated by the respondent:

“As a mentor for new members in my organization, I was tasked with explaining and imparting knowledge about the organization's ideology. For instance, during the new member acceptance process, I had to provide information about the fundamental values and movements within the Indonesian Islamic student movement organizations and the historical significance and relevance of these aspects. I also covered topics related to the organization's ideology of Ahlussunnah wal Jamaah and the organizational principles rooted in Pancasila”.

(W6, 4/04/23)

In addition to acquiring soft skills through the organizational process, the organization provides various skill training opportunities. These include training in editing, poetry composition, poetry recitation, leadership development, musical instrument proficiency, and vocal training, as stated by the respondent:

"Every Tuesday night, I gather at a cafe with my fellow Indonesian Muslim Students Movement members. During these gatherings, I enhanced my composing and reciting poetry on stage.”

(W1, 2/04/23)

Another student activist with a disability, who comes from an environment that is not mainly disability-friendly, shared their experience of gaining valuable leadership skills and studying various disciplines related to management through active participation in the organization. They emphasized the significance of engaging in internal activities of the organization, such as departmental student associations and the student council, as stated by the respondent:

"During my organizational involvement, I gained valuable experience and developed leadership skills. Additionally, I had the opportunity to learn about

management through the organization's internal activities, specifically within departmental student associations and the student council.”

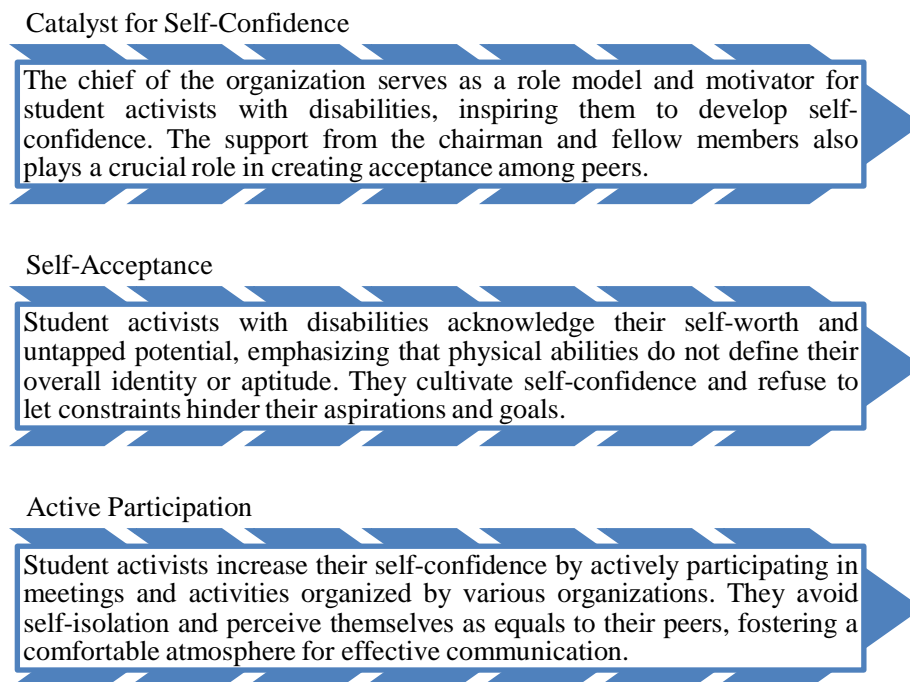
(N3, 5/04/23)

Overall, the engagement in organizations by student activists with disabilities not only enhances their communication skills, socialization, self-confidence, and public speaking abilities but also fosters their intellectual growth and provides valuable skill training. Active participation in organizations is vital to personal growth, development, and preparation for future endeavors.

*d. Building the Self-confidence of student activists with Disability*

Building confidence is essential for disabled students as it allows them to overcome obstacles and reach their full potential. Student activists with disabilities have employed various strategies to build self-confidence, as depicted in the figure below:

*Figure 4.2 Strategies to Build Self-Confidence of Student Activists with Disabilities*



The table above shows that their organization's chief catalyzes several student activists with disabilities, motivating them to cultivate self-confidence. They look up to the head organization's leader as a role model, inspiring them to develop dance. Additionally, the support they receive from the chairman and their fellow organization members plays a crucial role in creating a sense of acceptance for the student activists with disabilities among their peers, as stated by the respondent:

“I see the chief as my role model, and their support has greatly improved my self-confidence. Additionally, the warm welcome and acceptance from Boe chief and my peers in the organization have made me feel included and valued, erasing any sense of being different.”

(W1, 2/04/23)

Another participant in the study demonstrates a notable level of self-acceptance, firmly endorsing the notion that every individual possesses invaluable worth and untapped potential, notwithstanding variations in physical abilities. Nevertheless, it is crucial to acknowledge that these disparities in physical capabilities, such as visual impairment or limited mobility, are confined to specific domains and do not serve as definitive indicators of one's overall identity or aptitude. It is universally true that each person, irrespective of such differences, inherently retains untapped potential, cognitive capabilities, and unwavering aspiration for personal growth and development. Hence, student activists with disabilities must cultivate a strong sense of self-confidence, refusing to allow these constraints to hinder the realization of their aspirations and life goals, as stated by the respondent:

“I believe that I have invaluable value and potential, even though there are differences in physical abilities among individuals. Differences in physical abilities, such as the inability to see, are specific differences and should not be considered as determining factors of a person's overall abilities. Every individual, including

myself, still possesses the potential. Therefore, I must maintain self-confidence and not allow these limitations to hinder the pursuit of my dreams and goals in life.”

(W2, 4/04/23)

Another way that student activists with disabilities increase their self-confidence is by actively participating in meetings and activities organized by various organizations rather than isolating themselves. One of the organization's leaders supported this approach and highlighted that student activists with disabilities have successfully developed their confidence by organizing events. Furthermore, they perceive themselves as equals to their peers, thus avoiding self-isolation within the organization. Such inclusive behavior also fosters a comfortable atmosphere for effective communication among their friends, as stated by the respondent:

“The success of their integration within the organization relies on their active engagement with their peers. They must not isolate themselves from their fellow members. This inclusive approach creates a comfortable environment that facilitates effective communication among all individuals involved.”

(CW, 8/04/23)

Based on the interview results, most respondents expressed feeling comfortable and having good relationships with their peers in the organization. However, they sometimes encounter problems with other members and recognize that it is a normal part of organizational dynamics. What matters is how these issues are addressed maturely. For example, difference-inion and minor conflicts among organization members are standard and typical of a group discussion. My point is that after the forum concludes, everyone understands that they are friends with the same goals within the organization.

In conclusion, the support and acceptance provided by the organization's chief, chairman, and fellow members, combined with active participation and an inclusive

mindset, contribute to developing self-confidence among student activists with disabilities. These factors create a nurturing environment that empowers them to overcome challenges, embrace their potential, and actively contribute to the organization's goals.

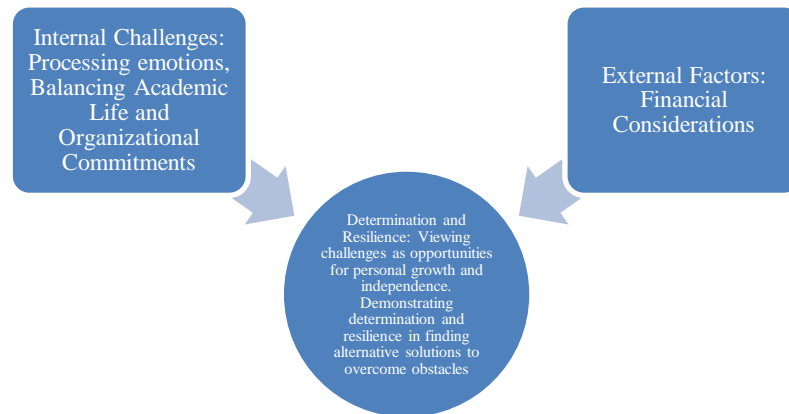
***4.1.2 Research Question #2 What challenges do student activists face with a disability to actualize themselves in college organizations?***

It is crucial to analyze the challenges that these student activists with disabilities encounter and explore the strategies they employ to overcome them. By understanding these challenges, colleges and organizations can create inclusive environments that empower student activists with disabilities to thrive and contribute meaningfully to their communities.

*a. Challenges of students activists with a Disability to benefit others*

There are challenges faced by student activists with disabilities in their efforts to benefit others, both from internal and external factors, which can be categorized as follows:

Figure 4.3 Challenges Faced by Student Activists with Disabilities in their Efforts to Benefit Others



The data above shows that internal challenges are often related to emotional processing. For instance, when student activists with disabilities encounter problems with their peers or experience unpleasant events, such as losing something, they still need to present as speakers in organization seminars or discussions. They must strive to control their emotions as effectively as possible. To solve this problem, some student activists with disabilities suggested concentrating on the present and consciously minimizing dwelling on personal issues. Furthermore, they find solace in sharing their feelings and concerns with trusted colleagues or close friends. It not only alleviates their emotional burden but also provides valuable support and alternative perspectives, enabling them to view situations objectively and discover better solutions, as stated by the respondent:

“When my friend and I disagree and simultaneously, I am expected to be a speaker. Naturally, I still feel upset as I dwell on the recent issue with my friend. In such circumstances, I must maintain a positive attitude to ensure it does not impact my performance when delivering the material.”

