

Self-Advocacy of Students with Disabilities in Higher Education: A Bibliometric Analysis

Fitri Dwi Arini^{1*}, Widiawati²

^{1,2}Faculty of Education, Universitas Negeri Padang, Indonesia

* e-mail: fitridwiarini@fip.unp.ac.id

Abstract

This study examines publication trends and research developments in the field of self-advocacy among students with disabilities in higher education using bibliometric analysis. Specifically, it addresses three key questions: (RQ1) What strategies, programs, and interventions have been implemented to promote self-advocacy among students with disabilities in higher education? (RQ2) How do self-advocacy practices influence academic, social, and career outcomes for students with disabilities in higher education? (RQ3) What barriers and facilitators affect the development and practice of self-advocacy among students with disabilities in higher education? Data were retrieved from Scopus (1993–mid-2025) and screened using the PRISMA method, yielding 81 relevant records analyzed through R Studio's Bibliometrix package. The findings show a steady growth in publications, averaging 5.16% annually, reflecting increasing recognition of the importance of advocacy in higher education. Keyword co-occurrence analysis identified four thematic clusters (1) psychological and institutional strategies for fostering advocacy, (2) curriculum and support systems, (3) outcomes such as academic persistence and career readiness, and (4) barriers including stigma and facilitation of accommodations and accessibility. Overall, the results highlight a maturing yet fragmented research domain, emphasizing the need for integrated institutional, pedagogical, and policy approaches to strengthen advocacy and equity in higher education.

Keywords: Advocacy Practices, Higher Education, Self-Advocacy, Students with Disabilities

How to cite: Self-Advocacy of Students with Disabilities in Higher Education: A Bibliometric Analysis. (2026). *International Journal of Pedagogy and Learning Community (IJPLC)*, 3(2). <https://doi.org/10.24036/ijplc.v3i2.45>



Licensees may copy, distribute, display and perform the work and make derivative works and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes.

INTRODUCTION

Higher education institutions face growing demands to ensure inclusivity for students with disabilities. Universities adopt blended learning as a response to the paradigm shift toward flexible and student-centered education. Blended learning combines face-to-face and online components to provide broader access and active engagement. Students with disabilities experience both opportunities and challenges within this model (Utami et al., 2024). Opportunities emerge from enhanced accessibility features and flexible learning formats. Challenges arise from the need for self-regulation, adaptive skills, and strong advocacy in navigating complex academic environments. Self-advocacy represents a critical skill that enables students with disabilities to articulate needs, assert their rights, and negotiate necessary accommodations. Students who demonstrate strong self-advocacy are more likely to access academic support, engage in social participation, and develop competencies that ensure their career readiness (Ju et al., 2017). In contrast, students who lack self-

advocacy skills often face significant challenges, including difficulties in requesting accommodations, and reduced opportunities for meaningful participation in academic and social environments (Holzberg et al., 2019; Koca et al., 2023).

Strengthening self-advocacy is essential for enabling students with disabilities to navigate the complexities of blended learning environments and sustain long-term academic success. In digitally mediated and flexible learning contexts, students must independently communicate their needs, access accommodations, and engage proactively with instructors and peers (Arini et al., 2025; Rahajeng et al., 2023). Consequently, self-advocacy serves not only as a mechanism for securing accessibility and inclusion but also as a critical determinant of academic persistence, self-efficacy, and meaningful participation in increasingly hybrid models of higher education (Ballouk et al., 2022; Chiu, 2021; Razali et al., 2023).

Examining self-advocacy through a bibliometric analysis is crucial to understanding how the field has evolved conceptually and methodologically over time. A bibliometric perspective allows researchers to identify publication trends, thematic clusters, and intellectual structures that shape current knowledge about advocacy practices in higher education (Aria & Cuccurullo, 2017). By mapping the most influential studies, keywords, and collaboration networks, such an analysis not only highlights areas of progress but also reveals existing research gaps—particularly in emerging contexts such as blended and digital learning. This approach provides a comprehensive foundation for guiding future empirical and policy-oriented research on self-advocacy as a cornerstone of inclusive education.

Theoretical Framework

The development of self-advocacy among students with disabilities in higher education can be understood through an integration of Self-Determination Theory (SDT), the Social Model of Disability, and Constructivist Learning Theory. These three perspectives offer complementary yet distinct insights that collectively frame self-advocacy as both an individual competence and a socially mediated process shaped by institutional structures, pedagogical practices, and cultural contexts (Petri et al., 2020; Pfeifer et al., 2021).

