



A Scientific Review on Disabled-Friendly Educational Environment for Disabilities Student in Malaysia

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Abstract: The increasing number of Persons with Disabilities (PWDs) in Malaysia, as registered with the Department of Social Welfare until the end of 2020, estimated at 570,000, requires attention. PWDs are part of Malaysian society and should be granted equal rights and opportunities to live their lives easily. However, achieving this equality is not an easy task today. PWDs face various factors and challenges due to negative attitudes and discrimination deeply ingrained in society. Therefore, this study aims to explore the facilities and inclusivity in higher education for PWDs. It presents an exploratory study based on selected previous research regarding higher education for students with special needs in Malaysia. The research utilized a selection approach of 10 chosen articles to explore issues, management, and implementation efforts to create a PWD-friendly environment. The study found that educational facilities at the higher education level have been established, such as specially constructed parking spaces for PWDs. The study suggests the need for further improvements in other infrastructural aspects, such as wheelchair-friendly pathways, special routes for the visually impaired, and so on. The success of inclusive higher education for PWDs should involve a proactive environment in combating the neglect of PWDs in national development. Hopefully, these ideas can contribute to the construction of an inclusive environment within educational institutions. The study also suggests future research on the moral aspects of society towards PWDs.

Keywords: Disability evaluation, education environment, education agenda, Malaysia

1. Introduction

Nowadays, there are many conveniences provided to make it easier for people less effort PWDs to do activities as normal people do. In Malaysia, the PWDs group is seen as a minority group in Malaysia, but this group also deserves the same opportunities as other normal individuals from all aspects. This is because the PWDs group is part of society. In that respect they have the right of intentions and the opportunity to live a life like any other member of society. The provision of conveniences such as financial assistance, imitation equipment assistance and support tools is a support to the PWDs group. Another convenience is the ease of continuing the lesson to a higher level. The need to rethink the convenience provided by universities to the PWDs group that contributes to the increase in PWDs involvement in the high recitation ranks is very relevant to this study paper.

The vacillation about the form of discrimination against this group is increasing. Thus, the Malaysian Act Plan PWDs 2016-2022 has placed emphasis on improving PWDs group access to quality and inclusive education at all stages of education. Even the United Nations also provides support for increasing access to education to all parties, including the PWDs group (Nozlan *et al.*, 2021). In addition, the Malaysian Higher Education Development Plan 2015-2025 provides a guideline to help solve the issue of disengagement among the Under efforts through improved quality systems and service delivery efficiency. On December 3, 2019, Minister of Education Maszlee Malik declared in Malaysian News Now that Universiti Sains Malaysia (USM), Universiti Malaya (UM), Universiti Teknologi Mara (UTM), Universiti Teknikal Malaysia Melaka (UTeM) and Universiti Kebangsaan Malaysia (UKM) have established PWDs service units and will be infiltrated by other Higher Education Institutes (HEI) in the nearest future (<https://headtopics.com/my/>).

According to the statistics issued by the Public Service Office in 2020, a total of 581,265 people lacked efforts registered throughout Malaysia. Thus, the design and provision of user-friendly and friendly facilities is an indicator that can be used as an important element to the formation of a students with disabilities friendly HEI environment. Therefore, the facilities for the students with disabilities group are very important to emphasize to allow them to be in students with disabilities-friendly environment. Furthermore, it helps them to learn in a state of isolation. Campus environments must be appropriate to make it easier for students with disabilities to move freely without assistance. In this way, the students with disabilities group can be independent and enjoy the convenience of other campus residents.

2. PWDs Intimate High Recitation Issue

The 2008 PWDs Act defines the term “persons lacking effort” as those who have long-term physical, mental, intellectual or mental deficiencies who, when interacting with various obstacles, may limit their full inclusion and effectiveness in society. According to Ab Rahman (2018), based on the interpretation by the United Nations (UN) that a person who does not seek to determine for himself to obtain fully or part of one's ordinary needs or cannot live in society fully due to a lack of physical or mental self and whether it applies from birth or later from it.

Efforts and initiatives to advance students with disabilities have been carried out by the university. However, the lack of rights and opportunities to undergo and gain access to high recitation ratings like other members of society is still at an unsatisfactory stage (Khalil *et al.*, 2022; Roslan *et al.*, 2021). Students with disabilities convenience facilities, entry process, awareness stage for the provision of students with disabilities convenience between indicators of measuring the weakness of students with disabilities intimate education provision among service providers ranked high (Mahdzar *et al.*, 2018; Al-Harrasi & Taha, 2019). So, this systematic literature review was conducted to analyze the gap in the study of indicators of students with disabilities-friendly higher education institutions among students with disabilities in Malaysia.

3. Research Methodology

The implementation of this systematic literature review is carried out on a five-step basis as reserved by Khan *et al.* (2003) is the determination of the scope, design, recognition, screening and reporting (see Table 1).

Table 1 - Steps for conducting a literature review

Review Phase	Explanation
Determination of the Scope	The scope of the study focuses on the service aspects of disabled-friendly higher education institutions.
Design	Designing article choice criteria includes keywords, material type and year of publication of the article.
Identification	Based on the criteria in the design for identification: 1. Two key words in the context of this study have been identified as ‘PWDs intimate higher education institutions’ and ‘PWDs student convenience’. 2. Articles published by indexed journals have been selected as material for this systematic literature review. 3. This systematic literature review information has been accessed from Google Scholar data having articles in the field of study. 4. We have selected 10 articles writing and academic writing to analyze.
Screening	Article acceptance is based on the scope, keyword breakdown, database, and year of publication of the article. A list of shrubs is also provided for this screening process.
Reporting	The provision of a review report is made by focusing on discussing aspects of the literature gap.

