

Disability-Friendly Campus: Assessing Infrastructure, Support, and Campus Community Perceptions

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Abstract: This study examines issues related to disability-friendly (OKU) facilities in Malaysian higher education institutions (HEIs) by assessing the level of infrastructure readiness, social support, and campus community acceptance of students with disabilities. Despite various initiatives implemented by the government and HEIs to enhance inclusive educational access, students with disabilities continue to face challenges concerning infrastructure, learning accessibility, and societal perceptions. Key issues identified include inadequate physical facilities such as elevators, barrier-free pathways, accessible transportation, and specialised learning equipment. Additionally, social challenges such as stigma, limited awareness, and constraints in support services negatively impact the learning experiences of OKU students. The objectives of this study are to examine the support and barriers encountered by OKU students in HEIs, identify campus community perceptions toward these students, and evaluate the effectiveness of disability-friendly facilities provided. This study employs a qualitative-descriptive design through content analysis of 10 relevant scholarly articles, including prior studies that utilised interviews, surveys, and document analysis. Data was collected through systematic searches using keywords such as OKU, campus accessibility, and inclusive higher education. The findings indicate that although peers generally demonstrate positive attitudes and contribute to strong social support, physical facilities in HEIs still do not fully comply with accessibility standards. Incomplete and non-inclusive infrastructure remains a major barrier to mobility, learning, and academic performance among OKU students. The study underscores the importance of adhering to accessibility standards and providing comprehensive academic and social support to ensure a fair and inclusive educational experience for all students.

Keywords: Disability Friendly Facilities, Campus Accessibility, Inclusive Education, Social Support, Higher Education Institutions (HEIs)

INTRODUCTION

Various facilities have been provided to support Persons with Disabilities (PWD/OKU) in carrying out their daily activities, similar to those of individuals without disabilities. Although the OKU community represents a minority group in Malaysia, they are nonetheless entitled to equal opportunities in all aspects of life¹. As members of society, and in line with the principles of social justice, they deserve equal rights and fair access to opportunities that allow them to live with dignity. Among the facilities provided are financial assistance, prosthetic devices, assistive tools, and various other forms of social support. Additionally, the government has expanded access to higher education

¹ Ibnu, I. N., Hairil Yahri, N. S., Azian, N. M., Mohd Azman, M. D., & Jaafar, Q. A., "Media Representation of People with Disabilities (OKU)," *e-Journal of Media and Society (e-JOMS)* 6 (2021).

through various initiatives and disability-friendly facilities in higher education institutions (HEIs). These provisions aim to ensure that individuals with disabilities are not excluded from mainstream education, thereby enabling them to further their studies and develop their potential at higher levels.

Today, the OKU community has demonstrated numerous commendable achievements in education, comparable to those of students without disabilities. Such accomplishments have provided them with greater opportunities to pursue studies at more advanced levels. However, upon entering higher education, the availability of disability-friendly facilities becomes essential. Suitable and inclusive facilities not only ensure a comfortable learning environment but also contribute to a campus setting that is genuinely conducive and respectful of the needs of all students. A campus that fulfils accessibility requirements, such as barrier-free pathways, mobility aids, and academic support enables OKU students to move independently and experience campus life on an equal footing with their peers².

In a report dated 3 December 2019, the then Minister of Education, Dr. Maszlee Malik, stated that several public universities, Such as Universiti Sains Malaysia (USM), Universiti Malaya (UM), Universiti Teknologi MARA (UiTM), Universiti Teknikal Malaysia Melaka (UTeM), and Universiti Kebangsaan Malaysia (UKM), had established special units to support the needs of OKU students. This initiative is expected to be followed by other higher education institutions soon, in line with Malaysia's national commitment to strengthening inclusive education.