According to Self-Determination Theory (SDT), originally proposed by Ryan & Deci (2020), human motivation and learning are driven by the fulfilment of three fundamental psychological needs, including autonomy, competence, and relatedness. In higher education context, particularly for students with disabilities, these needs manifest as the capacity to make informed decisions, and the opportunity to establish meaningful connections with peers and faculty (Feraco et al., 2025; Lombardi et al., 2016; Moriña, 2019). Self-advocacy emerges as students exercise autonomy in articulating their learning preferences and accommodations, develop competence in negotiating supports, and experience relatedness through engagement in inclusive learning communities.

In contrast, the social model of disability redirects the analytical lens from the individual to the environment, emphasizing that disability arises not only from personal impairment but from social, institutional, and cultural barriers that restrict participation (Elshabrawy & Hassanein, 2015). From this perspective, the capacity of students to self-advocate effectively is related to the degree to which higher education institutions effort to create enabling structures. When institutions provide proactive accessibility, and implement flexible pedagogies, they transform the learning into one that empower students with disabilities to express needs and rights (Filippou et al., 2025; Li et al., 2024). Thus, social model reframes self-advocacy not only as an individual coping mechanism but also as a collective and structural responsibility.

Meanwhile, from sociocultural perspective on constructivist learning theory conceptualizing learning as a socially constructed process mediated through dialogue, collaboration, and scaffolding (Vygotsky, 1978). In inclusive blended learning environments, constructivist principles emphasize that knowledge, self-advocacy in this context develops through interaction, reflection, and shared meaning-making (Gumartifa et al., 2023). Well-designed learning settings can therefore create opportunities for students with disabilities to practice self-expression in psychologically safe and participatory spaces (Bjørnerås et al., 2024; Nzuzza & Sulaimon, 2025). Enabling students to

contribute thoughtfully can foster communication and negotiation skills essential to self-advocacy (Roberts et al., 2016).

Building upon this theoretical integration, the present study sets out to answer three main research questions: RQ1. What strategies, programs, and interventions have been implemented to promote self-advocacy among students with disabilities in higher education? RQ2. How do self-advocacy practices influence academic, social, and career outcomes for students with disabilities in higher education? RQ3. What barriers and facilitators affect the development and practice of self-advocacy among students with disabilities in higher education? By addressing these questions, this study aims to generate new insights into the effectiveness of interventions designed to strengthen self-advocacy, the tangible impacts of advocacy on academic persistence, social integration, and career readiness, and the institutional, cultural, and personal factors that either hinder or facilitate self-advocacy practices among students with disabilities in higher education.

METHODS

Method used should be accompanied by references, relevant modification should be explained. Procedure and data analysis techniques should be emphasized to literature review article. The research stages should be clearly stated.

For this study, we conducted a comprehensive literature review to consolidate existing knowledge about self-advocacy of students with disabilities in higher education. Systematic literature reviews have the potential to generate added value for wide audiences if it manages to cover and look into the existing knowledge. This systematic review approach based on relevant phenomena, gaining an understanding of the related theoretical foundations, as well as the methods used in this area; this was done to identify research gaps and opportunities for future research. By incorporating new insights into self-advocacy students with disabilities research, researchers can utilize this work to dig deeper into and elucidate other challenges. Our paper aims to contribute valuable insights to the fields of research and practice in disability studies.

Method of the Review

Data collection was carried out utilizing the bibliographic databases of Scopus. It considered as the world's largest database of peer-reviewed literature, covering over 22,000 journals, 150,000 books, and over 7 million conference papers across a variety of subject areas. This broad coverage ensures a comprehensive and diverse range of resources for systematic literature review. Scopus also offers advanced search and filtering options, which allow researchers to efficiently navigate vast amounts of data and locate relevant studies.

The present study, we employ the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) framework as shown in Figure 1. This ensures methodological precision, systematic organization, comprehensiveness, and the ability to reproduce results. The majority of scientific research utilized this methodological approach to mitigate the potential influence of publication bias.

