

INCLUSIVE CAFE: ½ KOPI TIAM CAFE AS A PLACE TO LEARN INDEPENDENCE FOR PEOPLE WITH DISABILITIES

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Abstract: This paper aims to explore the role of ½ Kopi Tiam Cafe as an inclusive space for people with disabilities in the context of social and economic empowerment. The main argument is that this cafe serves not only as a gathering place, but also as a training centre that enables people with disabilities to develop life skills, both technical and social, and build independence. This cafe also plays a role in reducing social stigma towards people with disabilities and provides them with opportunities to contribute to local economy. The method used in this research is a qualitative approach with a descriptive research design, which allows researchers to explore in depth the experiences and realities faced by people with disabilities working at ½ Kopi Tiam Cafe. Data collection techniques were conducted through semi-structured interviews and observations to obtain richer information about the impact of inclusive cafe on the lives of people with disabilities. Data analysis was conducted using Talcott Parsons' A-G-I-L scheme, which emphasizes adaptation, goal achievement, integration, and maintenance of latent patterns in social systems. The conclusion of this paper is that ½ Kopi Tiam Cafe plays an important role in creating an inclusive social space for people with disabilities, by providing skills training that increases their independence and strengthens their social integration in society. Through the application of the AGIL scheme, this cafe successfully adapts to the needs of people with disabilities, achieves its goals of empowerment, creates positive social integration, and maintains social patterns that support changes in community perceptions of people with disabilities. This cafe serves as a model for other businesses to create equal opportunities for all individuals without exception.

Keywords: *Inclusive Cafe, People with Disabilities, Social Empowerment, ½ Kopi Tiam Cafe*

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INTRODUCTION

An inclusive life is a dream that we must achieve in society. Every individual, regardless of background, status, or physical condition, has the same right to participate in social life and get fair opportunities in every aspect of life, including education, employment, and social activities. One space that has great potential in creating inclusivity is the economic sector, which involves the cafe sector. Cafe can be more than just a gathering place, but also a place where people with diverse abilities can learn independently, interact, and contribute to society.

However, the current social reality is far from this ideal. People with disabilities, for example, still face major challenges in finding employment and playing an active role

in social life. Based on data from the Central Bureau of Statistics, around 8.5% of Indonesia's total population are people with disabilities, and most of them face difficulties in accessing equal employment opportunities and social life. Various barriers ranging from inaccessibility, social discrimination, to limited resources become obstacles for them to be independent. In fact, many people with disabilities are marginalized, not only from professional world, but also in the social spaces they can access to grow and develop. (Badrudin & Parantika, 2024)

The presence of inclusive cafe such as ½ Kopi Tiam Cafe is a breakthrough that needs to be considered, not only in terms of employment opportunities, but also in the context of education. This cafe not only offers food and beverage services, but also becomes a learning space where people with disabilities can develop important life skills, such as social skills, work skills, and managerial skills. In inclusive cafe concept, people with disabilities are given equal opportunities to work, interact and learn important life skills, which are often overlooked in formal education. They are not just consumers, but also contribute as labourers who have the opportunity to support themselves while learning about professional world directly in a supportive and inclusive environment.

It is important to further examine the role of inclusive cafe as an alternative solution for people with disabilities in the context of non-formal education. In an increasingly developing world, opportunities for people with disabilities to engage in the world of work and acquire life skills are crucial, as they also have the right to participate in the economy and social life. Cafe that can accommodate these needs not only open up spaces for them to learn practical skills, but also give them the opportunity to develop skills that are often not taught in formal educational institutions. Through an inclusive work environment, they learn how to interact, work in teams, and manage the social challenges they face.