Research Methodology

This study employs a qualitative research design with a descriptive approach. Content analysis was also utilised to examine information obtained from academic articles and media reports. A total of 10 articles were selected for analysis based on their relevance to the research theme. Article selection was conducted through searches using keywords such as disability-friendly higher education institutions, facilities for persons with disabilities (PWD/OKU), and other related terms. The search process was conducted using online databases, including Google Scholar and the Google search engine. This approach enables the study to thoroughly examine the forms of support and facilities provided by higher education institutions in Malaysia for the OKU community.

Research Findings

Based on the search we conducted, we found 10 articles that were relevant to the study objectives:

No	Author	Year	Title	Article content
1	Muhamad Nur Hafiz Ahmad, Hazlin Falina Rosli, Nur Fikhriah Takril,	2017	Penyediaan Fasiliti Orang Kurang Upaya (OKU) Di Institusi Pengajian Tinggi Di Lembah Klang	Research Objective: To examine the facility-related barriers faced by students with disabilities (OKU) in higher education institutions (HEIs). Research Target Group: OKU students enrolled in higher education institutions within the Klang Valley.

² Bui, T. T. T., *Academic and Campus Experiences of College Students with Visual Impairments in Vietnam* (Doctoral Dissertation, University of Illinois at Urbana-Champaign, 2021).

	Safura Ahmad Sabri			<p>Respondents: Two respondents, consisting of one student with visual impairment and one with physical disability.</p> <p>Secondary Data: Collected from previous studies obtained through online sources.</p> <p>Methodology: A qualitative approach using in-depth interviews.</p> <p>Research Findings: The findings indicate several key factors contributing to facility-related barriers experienced by OKU students in HEIs, particularly issues related to infrastructure and accessibility to learning facilities. The results show that OKU facilities available in campus buildings remain inadequate and require urgent improvement to enhance the quality of support services and ensure a comfortable and inclusive learning environment for OKU students.</p> <p>Recommendations: HEI management should prioritise the welfare of OKU students to foster motivation and encouragement. Institutions should also ensure the provision of disability-friendly facilities. Additionally, management and typical (non-OKU) students are encouraged to actively engage with OKU students to build a supportive and inclusive community, thereby enhancing their motivation to achieve success in both academic and co-curricular domains.</p>
2	Raja Nur Fakhriah Raja Zainal Badri, Aizan Sofia Amin	2018	Isu dan Cabaran Pelajar Kurang Upaya Penglihatan di Institusi Pengajian Tinggi	<p>Research Objective: To examine the issues and challenges faced by visually impaired (VI) students in higher education institutions (HEIs).</p> <p>Target Group: Visually impaired students in HEIs.</p> <p>Respondents: Five visually impaired students.</p> <p>Secondary Data: Collected from previous studies obtained through online sources.</p> <p>Methodology: A qualitative approach using in-depth interviews with five visually impaired students.</p>

				<p>Findings: Visually impaired students in HEIs face issues related to self-confidence, financial constraints, and societal stigma. They also encounter challenges in accessibility, peer acceptance, and academic engagement, including difficulties accessing information, navigating online systems, dealing with infrastructural limitations, attending lectures, completing assignments, and sitting for examinations.</p> <p>Recommendations: Mass media should enhance public understanding of OKU educational issues to address stigma and improve self-confidence. Universities should provide OKU-friendly transportation, upgrade online systems, offer library support through buddy systems, and provide proactive psychological and counselling services for OKU students.</p>
3	Mohd Khairi Akmal Johari & Norhadilah Abdul Hamid	2021	Hubungan Kebolehcapaian Persekutaran Fizikal Kampus Terhadap Prestasi Mahasiswa Orang Kelainan Upaya di Universiti Tun Hussein Onn Malaysia	<p>Research Objective: To examine the extent to which the accessibility of the physical campus environment influences the academic performance of students with disabilities (OKU).</p> <p>Target Group: Students with disabilities (OKU) at Universiti Tun Hussein Onn Malaysia (UTHM).</p> <p>Respondents: A total of 17 OKU students pursuing their studies at UTHM.</p> <p>Secondary Data: Collected from previous studies and statistical sources.</p> <p>Methodology: A descriptive research design using a quantitative approach through questionnaire surveys.</p> <p>Findings: The results indicate that the majority of respondents agree that campus physical accessibility, the comfort of classroom facility design, and the provision of pedestrian pathways connecting different areas within the campus all have a significant influence on their academic performance.</p> <p>Recommendations: Future studies should target several higher education institutions within specific geographic areas and include a survey of</p>