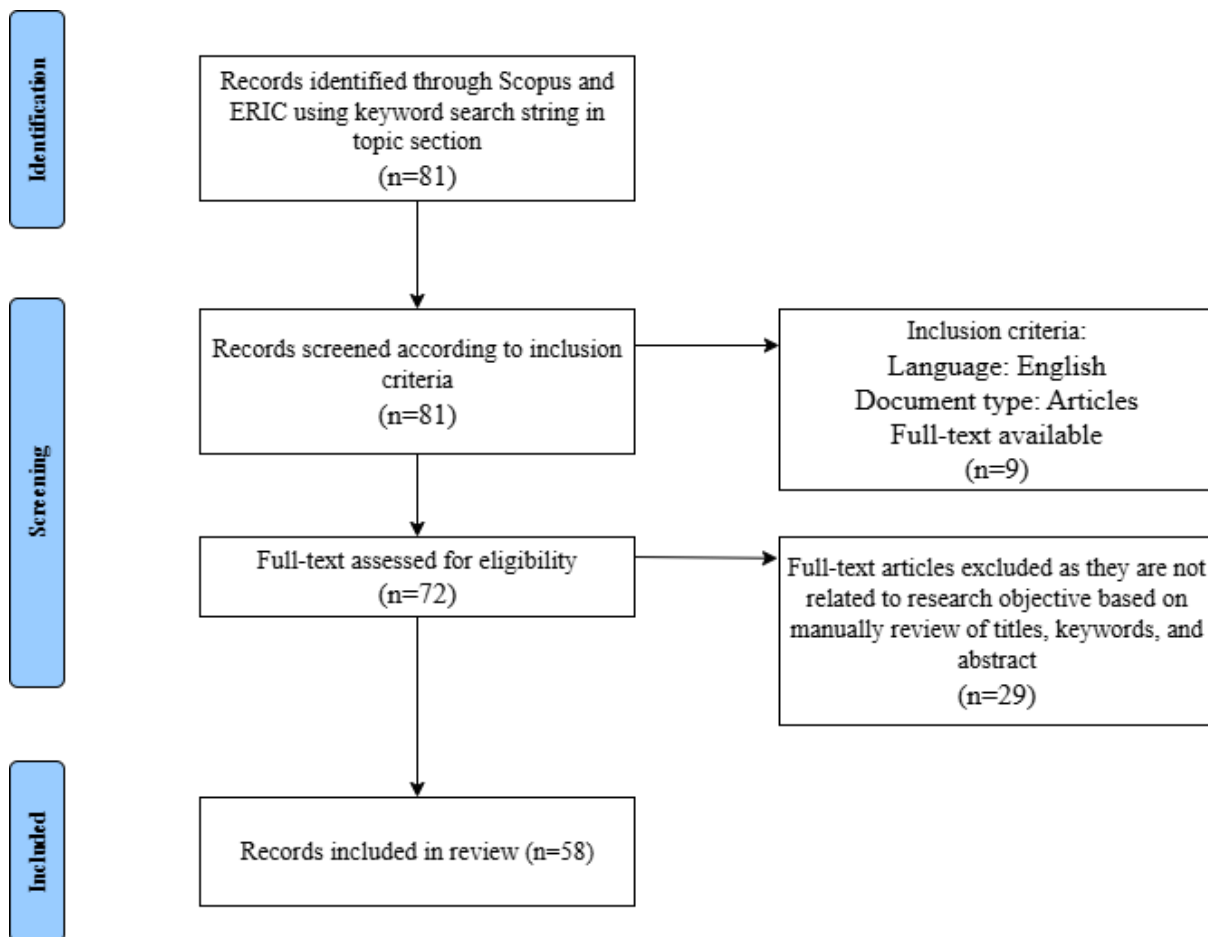


Figure 1. The PRISMA Flow diagram

Identifying Search Criteria

In the process of selecting journal articles, the initial step involved the identification of specific search criteria, encompassing the study's topic, timeframe, publication type, and research methods. With these criteria established, the subsequent phase consisted of an extensive search for studies meeting these predefined parameters. The initial search and keyword filtering were conducted using automated functions in the database (i.e., title, abstract and keyword fields). However, the screening and selection of studies were performed manually. All titles and abstract screened independently, following pre-established inclusion and exclusion criteria. Combination of keywords used in the search string including 'Self-advocacy', 'Advocates', AND 'Students with Disabilities', AND 'Higher education', OR 'University'.

The search strategy implemented to facilitated the identification of pertinent databases and identification of suitable search keywords in order to locate the required articles. The search terms were executed individually and took into account the following criteria, specifically, language, document type, and accessibility of full-text.