The concept of inclusive cafe, which represents the intersection of social entrepreneurship, community development, and disability advocacy, has gained increasing attention in recent years as a way to foster social inclusion and economic empowerment for marginalized populations, particularly individuals with disabilities. (Rolle dkk., 2020) These places are designed to provide employment and social opportunities for people with disabilities, while offering welcoming spaces for all members of society. They realize a unique approach to promoting inclusivity and challenging social norms. (Poedjadi dkk., 2022) Existing knowledge covers multiple dimensions of inclusive cafes, from operational models and management strategies to the impact on employees with disabilities and the wider community, with research using a variety of methodologies to explore the multifaceted nature of these endeavours. Understanding the working conditions of employees with disabilities is critical, and this is often overlooked in traditional job design, leading to their isolation from the labour market. This neglect is also evident in research, where studies on the working conditions of employees with disabilities are limited. (Teborg dkk., 2024)

An exploration of inclusive cafe in the academic literature shows a significant focus on their role in promoting social inclusion and challenging society perceptions of disability. (Rolle dkk., 2020) The development of social inclusion initiatives, such as inclusive cafes, can lead to innovative concepts in public services by prioritizing service outcomes such as openness, fairness, and satisfaction for persons with disabilities, along with managerial functions such as responsiveness, infrastructure, human resources, and

effective communication.(Manzoor & Vimarlund, 2018) Inclusive cafe can actively contribute to breaking down barriers and promoting a more equal and inclusive society by providing a platform for interaction and understanding between individuals with and without disabilities. This approach emphasizes the importance of understanding childhood rather than disability, recognizing that certain children's experiences are often deemed irrelevant to the functioning of education and society as a whole.(Pluquailec & O'Connor, 2023). Recognition of employees with disabilities is critical to build a greater organizational commitment to disability inclusion.(Gould dkk., 2019) In addition, several studies highlight the importance of early inclusion experiences in the workplace, especially during the employee orientation phase, suggesting that inclusive practices can significantly influence the overall work experience of individuals with disabilities.(Bam & Ronnie, 2020) By documenting best practices for creating inclusive work environments, organizations can maximize the productivity of employees with disabilities in the workplace and promote their social inclusion.(Chumo dkk., 2023)

The literature also reveals the economic and social benefits of inclusive cafe for individuals with disabilities. Employment offers a pathway of social integration for individuals with disabilities, yet opportunities for this integration are not always guaranteed, both due to individual challenges and discriminatory practices among some employers.(Stoevska, 2020) Inclusive cafe provides not only employment opportunities but also a supportive and empowering environment that fosters skills development, increases self-esteem, and promotes economic independence.(Kalargyrou, 2014) These places often prioritize creating accessible and accommodating work environments, matching job roles to individual abilities and providing necessary support and training. This focus on individual needs and strengths can result in increased job satisfaction and retention among employees with disabilities. Many government and community organizations have developed resources to address the lack of awareness shown by managers towards workers with disabilities, as employers and employees with disabilities report a lack of disability-related knowledge, which impacts their behaviour.(Bonaccio dkk., 2019) The literature points to the need for a shift away from a focus on whether students have 'Special Educational Needs' and towards creating a system where all individuals are fully valued and deserve a meaningful education.(Pluquailec & O'Connor, 2023)

The operational and managerial aspects of inclusive cafes have also been researched, with studies exploring various business models, organisational structures, and management practices. These studies emphasize the importance of strong leadership, effective communication and commitment to social values to ensure the success of these ventures. Several factors, including work culture issues, job matching, and employers' experience and support, influence employers' openness to hiring and accommodating individuals with disabilities. Inclusive cafés face unique challenges related to recruitment, training and customer service, which require innovative approaches to management and operations. To fully harness the value that diversity brings, organisations must consider new ways of thinking about the changing nature of the workplace, especially with regard to recruitment, retention, training and support of people with disabilities. In addition, it is important to consider the role of co-worker relationships and social support in creating a positive and inclusive work environment.

In this article, we will discuss the role of inclusive cafes such as ½ Kopi Tiam Cafe in creating social spaces that not only support economic growth, but also act as informal educational institutions that enable people with disabilities to learn independence and develop themselves. The distinction of this article lies in how it connects the cafe sector with social inclusivity and non-formal education, as well as bringing up the rarely discussed perspective of the importance of creating more places like this in the social life of Indonesian society. By highlighting the concept of inclusive cafes, this article hopes to open wider insights into how the cafe sector can play a role in creating a more inclusive society and introducing a more pro-inclusive model of education for all.