				all OKU students on campus. Employing mixed-method data collection is also recommended to obtain more comprehensive information.
4	Ahmad, M.N.H., Rosli, H.F., dan Muamalah, F.P., Takril, N.F., & Sabri, S.A.	2017	Sokongan Dan Halangan Yang Dihadapi Pelajar-Pelajar Kurang Upaya Di Sebuah Institusi Pengajian Tinggi Di Malaysia	<p>Research Objective: To identify the support received and the barriers faced by students with disabilities at a public higher education institution (IPTA) in Malaysia.</p> <p>Target Group: Students with disabilities enrolled in an IPTA.</p> <p>Respondents: A total of 11 respondents, consisting of two visually impaired students, three hearing-impaired students, and six students with physical disabilities.</p> <p>Secondary Data: Collected through a review of existing literature.</p> <p>Methodology: A qualitative approach using questionnaires and interviews.</p> <p>Findings: The study identified key issues raised by these students, including the lack of disability-friendly physical infrastructure, insufficient sign language interpreters for hearing-impaired students, limited accessible computer facilities, inadequate library assistance services, insufficient accessible transportation, bureaucratic hurdles, and a lack of empathy among certain members of the campus community. In terms of support, respondents reported relying heavily on close friends. Hearing-impaired students, in particular, depend on peers during lectures, while visually impaired students rely on peers for mobility around campus.</p> <p>Recommendations: Efforts should be made to increase awareness and understanding among the entire campus community regarding the challenges and needs of students with disabilities. Additionally, establishing a dedicated body to communicate their needs to university administrators and to implement measures that foster a more positive physical and social environment is recommended to help students achieve their full potential.</p>

5	Yasmin Ali & Norhasidah, Mohamad Salleh	2022	Penempatan Pelajar Orang Kurang Upaya (OKU) Di Kolej Komuniti	<p>Research Objective: To identify the support provided to students with disabilities (OKU) in Community Colleges and to examine the physical infrastructure facilities available for OKU students in two selected Community Colleges.</p> <p>Target Group: A group of lecturers and OKU students in Community Colleges, focusing on their placement and conditions within the institutions.</p> <p>Respondents: Four Community College lecturers and two OKU students.</p> <p>Secondary Data: Collected from previous studies sourced online.</p> <p>Methodology: A qualitative method using semi-structured interviews, with each question developed based on the study objectives.</p> <p>Findings: The study found that Community Colleges provide support to OKU students through positive acceptance from peers, lecturers, and support staff. Additionally, Community College A in Selangor was found to have complete physical infrastructure facilities, whereas Community College B in Pahang lacked several essential OKU-friendly facilities, such as accessible toilets, elevators, lecture rooms, and dedicated parking spaces.</p> <p>Recommendations: The Ministry of Higher Education should ensure that basic facilities for students with disabilities are adequately provided in all Community Colleges.</p>
6	Ezlina Mohamad Esa & Alice Sabrina Ismail	2020	Analisa Kemudahan Orang Kurang Upaya Di Kolej Komuniti	<p>Research Objective: To identify the effectiveness of facilities provided in Community Colleges and to examine the perceptions of OKU students toward these facilities based on gender, academic programme, and type of disability.</p> <p>Target Group: A group of lecturers and OKU students in Community Colleges, focusing on their placement and conditions within the institution.</p>