(W6, 2/04/23)

Furthermore, as student activists with disabilities, they face internal challenges in terms of the dual burden of managing their academic life and organizational

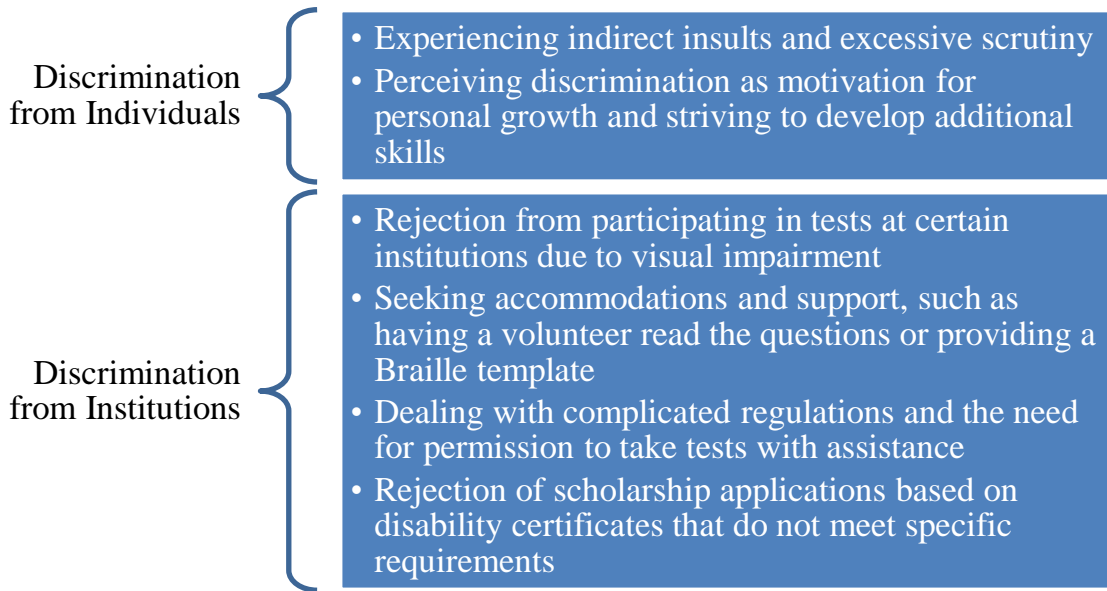
commitments. Just like everyone else, they often encounter difficulties in finding time for themselves, known as "me time," to unwind and take a short break from the busy activities in which they are involved.

Besides, when it comes to external factors, many questions arise, such as "Do you get paid if you become a speaker in the organization?" or "Some people say that do you want to be paid to be a speaker in the organization? Aren't you losing out if you are not paid as a speaker in the organization?". People around them often ask these questions. In response, they usually reply jokingly, for example, by saying, "How much are you willing to pay?". However, because their goal is not to seek financial gain, some student activists with disabilities refuse to accept payment for specific organizational tasks that do not require significant time, energy, and thought, such as being a speaker. For instance, they may receive financial compensation if they become speakers at an event. How an event usually contributes to the organization's funds depends on their specific tasks as they only profit from unavoidable circumstances, such as selling organization products and making films. It requires considerable effort, and they consider what they gain from the organization in the form of money as a reward. Despite the obstacles faced by student activists with disabilities, their determination and resilience drive them to find alternative solutions and view these challenges as opportunities for personal growth and independence.

*b. The Challenges for future planning for student activists with Disabilities*

In the process of future planning, the main challenge faced by some respondents is encountering various forms of discrimination, not only from the people around them but also from certain institutions, as shown in the figure below:

Figure 4.4 Challenges in Future Planning for Student Activists with Disabilities



Due to their differences, they sometimes experience indirect insults from people who talk about their shortcomings behind their backs and receive excessive scrutiny, especially from those encountering them for the first time. This discrimination is felt by both student activists with disabilities in well-established disability-friendly environments and those in non-established disability-friendly settings. However, they perceive it as motivation for personal growth, as stated by the respondent:

"I sometimes face insults from people around me, but I consider it a natural occurrence. I view it as motivation because we cannot deny our disability status, so I strive to develop additional skills to increase my value."

(W2, 2/04/23)

Additionally, some respondents faced discrimination from institutions. One of the respondents, who is visually impaired, encountered discrimination when attempting to

access English proficiency tests and apply for government-provided scholarships for postgraduate studies. This issue was highlighted by a respondent who recently completed their thesis defense. The discrimination arises from the requirement of TOEFL certificates as evidence of English language proficiency for admission to postgraduate scholarships. The respondent admitted that he was rejected from participating in the test at two institutions due to his blindness, which prevented him from reading the questions even with the help of a volunteer or third person. However, he eventually found an institution willing to accept him after being rejected by the two TOEFL institutions. This accommodating institution allowed him to have a volunteer read the questions for him. A few institutions have expressed their willingness to create a Braille template. However, the timeline for this service remains to be determined, though the scholarship application deadline is approaching in a few days. As a result, the respondent sought out another institution but was faced with complicated regulations to be allowed to take the test with a volunteer who would read the questions for them. The respondent had to send an email to the central institution in Jakarta to request permission and provide a disability certification letter as proof of their visual impairment, as stated by the respondent:

“I got a rejection from two institutions due to my blindness, as I required a volunteer to read the questions. Thank God, the third institution was kind enough to accommodate my needs and allowed me to take the TOEFL test with the assistance of a volunteer after completing a complicated regulation.”

(W6, 6/04/23)

Another severe case of discrimination faced by a student activist with a disability, who has recently completed his thesis defense, is the rejection of his application for a postgraduate scholarship at Education Fund Management Agency, known as Lembaga Pengelola Dana Pendidikan (LPDP). The sacrifice was not due to inadequate TOEFL

scores or other essential administrative requirements but instead because of the disability certificate. The respondent believes that his failure is unique compared to other applicants. In the application, it is mentioned that the disability certificate he possesses is not by the requirements. The respondent assumes that the scholarship reviewers are skeptical about his disability status. He refuses to stay silent and decides to file an appeal. Strangely, the request is accepted, but when he attempts to upload the required documents, No. Condemns are provided for document submission. It is extremely perplexing, and as a result, he is unable to upload his files, leading to his rejection of the postgraduate scholarship offered by LPDP, as stated by the respondent:

“I was not accepted for the LPDP scholarship due to a unique failure compared to other applicants. The failure was not due to TOEFL or similar tests but rather because of the disability certificate. They mentioned that it was not by the actual requirements. Perhaps they still do not believe in the existence of common disabilities.”

(W4, 2/04/23)

In conclusion, the respondents have faced various forms of discrimination from individuals and institutions. These experiences shed light on the need for more inclusive practices and support for individuals with disabilities in the education system and scholarship programs.

*c. The Challenges of Building Strength Through Participation in Organizations for*

*Student Activists with Disabilities*

To build their strength in academic student organizations in college, student activists with disabilities often require more mobility than their peers who solely focus on academic pursuits. Their challenges can be shown in the figure below:

*Figure 4.5 The Challenges of Building Strength through Organizational Participation for Student Activists with Disabilities*

### Limited mobility affecting engagement in organizational activities

- How to deal:
- Seeking assistance from nearby friends for rides to college
- Utilizing online motorcycle taxi services as an alternative transportation mode
- Acquiring new skills (e.g., learning to ride a motorcycle) to overcome physical limitations

### Financial challenges due to reliance on alternative transportation services

- Budgeting for transportation expenses
- Seeking accessible and affordable transportation options

They must diligently attend lectures while actively participating in various organizational events, discussions, and programs, demanding increased mobility. However, based on the figure above, some student activists with disabilities face external challenges due to their limited mobility, which affects their ability to engage in activities such as riding a motorcycle.

To overcome this issue, disabled student activists often seek assistance from nearby friends who kindly provide them with rides to college. Additionally, some utilize online motorcycle taxi services as an alternative mode of transportation. Despite these obstacles, student activists with disabilities perceive them as sources of motivation and resilience. For instance, Sayroji, one of the respondents, initially faced difficulties due to a physical disability that prevented him from riding a motorcycle. However, he found the determination to learn and eventually acquired the skill, enabling him to independently travel even long distances, as stated by the respondent:

"In the past, I had to rely on my friend's motorcycle to commute from home to campus, which is approximately 30 km away, as I could not ride one myself. However, this motivated me to learn how to ride a motorcycle and not burden others. Now, I can ride a motorcycle alone, even long distances."

(N3, 4/04/23)

Another respondent highlighted the challenge of transportation from one place to another, mainly due to visual impairment. The inability to drive a motorcycle presented difficulties, prompting reliance on online motorcycle taxi services. However, this created financial challenges as transportation expenses needed to be factored into the budget.

Overall, the lack of mobility faced by student activists with disabilities poses unique challenges, requiring creative solutions such as seeking assistance from friends or utilizing alternative transportation services. These experiences demonstrate the determination and adaptability of student activists with disabilities as they navigate the obstacles and strive for equal participation within academic organizations.