METHOD

This research is a descriptive type of research that uses a qualitative approach. Qualitative research was chosen because this approach prioritizes a deep understanding of the phenomena that occur in the field, without focusing on statistical calculations. In accordance with the opinion of Lexy J. Moleong, qualitative research aims to understand the phenomena experienced by research subjects, such as behaviour, motivation, action, etc., holistically and descriptively, using words and language. This research is conducted in a natural context and by utilizing various methods that are in accordance with existing conditions.(Moleong, 2018) With this approach, it is hoped that a comprehensive picture of the experiences and realities faced by people with disabilities working in inclusive cafes can be obtained.

To understand the conditions that are happening to the research subjects, this research focuses on the real circumstances or conditions of the individuals involved in inclusive cafes. This research prioritizes qualitative data analysis that allows researchers to dig deeper into the influence and benefits of the existence of inclusive cafes for people with disabilities. Therefore, this research uses an intrinsic case study as the research design. The researcher will describe various aspects of an individual, group or organization in a particular social situation, to gain a clearer understanding of the impact of inclusive cafes on the lives of people with disabilities. These aspects will be presented comprehensively, including how inclusive cafes can provide space for people with disabilities to develop independent living skills.

In this study, the data collection techniques used were interviews and observations. Semi-structured interviews were chosen because they allow researchers to explore more complex and open-ended issues related to the experiences of people with disabilities in working in inclusive cafes. This interview also provided an opportunity for the researcher to explore more deeply the views and responses of informants to various questions relevant to the research topic.(Sugiyono, 2013) This technique will be used to obtain in-depth data on the feelings, experiences and thoughts of people with disabilities involved in inclusive cafes, as well as to explore the challenges and opportunities they face in leading independent lives.

Furthermore, data analysis in this study uses Talcott Parsons' A-G-I-L scheme. The A-G-I-L scheme is an acronym for adaptation, goal-attainment, integration, and latency. The first function is adaptation, which refers to the system's ability to adapt to changing external conditions.(Parsons, 1987) In the context of an inclusive cafe, this can be seen in how the cafe adapts to the needs of people with disabilities and provides space for them to learn and develop. The second function is goal achievement, which relates to the

system's ability to define and achieve goals. In this case, the goal of an inclusive café is to provide opportunities for people with disabilities to work and learn to live independently. The third function is integration, which focuses on creating cohesion and co-operation between different components in the social system. Inclusive cafes serve as spaces where people with disabilities can interact with others and learn to work collaboratively. The last function is latent pattern maintenance, which is concerned with deep structural change and development within the social system. Inclusive cafes enable changes in patterns of social interaction and people's understanding of the role of people with disabilities in social and economic life.

This research was conducted at ½ Kopi Tiam Cafe Pontianak, located at J Sepakat 2 Street Pontianak. This cafe was chosen as the research location because it is a concrete example of an inclusive cafe that can provide an overview of how people with disabilities can participate in the professional world with appropriate support. Thus, this research focuses not only on the cafe as a workplace, but also as a means to learn independently, develop skills, and interact in an inclusive social environment.

RESULT AND DISCUSSION

A Glimpse into the Inclusivity of ½ Kopi Tiam Cafe

½ Kopi Tiam Cafe is located at Sepakat 2 Street, Pontianak, West Kalimantan, is a clear example of the application of the principle of inclusivity in the economic sector, especially in the cafe industry. This cafe not only serves as a place to enjoy coffee, but also as an empowerment space for people with disabilities. By promoting the concept of inclusiveness, ½ Kopi Tiam Cafe provides equal opportunities for people with disabilities to participate in the professional world and social activities. In an interview with the owner of the cafe, he explained that the inclusivity applied in this cafe involves physical accessibility that is friendly to people with disabilities, as well as opportunities to be involved in various operational tasks in the cafe. (Interview with Mustaat Saman, owner of ½, Kopi Tiam Cafe April 18, 2025)

The name '½' which chosen for this cafe is reflects a profound philosophy, Although, a person may be physically limited, their potential and contributions are intact and meaningful. This philosophy emphasizes that people with disabilities have the same capacity to achieve and contribute as individuals without disabilities. By providing equal opportunities, ½ Kopi Tiam Cafe aims to foster self-confidence in people with disabilities, as well as to show to society that they have equal value in social life, including in the professional world. (Interview with Mustaad Saman, owner of ½ Kopi Tiam Cafe, 18 April 2025)

In addition to provide equal access to employment, ½ Kopi Tiam Cafe plays an important role in changing the negative stigma that still exists in society towards the abilities of people with disabilities. In many places, there is an assumption that people with disabilities cannot work or communicate well. However, through the opportunities provided by this cafe, people can see directly the potential possessed by people with disabilities. Not only they able to work well, but they can also interact with customers and co-workers by using various forms of communication, such as sign language, writing, symbols, and gestures.