				<p>Respondents: A group of 30 students with disabilities at Selayang Community College.</p> <p>Methodology: This descriptive survey study assessed the perceptions of Community College facilities among OKU students through an online questionnaire, involving 69 respondents from five colleges in Johor, Melaka, and Negeri Sembilan. Data was analysed using SPSS Version 20 to generate systematic findings.</p> <p>Findings: The results show that the overall effectiveness of the facilities is moderate, with elevator facilities receiving the lowest scores due to their absence in several colleges. Building entrance pathways recorded the highest scores. In terms of perceptions, the community is seen as needing greater awareness and sensitivity toward students with disabilities, while some respondents indicated that they did not require walking assistance. The analysis also revealed no significant differences in perceptions or facility assessments based on gender, programme, or type of disability, as significance values exceeded 0.05.</p> <p>Recommendations:</p> <p>Higher education institutions should enhance the facilities and services they provide to create a more positive and supportive social environment for students with disabilities.</p>
7	Hasnah Toran, Tajul Arifin Muhamad, Mohd Hanafi Mohd Yasin, Mohd Mokhtar Tahar & Nur Hazwani Hamzah	2010	Pengetahuan dan sikap rakan sebaya terhadap pelajar kurang upaya di sebuah IPTA di Malaysia.	<p>Research Objectives: 1). To determine the level of knowledge among students in a Malaysian public university (IPTA) regarding persons with disabilities (OKU). 2)To examine the attitudes of typical (non-OKU) students toward their peers with disabilities. 3) To identify the relationship between students' knowledge about OKU and their perceptions and attitudes toward OKU students. 4) To assess the impact of having OKU peers on students' perceptions and attitudes toward OKU students.</p> <p>Target Group: Students in a higher education institution.</p>

				<p>Respondents: A total of 120 undergraduate students from 12 faculties at a Malaysian public university (IPTA).</p> <p>Methodology: The study involved 120 students selected through stratified random sampling across 12 faculties. Questionnaire data were analysed using SPSS Version 11.5 to obtain frequencies and percentages for Sections B and C.</p> <p>Findings: The study involved 120 respondents, comprising 32.5% male and 67.5% female students. The majority (90.8%) were 22 years old and below. In terms of ethnicity, Malays formed the largest group (70.8%), followed by Chinese, Indians, and others. Religiously, 73.3% identified as Muslim. Respondents consisted of students from Year 1 to Year 5, with a balanced distribution across academic years.</p> <p>Recommendations: It is recommended that higher education institutions incorporate disability-related education into academic courses to ensure long-term knowledge development, ultimately contributing to the overall well-being of the OKU community.</p>
8	Safura Ahmad Sabri, Hazlin Falina Rosli & Nur Fikhriah Takril	2018	Keperluan Pelajar Orang Kurang Upaya (Oku) Di Institusi Pengajian Tinggi	<p>Study Objective: To identify the needs of students with disabilities.</p> <p>Target Group: Students with disabilities (PWD) in institutions of higher learning.</p> <p>Methodology: Data collection was conducted through a review of relevant literature.</p> <p>Findings: Students with disabilities require different forms of assistance depending on their specific impairments. They require support through disability-friendly infrastructure, accessible learning opportunities, fair assessments, and effective support systems to ensure they are not left behind and can fully benefit from higher education opportunities.</p> <p>Recommendation: Institutions should conduct further research to understand the actual needs of</p>