*d. Challenges in building self-confidence for student activists with Disabilities*

The challenge in building self-confidence lies in the acceptance of people around student activists with disabilities towards their limitations. It can be shown in the figure below:

Figure 4.6 Challenges in building self-confidence for student activists with disabilities

### Promoting inclusivity and treating student activists with disabilities as equals

- Promoting inclusivity and treating student activists with disabilities as equals
- Establishing open and comfortable communication without barriers
- Increasing self-awareness among organization members about the challenges faced by student activists with disabilities
- Emphasizing that every member within the organization is a friend and valued contributor
- Emphasizing that every member within the organization is a friend and valued contributor

### Efforts made by student activists with disabilities

- Being open and transparent about their needs and limitations
- Striving to adapt and integrate with other members without feeling negatively different
- Seeking support and understanding from peers and leaders
- Overcoming self-doubt and building confidence through active engagement and participation within the organization

The challenge in building self-confidence lies in the acceptance of people around student activists with disabilities towards their limitations. It involves treating them as equals and establishing friendships with other organization members. One of the organization's leaders emphasized this and stated that the challenge for fellow members is to maintain respect for student activists with disabilities and communicate comfortably without any barriers. Furthermore, the organization's leader outlined steps to make them feel valued within the organizing self-awareness among members and emphasized that every member within the organization is a friend. Additionally, student activists with disabilities make efforts to overcome these challenges by being open to their peers and striving to adapt to the organization's members without feeling negatively different, as stated by the respondent:

“The challenge in building self-confidence lies in how the people around student activists with disabilities perceive their limitations. It involves treating them as equals and fostering friendships with other organization members”

(CN, 8/04/23)

In conclusion, building self-confidence for student activists with disabilities poses a significant challenge that centers around the acceptance and support of those around them. It requires treating them as equals, fostering meaningful friendships within the organization, and maintaining open and barrier-free communication. By increasing self-awareness among members, these challenges can be overcome, allowing student activists with disabilities to feel valued and integrated within the organization.

#### ***4.1.3 Research Question #3 What are the contributions of student activists with a disability to the advancement of campus organizations?***

Student activists with disabilities are crucial in advancing campus organizations, bringing unique perspectives and contributing to various causes and initiatives. By highlighting the contributions of student activists with disabilities, this paper aims to inspire further recognition and support for their valuable practices. Their voices must be heard, their perspectives must be detected, and they must be acknowledged as they continue to drive the advancement of campus organizations.

##### ***a. Unique Contributions of Student Activists with Disability***

There are ways for student activists with a disability to contribute to their campus organization and influence its goals and missions. It can be seen in the table below:

Figure 4.7 Unique Contributions of Student Activists with Disability

<p>Establishment of Communities and Organizations</p>	<ul style="list-style-type: none"> <li>• Eradicating Negative Digital Hashtags</li> <li>• Encouraging friends to create videos showcasing talents and abilities</li> <li>• Tagging videos with the phrase "exterminate negative disabled hashtags" to counter sympathy-evoking titles</li> <li>• Changing the narrative around disability to emphasize diverse talents and capabilities</li> </ul>
<p>Significant Positions in Organizations</p>	<ul style="list-style-type: none"> <li>• Holding positions such as chairperson and founder</li> <li>• Responsibilities include program management, fund distribution, scholarships, and collaborations with other organizations</li> </ul>
<p>Active Roles in Youth and Student Associations</p>	<ul style="list-style-type: none"> <li>• Organizing events, competitions, and scholarships for visually impaired individuals</li> <li>• Organizing discussions and providing opportunities for meaningful exchanges of ideas and experiences</li> </ul>
<p>Initiatives in Education and Reading</p>	<ul style="list-style-type: none"> <li>• Establishing reading centers and collaborating with libraries to provide access to books</li> <li>• Creating platforms for Quranic reading and promoting Quran distribution in Braille</li> <li>• Assisting other disabled students in reading books and providing resources like Braille versions, talking books, and accessible computers</li> </ul>
<p>Sharing Knowledge and Inspiring Peers</p>	<ul style="list-style-type: none"> <li>• Giving speeches and discussions to share experiences and motivate others</li> <li>• Inspiring resilience, determination, and commitment to positive change</li> </ul>

The table above shows that student activists with disability initiated a movement to address the needs of their friends with disabilities by establishing communities and organizations tailored to their requirements. One particular focus was eradicating negative digital hashtags associated with disability. To accomplish this, they encouraged friends within their organization to create videos on various topics, showcasing their unique talents and abilities. These videos were then tagged with the phrase "exterminate negative disabled hashtags." They intended to counter the prevailing trend observed on platforms like YouTube, where videos about disabled individuals were often titled in a way that evoked sympathy. For instance, titles like 'A disabled boy without arms has a good voice' aimed to elicit emotions of pity and compassion. They sought to challenge this narrative, emphasizing that disabled individuals possess average talents and abilities.

By doing so, they hoped to shift the perception of people with disabilities from being seen as objects of pity to individuals with diverse skills and capabilities.

In organizational settings, student activists with disabilities hold significant positions within their organizations, including the roles of chairperson and founder. One of them is the chief of Brilian Indonesia; Brilian focuses on education, providing English, mathematics, and Indonesian language learning for individuals with disabilities. As Chair, he is also responsible for various programs at Brilian, including distributing business funds to individuals with disabilities and scholarships and movie screenings related to films involving individuals with disabilities. Brian also collaborates with various organizations, one of which is kitabisa.com.

As a member of Pertuni (the Indonesian Blind Association), he actively participates in the youth department, which organizes various events for young individuals who wish to engage in Pertuni's initiatives. This includes forming millennial groups for visually impaired friends who aspire to compete in competitions and secure scholarships. Additionally, he is responsible for organizing monthly discussions with Pertuni members, creating opportunities for meaningful exchanges of ideas and experiences.

One of the respondents had an active role in the student association, specifically in the education division. They initiated the "Book and Reading Center" movement, which involved providing books and collaborating with the Indonesian National Library to establish a reading space at 0 Km Jogja. It is worth noting that several students with disabilities actively participated in internal organizations like the department student association.

In addition, some students held positions in student autonomous organizations, serving as religious coordinators and leading the "One Day One Juz" movement to encourage Quranic reading. As part of this initiative, a dedicated juice stall was set up, where individuals who purchased and read the Quran received promotional benefits. The stall's responsibility was shared among administrators, with rotating duties. The income generated from the booth was utilized for various organizational purposes, including organizing internal events such as familiarity nights.

Another student with a disability was appointed as an administrator of the first disabled corner in the UIN Sunan Kalijaga Library, making it the first of its kind in Indonesia. His role primarily involves assisting other disabled students who face challenges in reading books. Within the disability corner, UIN Sunan Kalijaga offers various resources to cater to their needs. These resources include Braille versions of the Al-Qur'an, digital talking books created by Mitra Netra, and technical aids such as computers that simplify access to literature for individuals with visual impairments. The computers have a scanner and open book software, including blind-accessible Optical Character Recognition (OCR) software. Additionally, they utilize Jaws, a screen reader program that aids visually impaired individuals in navigating menus and computer content.

Another student activist with a disability at IAIN, Syekh Nurjati Cirebon, a member of the student association majoring in Islamic education management, took the initiative to establish the Cirebon City MPI Forum. This forum serves as a platform for communication among student association members specializing in education

management in Cirebon City. It allows them to share their experiences and innovative and creative work programs essential to education management.

As a disabled student activist at IAIN Syekh Nurjati, he actively participated in the Indonesian Islam Student Movement, where he served on the committee for Islamic gender schooling. He said, "The Islamic and Gender School is an essential program for PMII cadres, particularly for the KOPRI. Fulfilling this requirement is crucial to instill the concept of gender equity and eliminating future disparities between men and women.

Another student actively participated in a Cirebon blind community that focuses on printing Braille copies of the Al-Quran and distributing them nationwide. He was a valuable group member dedicated to enhancing the quality of Braille Quranic texts. Free copies of the Al-Quran in Braille are readily available and distributed to visually impaired individuals in need with the support of generous sponsors. Additionally, the blind community utilizes Google Forms to efficiently cater to the requirements of those who rely on them.

On the other hand, some student activists with disabilities benefit others by sharing their knowledge and experiences through speeches and discussions. They utilize their unique perspectives and expertise to contribute to the collective understanding and inspire their peers. By sharing their experiences as student activists with disabilities, they aim to motivate and empower others facing similar challenges. This act of inspiring others is a testament to their resilience, determination, and commitment to creating positive change. Through their speeches and discussions, these student activists with disabilities not only raise awareness and unity and solidarity among their peers. Their contributions serve as

a reminder that disability should not limit one's potential to make a meaningful impact and that everyone has a valuable voice to contribute, as stated by the respondent:

“I have been a speaker multiple times at seminars organized on campus to share my experiences as the founder of the disability community in Yogyakarta”

(W4, 2/04/23)

In conclusion, organizations have a pivotal role in empowering student activists with disabilities, regardless of whether they operate within well-established or non-established disability-friendly universities. These dedicated individuals assume important positions and proactively initiate impactful organizational programs and initiatives to benefit others. Concrete examples of these endeavors include reestablishing centers, disability corners in libraries, and platforms for communication and collaboration. Additionally, they harness the power of technology and available resources to provide accessible materials and support for individuals with visual impairments. These collective efforts foster inclusivity and support within the organization and create a more inclusive and supportive society.