The existence of this cafe also contributes greatly to creating a more inclusive and just society. ½ Kopi Tiam Cafe serves as a space where people with disabilities can learn,

work and interact in a supportive environment. It proves that the economic sector, particularly cafes, can be a highly effective space for promoting social inclusivity. By providing equal opportunities for all individuals, including people with disabilities, ½ Kopi Tiam Cafe helps to create a more open and supportive society.

Overall, ½ Kopi Tiam Cafe is more than just a place to enjoy a cup of coffee; it is a social space that introduces the value of equality and opportunities for people with disabilities. It demonstrates how the cafe sector can play an important role in creating a more inclusive society, where every individual, regardless of their physical or intellectual condition, has the opportunity to participate, thrive, and contribute. This cafe serves as a model for other businesses to follow this way in creating equal opportunities for all individuals, without exception.

Figure 1

½ Kopi Tiam Cafe and People with Disabilities



**½ Kopi Tiam Cafe
Independence**

es to Learn

½ Kopi Tiam Cafe is not only a gathering place, but also functions as a training and education center for people with disabilities. In this cafe, they are taught various useful

skills, such as making coffee, serving food, and other skills that can help them become independent and ready to work. By developing practical skills, they have the opportunity to support themselves and actively participate in the local economy. (Interview with Atika Tiara, Worker at ½ Kopi Tiam Cafe, April 18, 2025)

In the operation of this cafe, people with disabilities work as baristas, cashiers, and waiters. They are trained to manage various aspects of work in the cafe, such as interacting with customers, maintaining cleanliness, and understanding the process of serving food and drinks. This learning is not only related to technical skills, but also to the development of social skills, such as communication, working in a team, and serving customers in a friendly and professional manner.

One of the unique things about ½ Kopi Tiam Cafe is the presence of disabled athletes who also work there. This cafe provides them with the opportunity to work and develop themselves in an inclusive environment. Through this opportunity, disabled athletes not only learn new skills, but also gain self-confidence and better social integration with the surrounding community. (Interview with Atika Tiara, Worker at ½ Kopi Tiam Cafe, April 18, 2025)

The cafe sector like this becomes relevant in the context of social inclusivity, where every individual, including people with disabilities, is given the opportunity to participate in economic and social activities. The presence of an inclusive cafe in the community has a significant impact, not only for people with disabilities, but also for society who can see and feel the benefits of inclusivity directly. Thus, ½ Kopi Tiam Cafe plays an important role in changing the paradigm of how people with disabilities should be treated in society.

Not only on the work side, this cafe also provides space for people with disabilities to share experiences and exchange ideas. This cafe functions as a gathering place that supports diversity and active participation from various individuals, regardless of their physical condition. Through social interactions that occur in the cafe, people with disabilities have the opportunity to build a wider social network, which of course can improve their quality of life. (Interview with Rendi Hidayat, Worker at ½ Kopi Tiam Cafe, April 18, 2025)

One of the challenges faced by people with disabilities in the professional world is education and the social stigma that still lingers. Education for people with disabilities is an important aspect in ensuring equality and opportunities to participate in society. However, many obstacles are still faced by children with disabilities, such as marginalization in the education system and potential discrimination. Based on research, many people with disabilities are transferred to Special Schools (SLB) not only because of specific educational needs, but also because of the inability of the general education system to meet their needs due to the lack of facilities, trained educators, and the problem of bullying they face in public schools (Dewi Pangestuti & Pribadi, 2022). This shows that there is an urgent need to improve the perspective and approach in educating children with disabilities.

Furthermore, an inclusive learning environment is essential for people with disabilities to experience equity in education. Research shows that even though there has been a beginning of the implementation of inclusive learning environments, there are still many things that need to be improved to provide access to appropriate education (Riswari dkk., 2021). In the context of higher education, support from educational institutions to create a learning environment that is friendly to people with disabilities will encourage

their academic success. Active involvement of non-disabled students in the learning process can also support the growth of mutual respect and tolerance between the two groups (Sage, 2020).