				students with disabilities and subsequently design and implement appropriate accommodations.
9	Nur Fizatin Binti Mohamad Rafi	2021	Menilai Tahap Fasiliti Orang Kelainan Upaya(OKU) yang Disediakan Di Universiti Teknologi Mara Kampus Shah Alam	<p>Study Objectives:</p> <ul style="list-style-type: none"> i. To identify the facilities provided for students with disabilities (PWD) on campus. ii. To determine whether the facilities provided comply with established guidelines. iii. To improve building facilities so that they align with the legal requirements for people with disabilities. <p>Target Group: Students with disabilities at Universiti Teknologi MARA, Shah Alam Campus.</p> <p>Respondents: 30 respondents.</p> <p>Secondary Data: Secondary data collection was conducted using information published in journals, articles, magazines, publications, online portals, and other relevant sources.</p> <p>Methodology: Qualitative research methodology was employed and discussed.</p> <p>Findings: The findings indicate that the majority of respondents agree that the disability-friendly facilities on campus are in good condition, satisfactorily maintained, and compliant with established guidelines. The mean scores generally range between 1.80 and 2.40, with most respondents selecting "agree" or "strongly agree." However, limitations still exist, such as incomplete accessibility, restricted pathways, and shared routes with other students. In residential colleges, only one ramp is provided, and not all buildings have disability-friendly amenities.</p> <p>Recommendation: Prior to the Persons with Disabilities Act 2008, facilities and educational support for PWD were inadequate. Standards such as MS 1184, MS 1331, and the UBBL should be further enhanced to ensure equal access to education for all.</p>
10	Mohd Reduan Bin Buyung &	2015	Kolej Kediaman Lestari:	Study Objective: To identify the facilities available for people with disabilities (PWD) in residential colleges.

	Haryati Binti Shafii	Penelitian Kemudahan Golongan Orang Kurang Upaya (OKU)	<p>Target Group: Persons with disabilities (PWD) residing in the residential colleges of UTHM.</p> <p>Methodology: Data were collected through a literature review.</p> <p>Findings: Providing disability-friendly facilities at the early stage of residential colleges can prevent high future modification costs. Buildings that do not take residents' needs, including those of PWD, into account often lead to various problems. Comfortable and appropriate PWD-friendly facilities help students navigate campus challenges and participate in learning without barriers.</p> <p>Recommendation: The development of sustainable residential colleges must incorporate adequate facilities for persons with disabilities.</p>
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Safura Ahmad Sabri, emphasize that Persons with Disabilities (PWD) are an integral part of society and therefore deserve equal rights and opportunities in their daily lives, like other individuals. A rights-based approach and adequate protection are essential to ensure the welfare and well-being of this group. In the context of special education, providing suitable facilities is a crucial aspect that warrants serious attention. The lack of facilities in higher education institutions (HEIs) has resulted in PWD students experiencing difficulties in learning and navigating the campus environment comfortably. Thus, the objective of their study was to examine the facility-related barriers faced by PWD students in HEIs.

Accessibility is regarded as a fundamental element in the construction industry, as emphasizing this aspect can help reduce various issues related to accessible facilities in both public and private buildings. Although several acts exist to protect the rights of PWD, they remain insufficient to address the shortcomings of facilities comprehensively. The study conducted in an HEI in the Klang Valley employed a qualitative approach through in-depth interviews. The findings revealed that PWD facilities in campus buildings are still unsatisfactory and require immediate improvement to enhance the learning quality and comfort of PWD students.

Meanwhile, Hasnah Toran found that negative attitudes toward PWD constitute one of the major barriers hindering their full participation in society. The objective of their study was to assess the level of knowledge among public university students regarding PWD and to examine their perceptions and attitudes toward peers with disabilities. This quantitative study used a questionnaire distributed to 120 students from 12 faculties through stratified random sampling. The findings show that respondents' level of knowledge about PWD was moderate, while their perceptions and attitudes toward PWD were moderately positive³.

³ Toran, H., Muhamad, T. A., Yasin, M. H. M., Tahar, M. M., & Hamzah, N. H., "Pengetahuan dan Sikap Rakan Sebaya terhadap Pelajar Kurang Upaya di Sebuah IPTA di Malaysia," *ASEAN Journal of Teaching and Learning in Higher Education* 2, no. 2 (2010): 22–34.