On the other hand, in a well-established disability-friendly university that prioritizes the needs of individuals with disabilities, an organizational supervisor highlighted the significant presence of students with disabilities actively participating in various campus organizations. These students have consistently displayed remarkable growth and development in their abilities, with some even showcasing their talents in competitions that have brought immense pride and recognition to the university. Notably, several of these exceptional individuals have achieved notable accomplishments at the national

level. Undoubtedly, the outstanding contributions of these disabled student activists significantly bolster the reputation and standing of the campus community, as stated by the respondent:

“There are many students with disabilities on this campus, and their academic and non-academic achievements are on par with those of non-disabled students. Some of them have even won competitions at the national and international levels”.

(SW, 8/04/23)

On the other hand, organizational supervisors in a non-well-established disability-friendly university acknowledge the scarcity of actively engaged students with disabilities within their respective organizations. Despite this challenge, those students who actively participate have demonstrated extraordinary resilience and determination, overcoming various obstacles. Their active involvement has also led them to participate in competitions that have brought tremendous honor to the campus community, despite the limited resources and support available to them, as stated by the respondent:

“Through their involvement, they can actualize their abilities and talents, channeling them into various activities and initiatives. Moreover, their dedication and perseverance often lead them to participate in competitions, where their remarkable capabilities shine.”

(SN, 8/04/23)

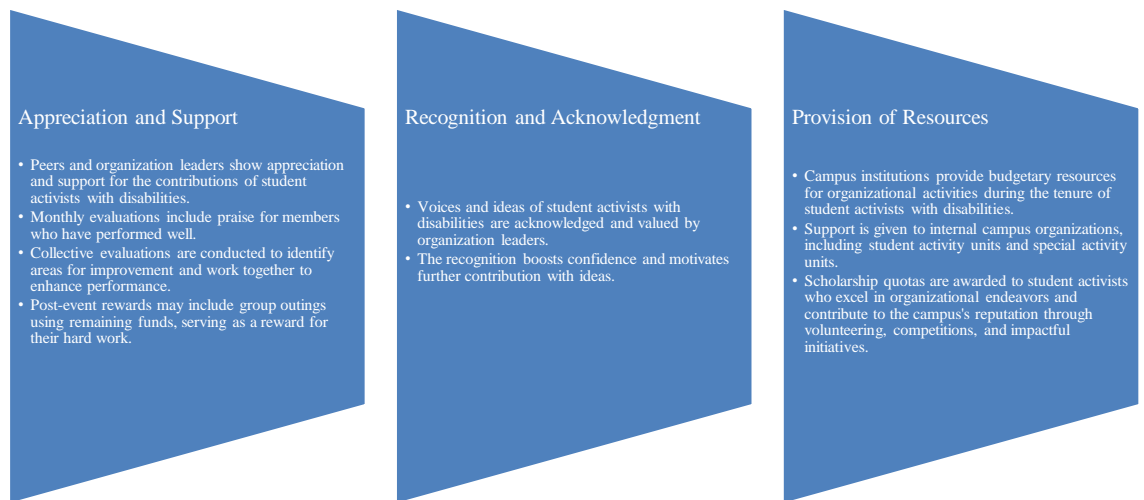
In conclusion, it is evident that student activists with disabilities, both in established disability-friendly colleges and non-established ones, can make significant contributions through their involvement in campus organizations. The main difference lies in the accessibility for the researcher to find student activists with disabilities, as they are more easily located in established disability-friendly colleges than non-est non-est than ever; it

is essential to emphasize that the potential and impact of these exceptional individuals remain consistent, irrespective of the college's disability-friendly status.

*b. The Response of Campus Organizations and Institutions to the Contributions of Student Activists with Disabilities*

Student activists with disabilities receive rewards from the organization and the university. This response can come from leaders and peers within the organization, as well as support and the university's support be seen in the below:

*Figure 4.8 The Response of Campus Organizations and Institutions to the Contributions of Student Activists with Disabilities*



The table above shows that in terms of social rewards, some student activists feel rewarded by the appreciation and support they receive from their peers and the organization's leaders. It is not just limited to that, as rewards given by organization members, as stated by one of the leaders, are not necessarily materialistic. Instead, during

monthly evaluations, members who have performed well are praised, and those who have not reached their full potential are evaluated and improved together. As for event committees, a post-event reward comes in the form of using the remaining funds from the event. They take a casual outing with the team members, which serves as a reward for their hard work in organizing the event, as stated by the respondent:

“When conducting monthly evaluations, we will praise members who have worked well, and we also carry out joint evaluations for members whose performance is not optimal; we will try to improve it together. In the case of committees, the reward given after the event ended was holding a travel agenda with the entire committee. The funds come from the rest of the event money, so we travel with a limited budget.”

(CW, 8/04/23)

Besides, other student activists with disabilities feel honored as they believe the organization's leader acknowledges their voices and ideas. This recognition boosts their confidence and motivates them to contribute further with their ideas, as stated by the respondent:

“My organization's leaders truly hear my ideas and opinions. Knowing my ideas were genuinely listened to; made me feel valued and appreciated. As a result, I am even more motivated to contribute actively to the organization.”

(N2, 8/04/23)

As per the insights from one of the organizational supervisors at the campus, active students in organizations receive rewards and support from the institution in diverse ways; one prominent form of support is the provision of budgetary resources for organizational activities during their tenure as members of internal campus organizations, including student activity units and special activity units. Furthermore, student activists with disabilities who excel in organizational endeavors and contribute to the campus's

reputation through volunteering, competitions, and other impactful initiatives are rewarded with scholarship quotas, as stated by the respondent:

“We prioritize allocating a dedicated budget for student organizations and ensure that it is not diverted for other purposes. Both students with and without disabilities who actively participate in the organization and contribute to the campus's reputation will receive rewards in the form of scholarship quotas.”

(SN, 2/04/23)

In conclusion, the response of campus organizations and institutions to the contributions of student activists with disabilities is overwhelmingly positive. These exceptional individuals receive social rewards through appreciation and support from their peers and organization leaders. The tips are not solely materialistic but extend to recognizing their ideas and voices. Moreover, institutions provide valuable support to these students by allocating budgetary resources for organizational activities and offering scholarship quotas to those who excel and contribute to the campus's reputation.

*c. Advice for Disabled Students Seeking Involvement in Campus Organizations and Activism*

Respondents suggest that as individuals with disabilities, they should focus on building solid personal branding to change society's stigma towards people with disabilities. It can be achieved by improving their emotional, social, intellectual, religious, or spiritual intelligence. By enhancing these aspects, they can demonstrate independence and contribute meaning to society. Additionally, despite their physical limitations, they need willingness and initiative to discuss their ideas with others. Their thoughts, ideas, and perspectives are valuable and deserve to be heard, as stated by the respondent:

“It is essential for individuals with disabilities to prioritize building a robust personal brand to challenge societal stereotypes and biases towards people with

disabilities. It is equally important to actively engage in discussions and share our ideas with others, disregarding our physical limitations. Our thoughts, ideas, and perspectives hold value and deserve recognition.”

(W1, 2/04/23)

The message for fellow individuals with disabilities is to actively engage in organizations, not just focus solely on academics. The advice given is to cultivate a sincere desire for personal growth. We will continue in our current situation if we are willing. However, we will experience progress and improvement if we have determined ourselves.

Meanwhile, other student activists with disability advised that disabled students are just like others. The only difference lies in their unique abilities and the challenges they may face. For instance, a visually impaired person may have difficulty seeing, but this does not define their entire being. It is crucial to recognize that disabilities do not hinder personal growth or limit one's potential. Disabled students should embrace their individuality and not confine themselves to the perception of being "different." By expanding their social networks and engaging in various activities, they can break free from any self-doubt and build self-confidence. They need to understand that they are equal to their limitations and should never let their self-worth or potential for success be diminished, as stated by the respondent:

“You are just like everyone else. The only difference is that you have different abilities. For example, a visually impaired person cannot see, but that does not mean they cannot do other things. The only difference is their ability to see. It is important to be confident and not limit yourself just because of disability.”

(N8, 2/04/23)

In conclusion, the advice for disabled students seeking involvement in campus organizations and activism centers around building a solid personal brand to challenge

societal stigmas and biases toward people with disabilities. By enhancing emotional intelligence, social intelligence, intellectual intelligence, and religious or spiritual intelligence, they can demonstrate their independence and meaningful contributions to society. It is crucial for disabled students to actively engage in organizations and discussions, disregarding any physical limitations they may have. Their ideas and perspectives hold value and deserve recognition. Disabled students should embrace their individuality, recognize their unique abilities, and not limit themselves based on their disabilities. They are equals to their peers, and their potential for success should never be undermined by any challenges they may face.

## **4.2 Research Discussion**

This chapter functions as the discussion phase of the thesis, focusing on examining the themes identified in the literature discussed earlier, aiming to interpret the findings within the existing knowledge. It also reviews the research question to determine if the results sufficiently address it. Finally, the chapter concludes with a reflection on the insights gained from the research project.