Family support has also been shown to play a crucial role. Families who empower children with disabilities to interact socially are more likely to create confident and independent individuals (Dayanti & Pribadi, 2022). On the other hand, if access to education is limited by negative assumptions or stigma from the family, these children will lose the opportunity to develop optimally (Mallisa', 2021). Therefore, educational programs that involve families and make them as agents of change need to be emphasized to strengthen this inclusive education process (Rengganis, 2019).

Communities also play an important role in reducing stigma and increasing acceptance of people with disabilities. Educating the community about the importance of inclusion in education and addressing negative stigma are important elements in creating a supportive environment for people with disabilities (Afifah, 2023). In addition, awareness of their rights and law enforcement that guarantee these rights are also crucial in encouraging their participation in proper education (Jamil, 2021).

The development of physical and social accessibility in educational environments, as regulated in various regulations, is an important step to ensure that persons with disabilities can participate equally in educational activities (Hakim dkk., 2023; Utami dkk., 2018). Community outreach by designing disability-friendly programs in educational settings will facilitate access and minimize existing barriers. (Prestianta dkk., 2021; Shaleh, 2018).

Overall, education for persons with disabilities should be directed towards the development of inclusive and empowering policies, both socially and educationally, as well as extra attention to the elimination of stigma that often hinders their potential. To achieve this, collaboration between the government, educational institutions, families and the wider community is essential to create an inclusive and supportive environment for all individuals, regardless of their physical or mental abilities.

½ Kopi Tiam Cafe tries to address this challenge by creating a welcoming and inclusive environment. By showing the public that people with disabilities have the same ability to success and excel, this cafe is helping to change society's perception of them. An open and accepting environment is an important asset in accelerating greater social change.

It is important to note that this cafe is not only a place for people with disabilities to work, but also a means of non-formal education that supports their personal development. This non-formal education is very important because often people with disabilities find it difficult to access formal education that suits their needs. Through the training provided at ½ Kopi Tiam Cafe, they gain practical skills that can be used to build an independent and better life.

Overall, ½ Kopi Tiam Cafe Pontianak is a real example of how the cafe sector can play a role in creating inclusive spaces that support the empowerment of people with disabilities. Through skills training, job opportunities, and spaces for social interaction, this cafe not only give benefits to people with disabilities but also helps create a more inclusive and equitable society. This cafe also serves as a model for other businesses to follow in its way in creating equal opportunities for all individuals, without exception.

½ Kopi Tiam Cafe located in Pontianak can be analyzed using structural functionalism, especially from the perspective of Talcott Parsons. According to Parsons' perspective, society is seen as a social system consisting of interacting parts that function to maintain the stability and balance of the system as a whole. In the theory of structural functionalism, each element in a social system has a specific role and contribution that is necessary for the survival and development of the system. This means that for a social system to function well, all parts of the system must function optimally. (Parsons, 1968, 1991)

The presence of the ½ Kopi Tiam Cafe reflects the application of the principles of structural functionalism on a micro scale, namely in the context of local economic sector and social life of people with disabilities. This cafe not only functions as a gathering place, but also as an inclusive space that supports people with disabilities to develop socially and economically. By providing them with the opportunity to learn technical and social skills, such as making coffee, serving food, and interacting with customers, this cafe contributes to the balance of the social system as a whole, namely by expanding opportunities for individuals who have been marginalized to participate in community life.

One important aspect of structural functionalism is adaptation, namely the ability of a system to adjust with changes in external conditions. (Parsons, 1987) ½ Kopi Tiam Cafe demonstrates this adaptability by providing facilities that are friendly to people with disabilities. These facilities include not only physical accessibility, such as ramps and appropriate seating, but also the provision of relevant skills training. This cafe serves as a space where people with disabilities can learn practical work skills, which will enable them to be independent and participate in local economy. Through these adaptations, ½ Kopi Tiam Cafe ensures that people with disabilities can work effectively in a supportive environment and have a positive impact on their lives.