A study by Yasmin Ali, highlights that the admission of PWD students into Community Colleges necessitates the provision of genuinely disability-friendly facilities and support systems to ensure smooth learning experiences⁴. The objective of their study was to examine the types of support provided to PWD students and to identify the physical infrastructure available in two selected Community Colleges. The study adopted a qualitative case study design. Data was collected through unstructured interviews and analysed using a thematic approach. Respondents consisted of four lecturers and two PWD students from the two institutions. The interview questions were adapted from Hasnah et al. (2009).

The study findings indicate that Community Colleges provide positive support to students with disabilities (PWD) through acceptance by peers, lecturers, and support staff. However, in terms of physical infrastructure, a significant gap exists between the two colleges studied. Community College A in Selangor offers comprehensive facilities, including accessible toilets, elevators, easily accessible classrooms, and dedicated parking spaces. In contrast, Community College B in Pahang lacks these basic facilities, making mobility and learning more challenging for PWD students. Therefore, this study emphasizes that the Ministry of Higher Education must ensure that basic disability-friendly facilities are provided comprehensively across all Community Colleges to create a more flexible and inclusive learning experience. The study also provides useful guidance for future facility improvements, with the aim of helping PWD students live more independently.

Educational institutions and industry play a critical role in supporting visually impaired PWD, particularly in education. The study's implications highlight the importance of community support in ensuring continuity in learning.

Mohd Khairi Akmal Johari evaluated the influence of campus physical environment accessibility on the performance of PWD students. Using a quantitative approach with 17 PWD students at UTHM, the findings revealed a significant relationship between a conducive physical environment and their academic performance. The study recommends that future research involve more higher education institutions to provide policymakers with data to develop more effective PWD support strategies⁵.

Ahmad, identified key challenges faced by PWD students at a Malaysian public university (IPTA), including the lack of disability-friendly infrastructure, absence of sign language interpreters, specialized learning equipment, accessible transportation, and bureaucratic obstacles. Peer support, however, was identified as a major assistant for hearing- and visually impaired students. The study suggests increasing campus awareness and establishing a dedicated body to communicate the needs of PWD students to university administrators⁶.

Legally, the Persons with Disabilities Act 2008 (Act 685) defines PWD as individuals with physical, mental, intellectual, or sensory impairments that hinder their full participation in society. This definition aligns with those of the United Nations (UN) and the World Health Organization (WHO), which emphasize physical and social barriers as major limiting factors.

According to Mohd Reduan Buyung, opportunities for higher education are crucial for PWD to build a better future. However, despite the provision of various facilities, compliance with established standards remains insufficient. Therefore, systematic monitoring and maintenance by

⁴ Ali, Y., & Salleh, N. M., "Penempatan Pelajar Orang Kurang Upaya (OKU) di Kolej Komuniti," *Jurnal Dunia Pendidikan* 4, no. 1 (2022): 278–291.

⁵ Johari, M. K. A., & Hamid, N. A., "Hubungan Kebolehcapaian Persekutaran Fizikal Kampus terhadap Prestasi Mahasiswa Orang Kelainan Upaya di Universiti Tun Hussein Onn Malaysia," *Research in Management of Technology and Business* 2, no. 1 (2021): 510–522.

⁶ Ahmad, M. N. H., Rosli, H. F., Takril, N. F., & Sabri, S. A., "Penyediaan Fasiliti Orang Kurang Upaya (OKU) di Institusi Pengajian Tinggi di Lembah Klang," dalam *2nd Putrajaya International Conference on Children, Women, Elderly and Disabled People (PICCWED2)* (2017): 20–21.

facility units and higher education management are essential to ensure that facilities are truly PWD-friendly and function effectively⁷.

DISCUSSION

The study findings indicate that students at Malaysian public universities (IPTA) hold highly positive attitudes toward their peers with disabilities (PWD) on campus. These results align with Toran⁸, who demonstrated that students possess a high level of awareness and understanding of the needs of PWD. Students do not feel embarrassed to socialize, interact, or collaborate with PWD peers, and they also demonstrate empathy and willingness to cooperate in academic tasks. They reject the perception that the presence of PWD student's burdens or slows down the teaching and learning process.