### ***4.2.1 The process of how student activists with disabilities actualize themselves within college organizations***

After ensuring that respondents have met their basic needs, as analyzed through Maslow's Hierarchy of Needs theory, and discussing the findings regarding the process of self-actualization among student activists with disabilities, we will now explore how these findings align with the existing literature and significant theories. This section will cover various themes related to the process of achieving self-actualization, with subthemes corresponding to those in the previous area. However, in this discussion, we will integrate and analyze the findings with relevant theoretical frameworks

### *Benefiting Others*

The data provided in the debate in the finding section aligns with the theory of self-actualization as described by Maslow (1970) and Sumerlin and Bundrick (1996), that self-actualized individuals are driven to engage in behaviors that benefit and contribute to humankind. The participants in the study demonstrate this characteristic by recognizing their struggles or limitations and channeling them toward assisting others. The participant's statement reflects their personal experience of anxiety. Instead of focusing solely on their challenges, they contemplate creating a disability-friendly facilities guide. This shows their desire to address the needs of individuals with disabilities and provide them with accessible resources, contributing to the betterment of society.

#### *a. Future Planning*

The findings of this thesis show that student activists with disabilities have different goals. Some want to continue their education, while others focus on getting a job early. Nevertheless, what is common among them is that they are proactive and motivated individuals who handle their school responsibilities well and work towards their desired future, despite the challenges their disabilities may bring. These findings go against the theory suggested by Newman et al. (2019), which says that having a disability can make it harder for someone to find their purpose or have a clear goal. According to that theory, disabilities can get in the way of figuring out what someone wants to do with their life. However, this thesis shows that student activists with disabilities are determined, motivated, and have a clear direction in pursuing their goals, even when dealing with their disabilities.

In conclusion, the thesis findings provide evidence that goes against the theory's claim that disabilities always make it harder to find and pursue a purpose. Student activists with disabilities show they can have a sense of purpose and work towards their goals. Their determination and motivation highlight their strength and ability to shape their lives, regardless of their disabilities.

*b. Building Competencies*

Self-actualization, as defined by Mittelman (1991), refers to "the full use of talents, capacities, potentialities, etc." Maslow equates self-actualization with being a "mature, fully-human" person in whom human potentialities have been realized and actualized. In other words, self-actualization goes beyond fulfilling one's talents; it also involves learning one's potential as a human being. The findings of this research align with the theory of self-actualization by demonstrating how student activists with disabilities strive to fulfill their potential and positively impact others. The data shows their active engagement in organizations, leading to personal growth, development of communication skills, increased self-confidence, and problem-solving abilities. This integration strengthens the theory by providing empirical evidence that individuals with disabilities can achieve self-actualization and contribute to society despite their limitations.

Beatty's study (2018) focused on the social integration of students with disabilities in college settings through their involvement in the student organization LEVEL. The present research findings also emphasize the role of organizations in the personal growth and social experiences of student activists with disabilities. The data aligns with the theory by highlighting the positive impact of organizational involvement on friendship formation, dispelling ableist assumptions, and fostering social connections. It adds

information and strengthens the idea by showcasing the specific experiences of student activists with disabilities and their social integration within college settings.

Furthermore, the study by Newman et al. (2019) discussed how a disability can hinder an individual's capacity to develop a sense of purpose and interpersonal skills. Many students who need personal connections to student groups feel more content and need help understanding organizing, which may lead them to consider leaving the organization (Quaye & Harper, 2019). The findings of the present research acknowledge the challenges faced by individuals with disabilities in developing a sense of purpose and building interpersonal skills. However, it also highlights how organizational engagements help them overcome these obstacles. The data confirms and integrates with the theory by showing the organizational participation chances, personal growth, communication skills, emotional development, problem-solving abilities, and public speaking skills of student activists with disabilities. It demonstrates that corporate involvement provides opportunities for skill training and intellectual development, addressing the limitations mentioned in theory.

Additionally, the theory mentioned earlier states that students without personal connections to student groups often feel less content and struggle to comprehend the valuable experience gained through organizing (Quaye & Harper, 2019). The present research findings indicate that active participation in organizations contributes to the emotional well-being and contentment of student activists with disabilities. The established social relationships and support networks within organizations positively impact their self-confidence and overall personal development. It aligns with the theory by suggesting that involvement in student groups leads to greater satisfaction and valuable

experiences. The data strengthens and supports the idea explicitly addressing the experiences of student activists with disabilities and their contentment derived from organizational involvement

*c. Building Self Confidence.*

The theory posited by Moria and Perera (2020) recognizes that universities, including institutions of higher education, can demonstrate discriminatory tendencies in granting access to specific students, particularly those with disabilities. Drawing upon the results, a thesis correlation can be established between the theory and the findings. The leader of the organization's leaders are activists with disabilities, playing a pivotal role in inspiring and fostering their self-confidence. These individuals perceive the leader as a role model, which motivates them to cultivate their sense of assurance.

Additionally, the support provided by the organization's chairman and fellow members plays a significant part in cultivating acceptance among peers for student activists with disabilities. This support creates an inclusive environment where these students feel valued, transcending potential intimidation that may exist in other university contexts.

In summary, the findings of the thesis align with the theory by highlighting the importance of supportive role models and an inclusive organizational climate in promoting self-confidence and acceptance among student activists with disabilities. These findings underscore the potential of organizations to counteract discriminatory practices that may prevail within universities, thereby providing a positive space for personal growth and empowerment for individuals with disabilities.

*d. Self Acceptance*

The theory proposed by Chalk et al. (2019) suggests that self-identification and accommodation services positively impact student success. In addition, academic self-confidence, as supported by Bandura (1997), plays a crucial role in motivating individuals to exert more effort in challenging circumstances. It is also positively linked to overall academic achievement, as Zumbrunn et al. (2014) indicated. Furthermore, there is a correlation between academic self-confidence and a sense of belonging, as suggested by Goodenow (2003). However, students with disabilities may face negative consequences if they perceive themselves as being regarded as less significant members of the college community by others. The findings of the thesis support this theory by highlighting the perspective of a student activist with a disability. The participant firmly believes in their invaluable value and potential, regardless of varying individual ability, emphasizing that these physical differences, such as visual impairments, should not be definitive factors determining a person's skills. Everyone, including themselves, possesses inherent potential, cognitive abilities, and a desire for personal growth and development. It is important because a sense of belonging, which refers to the experience of being accepted and valued as a meaningful member of a community, is widely acknowledged as crucial for our emotional and mental well-being (Baumeister & Leary, 1995; Allen & Kern, 2017). As a result, the participant stresses the importance of maintaining self-confidence and not allowing these limitations to impede the pursuit of their dreams and life goals.

In summary, the findings of the thesis align with the theory by emphasizing the significance of self-identification and self-assurance in fostering positive attitudes and resilience among students with disabilities. The participant's perspective underscores the

need to recognize and value individual worth and potential, irrespective of physical differences. It highlights the importance of overcoming negative perceptions that may hinder their engagement and success within the college community.

*e. Peers Support*

The theory posited by Moria and Perera (2020) recognizes that universities, including institutions of higher education, can demonstrate discriminatory tendencies in granting access to specific students, particularly those with disabilities. Drawing upon the thesis results, a correlation can be between the theory and findings. The findings can be that more established organizations' leaders understand student activists with disabilities, playing a pivotal role in inspiring and fostering their self-confidence. These individuals perceive the leader as a role model, which motivates them to cultivate their sense of assurance.

Additionally, the support provided by the organization's chairman and fellow members plays a significant part in cultivating acceptance among peers for student activists with disabilities. This support creates an inclusive environment where these students feel valued, transcending potential intimidation that may exist in other university contexts.

In summary, the findings of the thesis align with the theory by highlighting the importance of supportive role models and an inclusive organizational climate in promoting self-confidence and acceptance among student activists with disabilities. These findings underscore the potential of organizations to counteract discriminatory

practices that may prevail within universities, thereby providing a positive space for personal growth and empowerment for individuals with disabilities.

*f. Self Actualization*

Based on Maslow's research on men in public life who have achieved self-actualization, a distinct set of characteristics was identified: increased self-acceptance, acceptance of others and the environment, enhanced spontaneity and creativity, enriched emotional responses, fulfilling interpersonal relationships, changes in values towards greater democracy, and the ability to experience mystical or peak experiences (Mittelman, 1991). Regarding the findings of the thesis, there are similarities with Graham's theory. The participants in the study demonstrated a notable level of self-acceptance, emphasizing their inherent worth and untapped potential regardless of their physical abilities. It corresponds to the idea of increased self-acceptance proposed by Maslow.

Furthermore, the involvement of the participants in organizations resulted in personal growth and empowerment. They developed better communication and interpersonal skills, aligning with the traits of spontaneity, creativity, and fulfilling relationships highlighted by Graham. Moreover, the findings indicate that organizational engagement positively changed the participants' emotional well-being. They displayed increased patience and emotional balance, which aligns with Graham's notion of enriched emotional responses. Additionally, the participants' involvement in organizations provided valuable experiences and facilitated the development of leadership skills. It resonates with the concept of personal growth and peak experiences discussed in Graham's theory.

In conclusion, while Maslow's theory focuses on men in public life, the findings of the thesis support several aspects of his theory. The participants in the study exhibited characteristics associated with self-actualization, including increased self-acceptance, enriched emotional responses, fulfilling relationships, and personal growth through involvement in organizations. These findings provide empirical evidence reinforcing the concepts proposed by Maslow regarding self-actualization and its associated traits.