In addition, in structural functionalism, every social system has goals to be achieved, which are known as goal achievement. (Parsons, 1987) In this case, the main goal of ½ Kopi Tiam Cafe is to empower people with disabilities through employment and training. This cafe not only provides employment, but also provides non-formal education that allows people with disabilities to acquire broader life skills. Through this training, they learn to work professionally, interact with customers, maintain cleanliness, and understand the operational processes in cafe industry. Thus, this cafe plays a role in providing people with disabilities with the opportunity to be financially independent and contribute to local economy.

The third function in the AGIL scheme is integration, which relates to the system's ability to create cohesion and cooperation between the various elements in the system. (Parsons, 1987) At ½ Kopi Tiam Cafe, this function is reflected in the social interactions that occur between people with disabilities, co-workers, and customers. This cafe creates a space where people with disabilities can communicate and collaborate with others, learn to work in a team, and develop important social skills, such as effective communication and conflict management. By providing opportunities for people with disabilities to interact in a friendly and inclusive environment, this cafe enhances their integration into society, which helps them feel more accepted and valued.

Finally, the latent pattern maintenance function in the AGIL scheme relates to the system's ability is to maintain and develop existing social patterns or structures. (Parsons,

1987) In ½ Kopi Tiam Cafe, this pattern is reflected in the broader social changes taking place in society. The presence of this cafe helps change the public's perception of people with disabilities, who were previously often ignored or seen unable to contribute significantly to social and economic life. By showing that, people with disabilities have the ability to work and interact well in society, this cafe plays a role in eliminating negative stigma and opening new opportunities for them. This is very important for building a more inclusive, just and equal society.

By focusing on developing technical and social skills, ½ Kopi Tiam Cafe not only provides employment opportunities, but also becomes an informal education institution that supports the empowerment of people with disabilities. This non-formal education is very important because many people with disabilities have difficulty in accessing formal education that suits their needs. This cafe provides them with the opportunity to learn directly from work experience in a supportive environment. The training provided at this cafe also introduces them to essential social skills to thrive in the professional world, such as working in a team, communicating with customers, and serving with professionalism.

Overall, ½ Kopi Tiam Cafe is not just a place to enjoy a cup of coffee, but also an inclusive space that supports the empowerment of people with disabilities through skills training and employment opportunities. By adopting the principles of structural functionalism, this cafe makes a significant contribution to create a sustainable and inclusive social system, where every individual, regardless of physical or intellectual condition, has the opportunity to participate, develop and contribute to society. Through the implementation of the AGIL scheme, ½ Kopi Tiam Cafe shows that the cafe sector can play a major role in creating positive and profound social change, building a more just and equal society.

CONCLUSION

The presence of ½ Kopi Tiam Cafe in Pontianak illustrates the application of the concept of inclusivity in the economic sector, especially in the cafe industry. This cafe functions not only as a gathering place, but also as an empowerment space for people with disabilities, giving them equal opportunities to participate in the professional world. Through this concept, people with disabilities are not only consumers, but also contributors to the local economy. By prioritizing skills training and inclusive social spaces, this cafe plays an important role in reducing the stigma against people with disabilities and giving them the opportunity to learn independence, as well as interact with the community more openly and inclusively.

Through the implementation of Talcott Parsons' AGIL scheme, ½ Kopi Tiam Cafe has succeeded in creating resilience as an inclusive social system. The adaptation function is seen from the cafe's ability to adjust to the needs of people with disabilities, such as providing disability-friendly facilities and appropriate skills training. The goal achievement function is reflected in the cafe that succeeded in empowering people with disabilities by providing them with important life skills, such as making coffee and communicating with customers. The integration function is reflected in how the cafe creates a space for people with disabilities to interact with others, develop social skills, and work in a team. Finally, the latent pattern maintenance function is seen from the

positive changes that occur in society's perception of people with disabilities, who previously had a negative social stigma.

Overall, ½ Kopi Tiam Cafe not only functions as a workplace, but also as an informal educational institution that provides opportunities for people with disabilities to develop life and social skills that are often neglected in formal education. This cafe shows that the cafe sector, through an inclusive concept, can make a major contribution to create a more just and equal society. Through the application of the principles of structural functionalism and the AGIL scheme, ½ Kopi Tiam Cafe is a real example of how the economic sector can support the empowerment of people with disabilities and create an inclusive social space.

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