Furthermore, respondents expressed full support for the rights of PWD to have equal educational opportunities. They emphasized that PWD students are entitled to fair treatment by lecturers and peers, including accommodation such as extra time during examinations or other adjustments appropriate to their type of disability. However, most respondents acknowledged that the infrastructure in IPTA remains insufficiently accessible and requires improvement for people with disabilities.

According to Ahmad⁹, the provision of comprehensive and inclusive facilities not only benefits PWD students but also enhances the overall safety of higher education institution buildings. From a social perspective, such facilities encourage more open and harmonious interactions among all campus members, regardless of ability. Nevertheless, the implementation of facilities for PWD must comply with official standards and guidelines to ensure effectiveness, accessibility, and safety. These guidelines serve as critical references for university management in planning, providing, and improving PWD facilities comprehensively.

Overall, the findings of both studies indicate that social awareness and the provision of quality infrastructure play a key role in creating a truly inclusive learning environment in Malaysian public universities.

CONCLUSION

Overall, the analysis of ten articles indicates that efforts to create disability-friendly higher education environments in Malaysia are growing, yet they continue to face various structural and implementation challenges. While students and campus communities generally demonstrate positive attitudes toward peers with disabilities (PWD), including a willingness to collaborate, provide academic support, and recognize equal educational rights, the reality is that the infrastructure in most institutions still falls short of comprehensive accessibility standards.

The findings reveal that the main challenges lie in the lack of physical facilities such as elevators, barrier-free pathways, accessible toilets, specialized transportation systems, and learning support tools like adaptive computers or sign language interpreters. These infrastructural deficiencies not only hinder the learning experiences of PWD students but also directly affect their academic

⁷ Buyung, M. R., "Kolej Kediaman Lestari: Penelitian Kemudahan Golongan Orang Kurang Upaya (OKU)," dalam *Seminar Kebangsaan Majlis Dekan-Dekan Pendidikan Universiti Awam Malaysia* (2015).

⁸ Toran, H., Muhamad, T. A., Yasin, M. H. M., Tahar, M. M., & Hamzah, N. H., "Pengetahuan dan Sikap Rakan Sebaya terhadap Pelajar Kurang Upaya di Sebuah IPTA di Malaysia," *ASEAN Journal of Teaching and Learning in Higher Education* 2, no. 2 (2010): 22–34.

⁹ Ahmad, M. N. H., Rosli, H. F., Takril, N. F., & Sabri, S. A., "Penyediaan Fasiliti Orang Kurang Upaya (OKU) di Institusi Pengajian Tinggi di Lembah Klang," dalam *2nd Putrajaya International Conference on Children, Women, Elderly and Disabled People (PICCWED2)* (2017): 20–21.

performance and overall well-being. At the same time, social support from peers and lecturers plays an important role in helping PWD students adapt to campus life; however, this informal support cannot replace the need for standardized and systematic formal facilities.

Previous studies have also emphasized that compliance with standards such as the Persons with Disabilities Act 2008, MS 1184, MS 1331, and the Uniform Building By-Laws (UBBL) is essential to ensure that higher education institutions are genuinely inclusive. Therefore, campus development planning must consider PWD needs from the outset to avoid high future modification costs. More importantly, the integration of policies, campus community attitudes, and the implementation of physical facilities should be prioritized to ensure equitable, safe, and dignified access to higher education for all.

In summary, progress toward creating disability-friendly higher education institutions requires an ongoing commitment from policymakers, university management, academic staff, students, and the broader community. By raising awareness, improving infrastructure, and strengthening both academic and social support, Malaysia can develop higher education institutions that are truly inclusive, progressive, and respectful of the diverse abilities of all students.

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