#### ***4.2.2 The challenges faced by student activists with a disability to actualize themselves in a college organization***

The thesis findings critically analyze the challenges to self-actualization experienced by student activists with disabilities. By integrating these findings with Maslow's (1943) theory, the researcher examined the strengths and limitations of both perspectives. One strength is the alignment between the internal challenges faced by student activists with disabilities and Maslow's concept of internal barriers to self-actualization. The thesis findings highlight the emotional processing difficulties and the dual burden of managing academic and organizational commitments. These challenges resonate with Maslow's idea of ignorance of one's potential, feelings of doubt, and fear. Individuals can work towards self-actualization by recognizing and addressing these internal barriers.

The thesis findings also emphasize the external barriers to self-actualization, such as discrimination and obstacles from individuals and institutions. In higher education, the sense of belonging among students holds significant importance for individuals and institutions, as it directly influences their engagement and academic achievement (Thomas, 2012; Strayhorn, 2012; Thomas et al., 2017; Tinto, 2017). The finding of this

thesis aligns with Maslow's notion of the importance of a supportive environment. The results shed light on the need for more inclusive practices and support systems within the education and scholarship programs. By addressing these external barriers, individuals with disabilities can have equal opportunities for self-actualization.

However, it is crucial to critically analyze the limitations of both the thesis findings and Maslow's theory. The thesis primarily focuses on the experiences of student activists with disabilities, which may not capture the full range of backgrounds and perspectives within the disability community. The findings are based on a specific context and may not apply to all individuals with disabilities.

Moreover, while Maslow's theory provides a framework for understanding self-actualization, it has been criticized for its individualistic perspective and limited cultural applicability. The theory's emphasis on personal growth and individual needs may overlook the influence of systemic barriers and social structures that impact the self-actualization of individuals with disabilities. Therefore, it is essential to consider a broader range of theories and perspectives when examining the obstacles to self-actualization for individuals with disabilities.

As a result, the integration between the thesis findings and Maslow's (1943) theory offers valuable insights into the barriers faced by student activists with disabilities in their pursuit of self-actualization. It highlights the internal, external, and negative influences hindering their growth and development. However, it is crucial to acknowledge the limitations of both things and the theory and consider a more comprehensive and

culturally sensitive approach to understanding self-actualization for individuals with disabilities.

In terms of facing stigma, Persons with disabilities may experience a detrimental impact on the way others perceive them due to negative stigma (Kain et al., 2019). Another expert emphasized that prejudice is a pervasive aspect of the daily lives of people with disabilities, regardless of the visibility or disclosure of their disabilities (Zaussinger & Terzieva, 2018). The thesis findings are evidence of the discrimination and challenges faced by student activists with disabilities. The experiences described, such as indirect insults, excessive scrutiny, and discrimination, may occur within institutions and align with the theory's proposition that negative stigma can significantly impact how others perceive individuals with disabilities. For instance, a specific case presented in the thesis results involves a visually impaired respondent who encountered discrimination while attempting to access English proficiency tests and apply for government-provided scholarships. The rejection of the respondent from participating in the TOEFL tests due to their blindness serves as an illustration of how their abilities were invalidated, as posited by the theory.

However, it is essential to note that the thesis results also unveil a nuanced perspective. Despite facing discrimination and stigma, student activists with disabilities demonstrate resilience and view these challenges as motivation for personal growth. This finding indicates that these individuals are determined to overcome barriers, suggesting the existence of agency and strength in the face of adversity.

Additionally, the results highlight that while certain institutions are willing to accommodate the needs of visually impaired individuals, the timeline for implementing such accommodations remains uncertain. This finding further underscores the barriers and challenges faced by individuals with disabilities in attaining equal opportunities, particularly within educational and assessment settings.

In conclusion, the thesis results predominantly confirm the theory by providing evidence of the negative stigma and discrimination experienced by student activists with disabilities. Nonetheless, the findings also shed light on the resilience and determination exhibited by these individuals in response to such challenges. This nuanced perspective adds depth to understanding how individuals with disabilities navigate and interpret their experiences in the context of stigma.

#### ***4.2.3 The Contributions of student activists with a Disability to the Advancement of campus organizations***

In line with the thesis findings, it is evident that students with disabilities face particular challenges and disparities in academic outcomes. Students with disabilities often report lower satisfaction levels, particularly concerning the organization and management of their courses (Neves & Hewitt, 2020). It aligns with prior research by Yorke (2016) and Singh et al. (2020), which discovered similar patterns of lower academic self-confidence among students with disabilities. Notably, the nature of the disability itself may influence these diminished levels of self-confidence, as it can impact the perceived ability of disabled students to navigate higher education successfully. AdditioAlso, heightened psychological stress levels are observed among students with disabilities (Baczewski, 2020).

However, it is crucial to consider the distinct qualities of the thesis respondents, who are self-actualized activist disabled students. The findings indicate that although they face challenges in terms of self-confidence, they actively address these issues through their involvement in campus organizations. These individuals actively engage in various campus organizations and hold significant positions, such as founders and chairpersons. They initiate movements and programs to address the needs of their fellow students with disabilities, thereby fostering a more inclusive environment. Their endeavors include combating negative digital hashtags related to disability, establishing reading centers and disability corners, organizing events, and collaborating with other organizations.

These disabled student activists challenge the perception of weakness often associated with disability. They exemplify resilience, determination, and the capacity to make meaningful contributions within their organizations and beyond. Their achievements benefit others and facilitate their personal growth and development. In well-established disability-friendly universities, students with disabilities actively participate in diverse campus organizations and have achieved noteworthy accolades at national and international levels, thereby bringing pride and recognition to their respective institutions. Conversely, in non-well-established disability-friendly universities, the active involvement of students with disabilities may be less prevalent; however, those who engage demonstrate remarkable resilience and frequently excel in competitions.

In summary, the thesis findings support existing theories that highlight the challenges experienced by students with disabilities in terms of academic outcomes, self-confidence, and psychological stress. Furthermore, they underscore the exceptional

abilities and contributions of self-actualized activist disabled students who actively participate in campus organizations, challenge stereotypes, and effect significant positive changes within their communities. These findings suggest that while the weaknesses associated with a disability may apply to some disabled students, they do not universally apply, particularly to those who are self-actualized activists.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The section contains both the researcher's perspective and relevant statements in the form of conclusions and recommendations. It summarizes the research results and discussions, while the conclusions reflect the researcher's viewpoint on the findings. The recommendations aim to assist other interested parties in exploring or building upon the research outcomes.

#### **5.1 Conclusions**

In conclusion, the thesis on the self-actualization of student activists with disabilities in college organizations highlights several key findings. The first finding reveals that these student activists recognize their struggles or limitations and use them as a driving force to assist others. They desire to address the needs of individuals with disabilities and provide accessible resources, uniquely indicating a commitment to helping others.

Another important finding is that student activists with disabilities strongly believe in their strengths alongside their challenges. They are willing to utilize these strengths to support others, emphasizing the importance of not underestimating individuals with disabilities based on their limitations. This finding highlights their proactive and driven nature, as they successfully manage their academic responsibilities while striving towards their desired future paths.

Engaging student activists with disabilities in college organizations enhances their communication skills, socialization, self-confidence, and public speaking abilities, fosters

intellectual growth, and provides valuable skill training. Active participation in these organizations is vital to personal development, strengthening and preparing them for future endeavors.

On the other hand, the second finding highlights the challenges these student activists face, both internally and externally. Internally, they must navigate emotional processing, control their emotions, and focus on tasks despite personal problems or negative experiences. They find support in sharing their feelings with trusted colleagues, which alleviates their emotional burden and provides alternative perspectives for better problem-solving.

The study also reveals the presence of discrimination faced by student activists with disabilities from individuals and institutions. These experiences underscore the need for more inclusive practices and support within the education system and scholarship programs. Recognizing and addressing these forms of discrimination is essential for creating a more equitable environment for individuals with disabilities.

The lack of mobility faced by student activists with disabilities presents unique challenges that require creative solutions. Seeking assistance from friends or utilizing alternative transportation services are examples of the determination and adaptability displayed by these student activists as they strive for equal participation within academic organizations.

Building self-confidence is another crucial challenge highlighted in the thesis. It depends on the acceptance and support of people around student activists with disabilities, treating them as equals, and fostering friendships within the organization. The thesis

emphasizes the importance of maintaining respect, open communication, and an inclusive environment that values all members. Student activists with disabilities also contribute to overcoming these challenges by being available to their peers and actively adapting to the organization's members without feeling negatively different.

Besides, the third finding of this thesis sheds light on demonstrating student activists with disability commitment and resilience in addressing the challenges they face, both internally and externally. They have found ways to contribute to their organizations and influence their goals and missions, benefiting themselves and the broader community. The examples provided in the thesis showcase their determination to create positive change and promote inclusivity.

One significant area of focus for student activists with disabilities has been the eradication of negative digital hashtags associated with disability. They have taken proactive steps to counter the prevailing narrative of sympathy and pity, emphasizing the diverse talents and abilities of individuals with disabilities. Through creative initiatives such as video campaigns, they have aimed to shift public perception and promote a more inclusive understanding of disability.