Table 1. General Information about Inclusion and Exclusion Criteria

| Parameter | Inclusion Criteria | Exclusion Criteria |
|---------------|--------------------|---|
| Document type | Article | Review, conference paper, book chapter, book. |
| Language | English | French |
| Source type | Journal | Conference Proceedings, Book. Book Series |
| Access type | Open Access | Restricted Access |

The records were extracted from Scopus and assessed via quality criteria. After looking into all the sources (i.e., abstract and introduction), the conclusion of their suitability for the scope of the study was drawn, therefore all 81 records were kept for further analysis. The next step was data

extraction, where relevant information from each included study is systematically collected and recorded. To analyse the quantitative data, we used R studio and the Bibliometrix package of this software. Bibliometrix allowed for a comprehensive analysis of bibliographic data and visualization of information to assess the scientific body of knowledge on the given subject.

Biblioshiny is the web interface version of the R package Bibliometrix. The Bibliometrix R package and its Biblioshiny web interface facilitate quantitative in scientometrics and bibliometrics by offering comprehensive tools to convert bibliographic data into interpretable information. Science mapping using Biblioshiny will ensure the analysis of the knowledge structures in terms of conceptual structure (i.e., what the envisaged articles tackle regarding themes and trends), intellectual structure (i.e., how authors' contributions in the field of interest impact a specific scientific domain or community), and social structure (i.e., how scholars, organizations and countries collaborate). Therefore, Biblioshiny allows users to perform several types of analyses, including collaboration networks, keyword analysis, trends over time, country, and affiliation-related analyses, etc. In terms of thematic mapping, Biblioshiny can help in identifying major themes by analyzing terms, keywords, and their co-occurrences within a set of documents. This can indicate which themes are prevalent and how they relate to each other.

FINDING AND DISCUSSIONS

The Bibliometric Characteristics of the Investigated Literature

Interest in self-advocacy among students with disabilities in higher education has gradually increased over the past three decades. In 1993, only one article was published, while in 2024 the number of publications reached nine. As shown in Fig. 2, the trend demonstrates a steady upward trajectory, with an average annual growth rate of 5.16%. This growth reflects increasing global recognition of the importance of empowering students with disabilities to advocate for their rights in higher education.

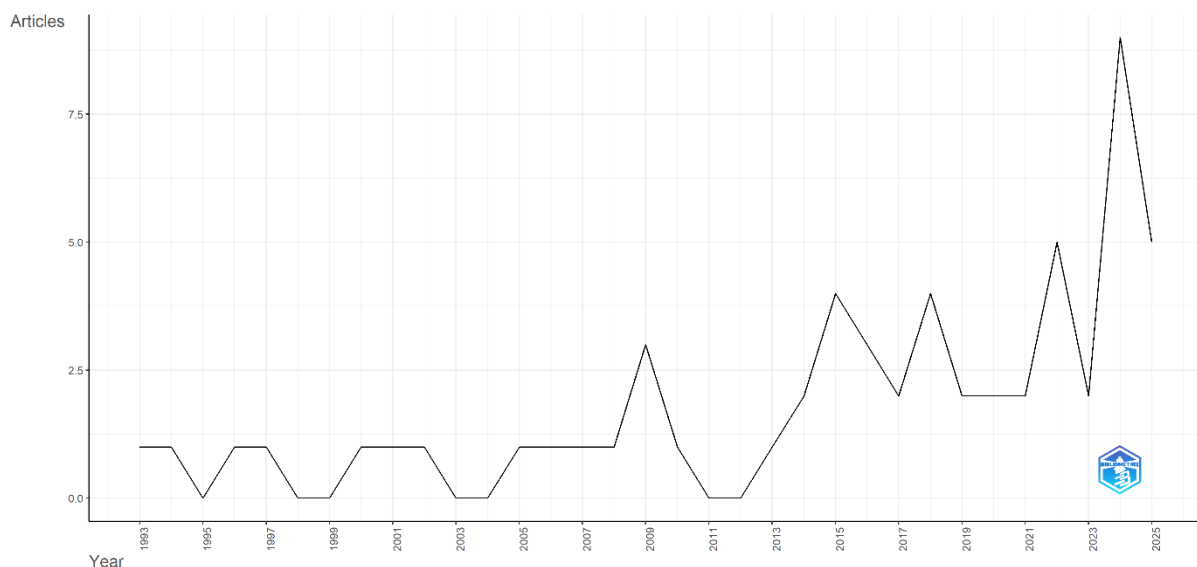


Figure 2. Annual Scientific Production

Keyword Analysis, Thematic Focus, and Future Trends

The keyword co-occurrence analysis highlights four major clusters that directly address the research questions of this study. The green cluster, which centers on self-advocacy, university, students, psychology, and program evaluation, indicates that the literature often frames self-advocacy within strategies and interventions aimed at empowering students through psychological skills training, programmatic initiatives, and evaluation of their effectiveness. Meanwhile, the red cluster, which includes terms such as curriculum, higher education, and social support, shows that institutional strategies, particularly curriculum modifications and peer or faculty support systems, are also

3. Niche themes (high density, low centrality): These are highly specialized and well-developed but have limited connections to the broader field. In our case, the cluster containing higher education, accommodations, and intellectual impairment represents a niche theme. This suggests that although these areas are deeply investigated in specific contexts, they are less integrated with the wider discourse on self-advocacy and disability, pointing to specialized but narrower streams of inquiry.
4. Emerging or declining themes (low density, low centrality): These themes are less developed and less central, indicating that they may represent new directions of inquiry or areas losing relevance. In this study, the clusters containing college students with disabilities and postsecondary students fall into this quadrant. Their positioning suggests that while research on these groups exists, it may either be under development with growing potential or declining in emphasis compared to more specific and central issues such as self-advocacy, stigma, and accommodations.

Taken together, the thematic map illustrates how self-advocacy and stigma stand at the core of the field, shaping the most developed and central conversations, while higher education accommodations remain niche, and student-focused clusters represent evolving areas of study.

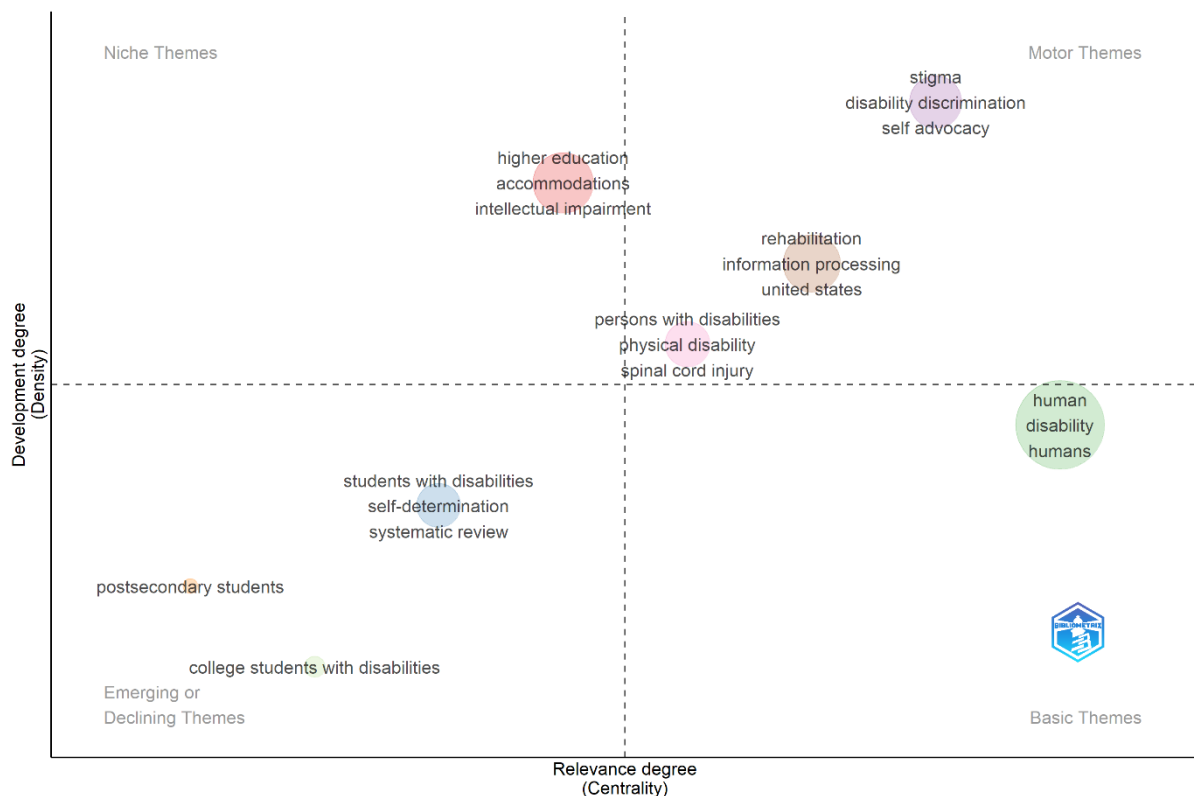


Figure 4. Thematic Map

This study provides a bibliometric overview of how self-advocacy among students with disabilities in higher education has been addressed in the literature over the past three decades. The results highlight a gradual yet consistent increase in scholarly attention, the emergence of distinct thematic clusters, and the centrality of advocacy-related concepts within the broader discourse on inclusive education. Together, these findings offer important insights into strategies, outcomes, and contextual factors relevant to strengthening self-advocacy.