Moreover, these student activists have assumed prominent roles within their organizations, taking on founders, chairpersons, and administrators' responsibilities. They have established communities, reading centers, and disability corners, providing support and resources tailored to the needs of individuals with disabilities. Their efforts have not fostered inclusivity within their organizations but created a more supportive and inclusive society.

It is worth noting that the presence and accomplishments of student activists with disabilities vary depending on the level of disability-friendly practices within their respective universities. In well-established disability-friendly universities, these individuals have actively participated in various campus organizations and achieved notable national successes, bringing pride and recognition to their institutions. However, in non-well-established disability-friendly universities, the active participation of students with disabilities remains relatively scarce. Nonetheless, those who engage actively demonstrate remarkable resilience and determination, surpassing obstacles and achieving commendable outcomes. Organizational leaders' and peers' support and recognition have empowered student activists with disabilities. They have received social rewards in the form of acknowledgment for their contributions. Furthermore, institutional support in the form of budgetary resources and scholarship quotas has facilitated organizational activities and fostered academic growth.

The insights shared by the respondents emphasize the importance of self-advocacy and personal branding for individuals with disabilities. By enhancing emotional, social, intellectual, and religious or spiritual intelligence, they can challenge societal stigmas and contribute meaningfully to society. It is essential for individuals with disabilities to actively engage in discussions, share their ideas, and embrace their individuality. Disabilities should not limit personal growth or diminish one's self-worth or potential for success.

## **5.2 Recommendations**

This study offers three significant recommendations for institutions, government, and future research.

### ***5.2.1 Recommendation for the Institution***

*Support networks.* Establish support networks or mentorship programs for student activists with disabilities. Pairing them with experienced mentors or peers who have successfully navigated college organizations can provide guidance and encouragement.

- a) *Financial assistance.* Provide financial assistance or scholarships specifically aimed at supporting student activists with disabilities in their educational pursuits. This can help alleviate financial burdens and allow them to focus on their organizational involvement and personal growth.
- b) *Flexible academic support.* Ensure that academic support services are flexible and responsive to the needs of student activists with disabilities. This may include providing alternative assessment methods, extended exam times, or accessible course materials.
- c) *Disability resource center.* Establish a dedicated Disability Resource Center on campus to serve as a central hub for disability-related support services, information, and resources. The center can act as a point of contact for students with disabilities and coordinate their needs across different departments.

### ***5.2.2 Recommendation for the Government***

- a) *Accessibility and infrastructure.* Invest in improving accessibility and infrastructure in educational institutions to cater to the needs of students with disabilities. This includes providing wheelchair ramps, elevators, accessible restrooms, and assistive technologies to create a barrier-free campus environment.

- b) *Supportive policies and legislation.* Develop and enforce supportive policies and legislation that protect the rights and interests of individuals with disabilities in educational institutions.
- c) *Financial support.* Provide financial support and scholarships specifically targeted at students with disabilities to enable them to pursue higher education and actively participate in college organizations without facing financial burdens.
- d) *Disability support services.* Establish dedicated disability support services in educational institutions to provide comprehensive assistance and accommodations to students with disabilities. These services should include academic support, counseling, and accessibility services.
- e) *Inclusive research and data collection.* Fund research initiatives focused on understanding the experiences and challenges faced by individuals with disabilities in education and activism. Collect data on disability-related issues to inform evidence-based policymaking.

### **5.2.3 Recommendations for Further Research**

- a) *Opening New Avenues for Further Research.* My study opens up new avenues for future research on self-actualization, disability, and student activism. By exploring the process of disabled student activists actualizing themselves within campus organizations, I can identify their unique experiences, challenges, and contributions. This can serve as a foundation for future research that delves deeper into the intersectionality of disability and other aspects of identity, such as race, gender, sexuality, or socioeconomic status. Examining the intersectionality of these identities can provide a more nuanced understanding of the complexities

faced by disabled student activists. It can contribute to a deeper exploration of how multiple identities shape their self-actualization processes and their efforts in activism.

- b) *Longitudinal studies.* Conduct longitudinal studies to track the experiences and development of student activists with disabilities over an extended period. Long-term research can provide valuable insights into the long-term impact of their involvement in college organizations on personal growth, academic achievement, and career outcomes.
- c) *Comparison of disability-friendly environments:* Compare the experiences of student activists with disabilities in disability-friendly environments to those in non-established disability-friendly environments. This research could help identify the key factors that contribute to an inclusive and supportive environment for students with disabilities in college organizations.
- d) *Perceptions of non-disabled peers:* Study the perceptions and attitudes of non-disabled peers towards student activists with disabilities in college organizations. Examine how these attitudes affect collaboration, social interactions, and inclusivity within the organization.

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## APPENDICES

### Appendix A: Meeting the Hierarchy of Needs among Respondents

*Tabel 1 Meeting the Hierarchy of Needs among Respondents*

No.	Statement	Respondents who answer agree	Respondents who answer neutral	Respondents who answer disagree
<b>1. BASIC NEEDS</b>				
1.	I have the financial capacity to pay my tuition and participate in campus organizations as long as I am involved in such organizations.	Nadhaina Nanda Arif Annas Yogi Anwar Sayroji Faisal Rohim Wahyu Hanif Danisa		
2.	In my opinion, the lighting conditions (from electricity or from sunlight) in my classroom already fulfilled	Nadhaina Nanda Arif Annas Yogi Anwar Sayroji Faisal Rohim Wahyu Hanif Danish		
3.	When there are organizational activities, the classrooms and places used as event locations are clean.	Nadhaina Nanda Arif Annas Yogi Anwar Sayroji Faisal Rohim Wahyu Hanif Danisa		

2. SECURITY NEEDS				
1.	There is the attention of lecturers and academic staff to safety guarantees for students in organizations (in the form of policies)	Nadhaina Arif Annas Yogi Anwar Sayroji Faisal Rohim		Danisa Wahyu Arif Nanda
3. SOCIAL NEEDS				
1.	There is an excellent interpersonal relationship between students and seniors in the organization.	Nadhaina Arif Annas Yogi Anwar Sayroji Faisal Rohim		Danisa Wahyu Arif Nanda
2.	The organization has an excellent pdf interpersonal relationship between students and juniors.	Nadhaina Arif Annas Yogi Anwar Sayroji Faisal Rohim		Danisa Wahyu Arif Nanda
3.	There is an excellent interpersonal relationship between students and colleagues in the organization.	Nadhaina Arif Annas Yogi Anwar Sayroji Faisal Rohim		Danisa Wahyu Arif Nanda
4. THE NEED FOR APPRECIATION				
1.	The organization gives a reward to students	Nadhaina Arif Annas Yogi Anwar Sayroji Faisal Rohim		Danisa Wahyu Arif Nanda
5. SELF-ACTUALIZATION NEEDS				
1.	I think the organization always delivers	Nadhaina Arif		Danisa Wahyu

	opportunity to increase student creativity	Annas Yogi Anwar Sayroji Faisal Rohim		Arif Nanda
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## Appendix B: Demographic Profile of Respondents

*Tabel 2 Demographic Profile of Respondents*

<b>RESPONDENTS FROM A WELL-ESTABLISHED DISABILITY-FRIENDLY COLLEGE</b>					
No.	Name	Type of Disability	Organization	Position	Year
1.	Nadhaina	Quadriplegic	KMB (Student Family from Demak)	Manager	2022-now
			The Charisma of Youth Mosque	Secretary	2022-now
			Indonesian Islamic Student Movement (PMII)	Member	2021-now
			Youth organization	Member	2021-2022
			Central Java Scholarship Community	Member	2021-now
			Disability Community	Member	2022-now
2.	Arif	Blind	Sat Adira Jasa	Manager	2021-now
			Blind Film Community	Founding father	2022
			Brilliant Indonesia	Chairman of the organization	2021-2022
			Indonesian Blind Association	Youth Bureau	2021-2022

			Acoustic disability service center (PLD).	Member	2021-now
			Ivana Gita Choir	Chairman of this choir	2020-2021
			Student Autonomous Body	Religious coordinator	2022-2023
3.	Anas	Blind	Gusdurian	Member	2022-2023
			Muhammadiyah Student Association	Manager	2022-2023
			LDK KORDISKA UIN Sunan Kalijaga	Managers of scientific institutions	2021-2022
			Al mizan	Managers of scientific institutions	2021-2022
4.	Yogi	Deaf	Indonesian Islamic Student Movement (PMII)	Member	2022-2023
			Gusdurian	Member	2022-2023
5	Anwar	Quadriplegic	Major Student Association	Manager	2021-2022
			Student autonomous body	Manager	2022-2023