The keyword analysis shows that much of the existing research positions self-advocacy within programmatic and psychological frameworks. Clusters connecting self-advocacy, students, university, program evaluation, and psychology reveal that interventions often emphasize training in communication, decision-making, and empowerment skills. At the institutional level, themes such as curriculum, higher education, and social support highlight the role of inclusive teaching

practices, mentoring, and faculty engagement in creating enabling environments (Roper, 2024; Handrianto et al., 2025). These results echo earlier studies suggesting that self-advocacy cannot be fostered in isolation but requires deliberate curricular modifications and supportive networks within higher education institutions.

The findings also demonstrate strong links between self-advocacy and tangible outcomes for students with disabilities. Co-occurrence of terms such as academic, employment education, rehabilitation, and young adults indicates that advocacy skills contribute not only to academic persistence but also to career readiness and social integration. These outcomes align with theoretical perspectives that position self-advocacy as a critical component of self-determination theory, which argues that autonomy and competence are essential for meaningful participation in education and society. The thematic map further confirms this by showing that self-advocacy and stigma are motor themes, underscoring their dual role as both a pathway to empowerment and a response to the systemic challenge the students face (Husin et al., 2023; Nikolarazi et al., 2023).

While strategies and outcomes are well-represented, the analysis also identifies persistent barriers. Keywords such as stigma, disability discrimination, and information processing indicate that negative social attitudes and cognitive demands continue to restrict students' ability to advocate for themselves. At the same time, facilitators such as accommodations, accessibility, and peer support point to promising institutional and community-level practices that can mitigate these barriers (Herwanis et al., 2021; Minsih et al., 2025; Rahajeng et al., 2025). The thematic classification of higher education, accommodations, and intellectual impairment as niche themes suggests that while these areas are well-explored in specific contexts, they remain somewhat disconnected from the mainstream discourse. This gap indicates a need for more integrated approaches that position accommodations not as marginal but as central to self-advocacy research.

The identification of college students with disabilities and postsecondary students as emerging or declining themes provides further nuance. Their positioning suggests either a shift in focus toward more specific advocacy-related topics or a lack of sustained attention to broader student categories (Matt et al., 2022; Hengen & Weaver, 2023). Future research should clarify whether this represents an evolution toward more specialized study or an area in danger of neglect. Importantly, the steady growth rate of publications (5.16% annually) underscores that while the field is expanding, it remains relatively modest compared to other areas of inclusive education research, pointing to opportunities for more systematic inquiry.

Overall, the bibliometric evidence suggests that self-advocacy research in higher education is maturing but still fragmented. The centrality of advocacy and stigma highlights the urgency of addressing cultural and institutional barriers, while the niche positioning of accommodations and the tentative development of student-focused clusters point to areas requiring deeper integration. For practice, this means universities must invest not only in skill-building programs but also in systemic reforms that normalize accommodations and reduce stigma (Yeager et al., 2022; Zainil et al., 2023). Ultimately, the findings are expected to contribute to the formulation of inclusive policy recommendations and evidence-based pedagogical frameworks that advance equitable participation and lifelong learning opportunities for students with disabilities.

CONCLUSION

In conclusion, this bibliometric study reveals that research on self-advocacy among students with disabilities in higher education has shown a steady and sustained increase over the past three decades, reflecting growing scholarly and institutional recognition of its importance. The analysis identifies self-advocacy and stigma as core, well-developed themes that shape the field's intellectual structure, while institutional accommodations and student-centered inquiries remain niche or emerging areas. Thematic and keyword mapping indicate that the literature is organized around three major dimensions, namely strategies, outcomes, and contextual barriers or facilitators. These keyword mapping demonstrates progress in understanding how advocacy skills enhance academic persistence, social integration, and career readiness, yet also highlighting persistent systemic and attitudinal obstacles. Overall, the field is evolving toward maturity but remains fragmented,

underscoring the need for more integrative, longitudinal, and policy-oriented research that embeds advocacy development within inclusive higher education frameworks.

REFERENCES

- Aria, M., & Cuccurullo, C. (2017). bibliometrix: An R-tool for comprehensive science mapping analysis. *Journal of Informetrics*, *11*(4), 959–975. <https://doi.org/10.1016/j.joi.2017.08.007>
- Arini, F. D., Rahmayanti, E., & Dalimunthe, L. H. (2025). Blended Learning toward the Lifelong Learning Competence in Higher Education: An Overview from the Perspective of Students with Disabilities. *Journal of Education Research and Evaluation*, *9*(1).
- Ballouk, R., Mansour, V., Dalziel, B., McDonald, J., & Hegazi, I. (2022). Medical students' self-regulation of learning in a blended learning environment: a systematic scoping review. *Medical Education Online*, *27*(1). <https://doi.org/10.1080/10872981.2022.2029336>
- Bjørnerås, A. B., Langørgen, E., Witsø, A. E., Kvam, L., Leithaug, A. E., & Horghagen, S. (2024). Aiming for inclusion: processes taking place in co-creation involving students with disabilities in higher education. *International Journal of Inclusive Education*, *28*(14), 3437–3453. <https://doi.org/10.1080/13603116.2023.2230198>
- Chiu, T. K. F. (2021). Digital support for student engagement in blended learning based on self-determination theory. *Computers in Human Behavior*, *124*(June), 106909. <https://doi.org/10.1016/j.chb.2021.106909>
- Elshabrawy, E., & Hassanein, A. (2015). Inclusion, Disability and Culture. In *Sense Publishers*. Sense Publishers. <https://tinyurl.com/yecfvkb6>
- Feraco, T., Pellegrino, G., Casali, N., Carretti, B., & Meneghetti, C. (2025). Social, emotional, and behavioral skills in students with or without specific learning disabilities. *Learning and Individual Differences*, *117*(October 2024), 102581. <https://doi.org/10.1016/j.lindif.2024.102581>
- Filippou, K., Acquah, E. O., & Bengs, A. (2025). Inclusive policies and practices in higher education: A systematic literature review. *Review of Education*, *13*(1), 1–30. <https://doi.org/10.1002/rev3.70034>
- Gumartifa, A., Syahri, I., Siroj, R. A., Nurrahmi, M., & Yusof, N. (2023). Perception of Teachers Regarding Problem-Based Learning and Traditional Method in the Classroom Learning Innovation Proces. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, *5*(2), 151–166. <https://doi.org/10.23917/ijolae.v5i2.20714>
- Handrianto, C., Rita, Y., & Nurheliza, S. (2025). *Inovasi pembelajaran life skills di era digital: pendekatan teori dan praktik*. PT Mafy Media Literasi Indonesia.
- Hengen, S., & Weaver, A. D. (2023). Post-secondary students with disabilities: Increasing self-advocacy through educational plan participation. *The School Psychologist*, *72*(2), 7-18.
- Herwanis, D., & Irham, I. (2021). Religious commitment inventory-10: On comparison result between minangkabau nomad traders and java transmigrants. *Kolokium*, *9*(2), 95-101. <https://doi.org/10.24036/kolokium-pls.v9i2.484>
- Holzberg, D. G., Test, D. W., & Rusher, D. E. (2019). Self-Advocacy Instruction to Teach High School Seniors With Mild Disabilities to Access Accommodations in College. *Remedial and Special Education*, *40*(3), 166–176. <https://doi.org/10.1177/0741932517752059>
- Husin, A., Maharani, S. D., Raharjo, M., Yosef, Y., & Sumarni, S. (2023). Prospects for implementation of green campus in education and research pillars at edupark fkip Unsri become edutourism. *International Journal of Professional Business Review*, *8*(4), e01597. <https://doi.org/10.26668/businessreview/2023.v8i4.1597>
- Ju, S., Zeng, W., & Landmark, L. J. (2017). Self-Determination and Academic Success of Students With Disabilities in Postsecondary Education: A Review. *Journal of Disability Policy Studies*, *28*(3), 180–189. <https://doi.org/10.1177/1044207317739402>
- Koca, D. B., Sart, Z. H., Sakız, H., & Albayrak-Kaymak, D. (2023). Self-advocacy experiences of students with specific learning disabilities. *Social Psychology of Education*, *26*(3), 709–733. <https://doi.org/10.1007/s11218-023-09771-5>