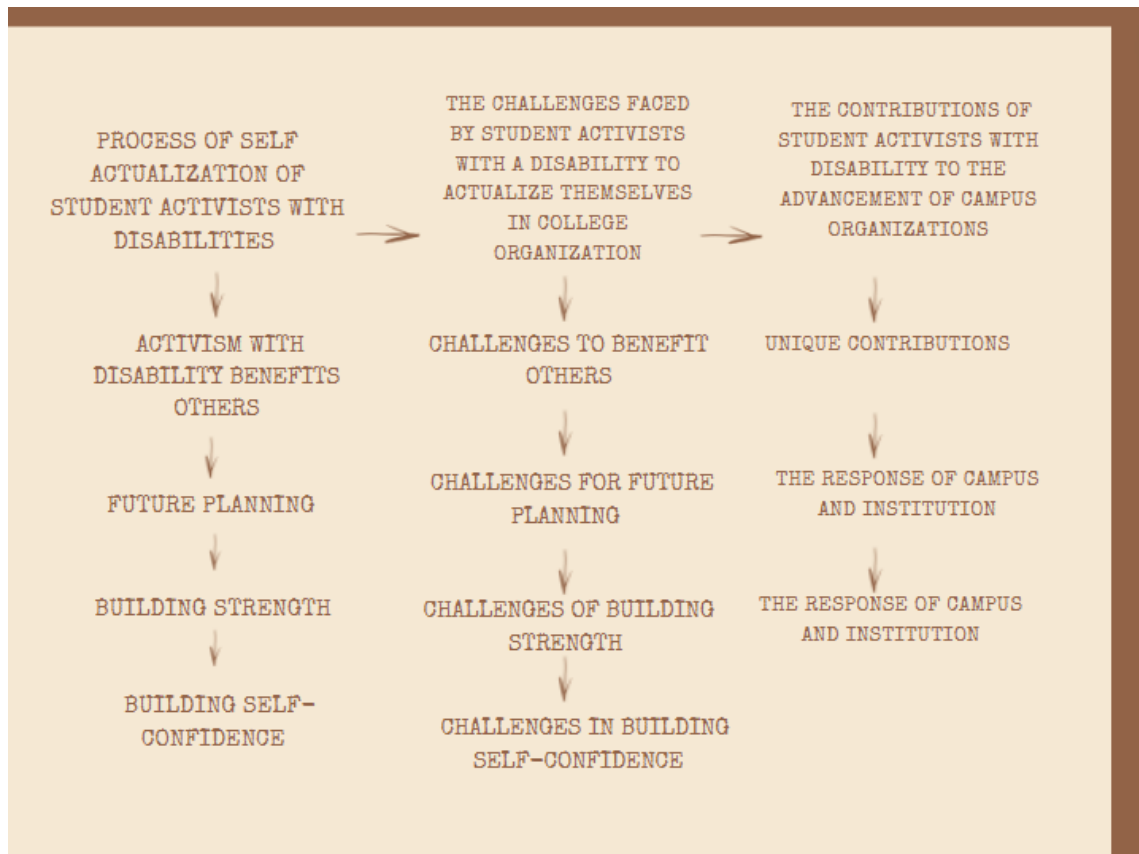
**RESPONDENTS FROM A NON-ESTABLISHED DISABILITY-FRIENDLY COLLEGE**

1.	Sayroji	Quadriplegic	Departmental student association	Entrepreneurship division secretary	2021-2022
			BEM	Secretary of the Office of Education and Culture	2022-2023
			Yellow book study forum	Head of the book division	2021-2022
			HTQ	Manager	2021-2022
			Indonesian Islamic student movement	Member	2021-2023
			Manager	Secretary of the network of schools and Islamic boarding schools	2023-now
			Institute Student Senate	Secretary of the department of education and culture	2023-now
2.	Faisal	Deaf	Departmental student association	Development of organizational apparatus	

			Departmental student association	Leader	
			Indonesian Islamic student movement	Public relations choir	
3.	Rohim	Blind	Indonesian Islamic student movement,	Member	2021-now
			Ha'iah Tahfidz wal Qiroah (HTQ)	Manager	2021-2022
			Yellow book study forum	Manager	2022-2023
			Indonesian blind association	Member	2023-now

## Appendix C: Summary of Key Findings

*Tabel 3 summary of key findings*



## Appendix D: Instrument of Interview and Observation

### *Instrument 1*

To identify the self-actualized students with disabilities, the researcher adopted the theory of hierarchy of needs by Maslow (1970); the respondents of the research are those who agree with all of these statements below:

No.	Statement	Agree	Neutral	Disagree
<b>1. BASIC NEEDS</b>				
1.	I have the financial capacity to pay my tuition and participate in campus organizations as long as I am involved in such organizations.			
2.	In my opinion, the lighting conditions (from electricity or from sunlight) in my classroom already fulfilled.			
3.	When there are organizational activities, the classrooms and places used as event locations are clean.			
<b>2. SECURITY NEEDS</b>				
1.	There is the attention of lecturers and academic staff to safety guarantees for students in organizations (in the form of policies).			
<b>3. SOCIAL NEEDS</b>				
1.	There is an excellent interpersonal relationship between students and seniors in the organization.			
2.	There is an excellent interpersonal relationship between students and juniors in the organization.			
3.	There is an excellent interpersonal relationship between students and colleagues in the organization.			
<b>4. THE NEED FOR APPRECIATION</b>				
1.	The organization gives a reward to students.			
<b>5. SELF-ACTUALIZATION NEEDS</b>				
1.	I think the organization always delivers opportunity to increase student creativity.			
2.	I think the organization always delivers opportunities for my self-growth and development.			

*Instrument 2*

To identify the activist students with disabilities who can balance their academic and organizational life, the researcher adopted a theory from Sarlito Wirawan Sarwono (1978) “Students value gaining experience before completing their studies, for example, by participating in organizations.”

No.	Name	Organization	Position	Year

### *Instrument 3 (to answer research questions 1 and 2)*

To answer the first research question, the researcher adopted the theory of the Brief Index of Self-actualization by Maslow (1970) Because the majority of the literature on the topic of self-actualization adheres to Maslow's concept and vision of the term (Bornstein, 2018). Furthermore, to strengthen the instruments, the researcher used other significant theories of self-actualization from Carl Rogers (1959) and Sumerlin and Bundrick (1996).

#### **Core of Self-actualization**

1. How do you benefit others as an activist with a disability?
2. How do you organize your plan for the future?
3. How do you develop your strength by participating organization to face the future?
4. How do you explore new ideas, especially when you engage with your organization mates?
5. How do you get involved with causes in the organization?
6. How do you gain your achievements on campus (academically and organizationally)?
7. How do you try different ways to see what happens in your organization?
8. How do you not put off work that would allow you to grow through participating in the organization?
9. How do you find a special place just for you, especially in a campus environment?
10. How do you find that fear does not keep you from pursuing your goals, especially in academics and organization?
11. What do you do to be a good problem solver?
13. How do you develop yourself as an individual and an activist in an organization?
14. How do you see yourself developing as an activist in an organization?

#### **Autonomy**

12. What will you do when you fear that you will not live up to your potential?
13. What will you do when you regret not doing all you could toward your dream?
14. What will you do when you need clarification on what you want?
15. What will you do when you are suspicious about the motives of others?
16. How do you build your self-confidence?

#### **Openness to Experience**

17. What will you do when you know others need you?
18. How and what will you do to get lots of curiosity?

#### **Comfort with Solitude**

19. How do you mingle with your organization mate?
20. How do you enjoy your solitude?

### **Items That Failed Criterion**

21. How do you discover things (passion, skill, favorite) about yourself?
22. How do you accomplish your goal with your limited time?
23. How do you succeed in your academic and organizational responsibilities?
24. How do you enjoy your friendship with all members of your organization?

### *Instrument 4 (to answer research question 3)*

To know the contributions of student activists with disability in college organizations, interview questions were developed from research questions and adopted Maslow's (1970) and Sumerlin and Bundrick's (1996) theory that self-actualized people have behavior thought to contribute to and benefit humankind.

1. Can you tell me about your experiences on campus as a student activist with a disability?
2. How did you get involved in campus organizations for the first time, and what inspired you to become an activist?
3. What unique contributions do you bring to campus organizations, and how has this influenced the organization's goals and missions?
4. How do you think disabled student activists have helped campus organizations advance?
5. How have campus organizations and institutions reacted to your contributions? Have you noticed any changes or improvements as a result of your activism?
6. What specific initiatives or projects have you worked on within the organization, and how has your disability status influenced your contributions?
7. What challenges have you faced as a disabled student activist, and how have you worked to overcome these obstacles to advance the organization's goals?
8. What advice would you give to other disabled students who want to get more involved in campus organizations or activism?
9. What can be learned from your experiences as a disabled student activist in college organizations, and how can this knowledge be used to promote greater inclusivity and social justice on college campuses?

### **Observation Sheet**

\*The observer dresses like the observed subjects to minimize the effect of the observer's presence

Date	
Place	
Activity	
Topic	

Time	Description/Facts	Comments/Memo

#### RESEARCH PERMIT FORM

The undersigned below:

Name : Wiwin Windiana  
Student ID Number : 0424211001i  
Faculty : Education  
Study Program : Education

Request for a research permit letter for my master's thesis entitled:

#### SELF-ACTUALIZATION OF STUDENT ACTIVISTS WITH DISABILITIES IN COLLEGE ORGANIZATION

Research Location : UIN Sunan Kalijaga Yogyakarta  
IAIN Syekh Nurjati Cirebon  
Research Duration : 1 Month

This form indicates that the two thesis advisors have approved the research instrument and the Chapter 1-3 of my thesis.

Thesis Supervisor I,



(Didin Syafruddin Ph.D.)

Thesis Supervisor II,



(Alpha Amirrachman Ph.D.)

Depok, 20th March 2023  
Student,



(Wiwin Windiana)