- Li, Y. F., Zhang, D., Liu, C. T., Wang, K., Yan, W., & Dong, X. (2024). Perceptions of UDL Teaching Practices among University Students with Disabilities. *Education Sciences*, 14(5). <https://doi.org/10.3390/educsci14050501>
- Lombardi, A., Murray, C., & Kowitt, J. (2016). Social support and academic success for college students with disabilities: Do relationship types matter? *Journal of Vocational Rehabilitation*, 44(1), 1–13. <https://doi.org/10.3233/JVR-150776>
- Matt, D. G. F., Banseng, S., & Gerry, D. (2022). Effect of wordwall in teaching malay literature component amongst form one students. *International Journal of Education, Technology and Science*, 2(3), 279-287.
- Minsih, M., Mujahid, I., Uslan, U., Fauzana, N., Marpuah, S., & Helzi, H. (2025). Analysis of Social-Emotional Behavior in Students with Autism Spectrum Disorder, ADHD, and Anxiety in Inclusive Schools. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 7(3), 553–565. <https://doi.org/10.23917/ijolae.v7i3.8728>
- Moriña, A. (2019). The keys to learning for university students with disabilities: Motivation, emotion and faculty-student relationships. *PLoS ONE*, 14(5), 1–15. <https://doi.org/10.1371/journal.pone.0215249>
- Nikolarazi, M., Papazafiri, M., Kasapi, C., Kofidou, C., & Argyropoulos, V. (2023). The role of self-advocacy training in the access and inclusion of students with disabilities. In *INTED2023 Proceedings* (pp. 8743-8748). IATED.
- Nzuza, Z. D., & Sulaimon, J. T. (2025). Conceptualising Inclusive Education: Insights from South African Primary School Principals. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 7(Article 26), 88–99. <https://doi.org/10.23917/ijolae.v7i1.23615>
- Petri, G., Beadle-Brown, J., & Bradshaw, J. (2020). Redefining Self-Advocacy A Practice Theory-Based Approach. *Journal of Policy and Practice in Intellectual Disabilities*, 17(3), 207–218. <https://doi.org/doi:10.1111/jppi.12343>
- Pfeifer, M. A., Reiter, E. M., Cordero, J. J., & Stanton, J. D. (2021). Inside and out: Factors that support and hinder the self-advocacy of undergraduates with ADHD and/or specific learning disabilities in STEM. *CBE Life Sciences Education*, 20(2). <https://doi.org/10.1187/cbe.20-06-0107>
- Rahajeng, U. W., Hendriani, W., & Paramita, P. P. (2023). Association Between Self-Advocacy and Academic Performance of Higher Education Students with Disabilities: A Meta-Analysis. *IJDS Indonesian Journal of Disability Studies*, 10(2), 305–318. <https://doi.org/10.21776/ub.ijds.2023.10.02.13>
- Rahajeng, U. W., Hendriani, W., & Paramita, P. P. (2025). Exploring the Motivations and Impacts of Self-Advocacy: A Qualitative Study among Higher Education Students with Disabilities in Indonesia. *Educational Process: International Journal*, 16, e2025265.
- Razali, F., Sulaiman, T., Ayub, A. F. M., & Majid, N. A. (2023). The impact of active learning and learning style on blended learning: Insights from higher education students. *International Journal of Evaluation and Research in Education*, 12(4), 2149–2156. <https://doi.org/10.11591/ijere.v12i4.24858>
- Roberts, E. L., Ju, S., & Zhang, D. (2016). Review of Practices That Promote Self-Advocacy for Students With Disabilities. *Journal of Disability Policy Studies*, 26(4), 209–220. <https://doi.org/10.1177/1044207314540213>
- Roper, L. D. (2024). How self-advocacy strategies help students with ‘invisible disabilities’ flourish beyond high school. *Journal of Human Behavior in the Social Environment*, 34(8), 1193-1220.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(April), 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Utami, I. S., Budi, S., Arnez, G., & Hafid, A. (2024). Blended Learning Design to Support Differentiated Learning: A Case Study for Students with Disability. *Journal of ICSAR*, 8(1), 26. <https://doi.org/10.17977/um005v8i1p26>

- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Yeager, K. H., Gandara, G. A., & Martinez, C. (2022). "It's Bigger than Me:" Influence of Social Support on the Development of Self-Advocacy for College Students with Disabilities. *Journal of Postsecondary Education and Disability*, 35(2), 145-159.
- Zainil, M., Kenedi, A. K., Rahmatina, R., & Indrawati, T. (2023). The influence of a STEM-based digital classroom learning model and high-order thinking skills on the 21st century skills of elementary school students in Indonesia. *Journal of Education and e-Learning Research*, 10(1), 29-35. <https://doi.org/10.20448/jeelr.v10i1.4336>