4. Findings and Discussion

Table 2 shows a positive attitude regarding students with disabilities peers on campus needs to continue to be emphasized to be changed among students (Ahmad *et al.*, 2017; Badri & Amin, 2018). This study was also supported by the study of Toran *et al.* (2010) on the need to increase the level of awareness and high understanding of students with disabilities, not feeling embarrassed to associate and appear together with PWDs students, having sympathy for PWDs students, and that did not mind cooperating with students with disabilities in carrying out college assignments. PWDs students need to get fair service from lecturers and peers. In addition, during the pandemic, there is a need for People Less Effort to their commitment to learning during COVID-19. Therefore, educational institutions in the future identify the appropriate method for carrying out online learning when movement control orders during COVID-19 are strengthened (Rahman *et al.*, 2021).

The management of higher education institutions needs to participate in jointly thinking about the needs of students with disabilities through efforts to realize the ease of accommodation in the learning process such as additional periods and others that correspond to the state of inadequacy experienced when occupying the examination. The results of the study of Toran *et al.* (2010) also show that a high level of knowledge about students with disabilities can form positive perceptions and attitudes among HEI students and students towards students with disabilities. Therefore, the awareness about students with disabilities needs to be increased and so on can guarantee the acceptance of this group in the campus community. Even the media needs to play a role in spreading knowledge and understanding the importance of having a positive attitude towards this group. This is in line with the study conducted by Badri and Amin (2018) that the mass media needs to take responsibility for efforts to provide information and spread understanding about students with disabilities issues and challenges, especially in the aspect of educational needs to improve public understanding of students with disabilities.

Table 2 - Selected articles

No	Writer	Year	Title	Content
1	Toran, H., Yasin, M. H. M., Tahar, M. M., & Sujak, N.	2009	<i>Sokongan Dan Halangan Yang Dihadapi Pelajar-Pelajar Kurang Upaya Di Sebuah Institusi Pengajian Tinggi Di Malaysia</i>	<p>Study objectives: Identify the support received and the obstacles faced by students lacking effort at a lay higher education institution in Malaysia.</p> <p>Study objective: Students lack effort in HEI. Respondents: A total of 11 respondents, consisting of two students lacking vision effort, three students lacking hearing effort, and six students lacking physical effort.</p> <p>Methodology: Qualitative method is through the form of questionnaires and methods.</p> <p>Study results: Among the issues raised by these students are in terms of lack of students with disabilities -friendly physical infrastructure, sign language interpreters for disable hearing students, students with disabilities-intimate computers, information seeker assistance in libraries, ease of intimate transportation system-students with disabilities, bureaucratic coolness and lack of empathy from a handful of campus residents. In terms of support, respondents reported that they relied heavily on meeting partners to help them while attending lectures for hearing-impaired students and to move from place to place for vision-impaired students.</p>
2	Toran, H., Muhamad, T. A., Yasin, M. H. M., Tahar, M. M., & Hamzah, N. H.	2010	<i>Pengetahuan dan sikap rakan sebaya terhadap pelajar kurang upaya di sebuah IPTA di Malaysia</i>	<p>Study objective: Knowing the level of knowledge and attitudes of students in a HEI towards students with disabilities. Study objective: Students in higher education institutions</p> <p>Respondents: 120 students out of 12 faculties at a lay higher education institute in Malaysia.</p> <p>Methodology: Study sample, 120 students out of 12 faculties at a lay higher education institute in Malaysia. The data were analyzed using Statistical Package for Social Sciences (SPSS) version 11.5.</p> <p>Findings of the study: It is recommended that the HEI include education about the disabled in the study courses so that the knowledge imparted will be useful for a long</p>

			period of time for the well-being of the disabled in general.
3	Shafii, H.	2015	<p><i>Kolej Kediaman Lestari: Penelitian Kemudahan Golongan Orang Kurang Upaya (OKU)</i></p> <p>Study objectives: Identify the convenience in the college of residence for the students with disabilities group. The target of the study: the group of people lacking effort students with disabilities in the college of the UTHM residence. Methodology: Through data collection from literature review. Study results: College residence needs to provide students with disabilities convenience. The designed college building needs to consider the will of the occupants, including the students with disabilities group.</p>
4	Ahmad, M. N. H., Rosli, H. F., Takril, N. F., & Sabri, S. A.	2017	<p><i>Penyediaan Fasilitas Orang Kurang Upaya (OKU) Di Institusi Pengajian Tinggi Di Lembah Klang: Satu Kajian Kes</i></p> <p>Objective of the study: to examine the facility obstacles faced by students with disabilities at HEI. The target of the study: disabled students at institutions of higher learning in the Klang Valley. Respondents: 2 respondents (visually impaired and physically impaired). Methodology: qualitative method (interview). Findings of the study: Factors that hinder facilities faced by students with disabilities at HEI, namely infrastructure and learning access facilities.</p>
5	Badri, R. N. F. R. Z., & Amin, A. S.	2018	<p><i>Isu dan Cabaran Pelajar Kurang Upaya Penglihatan di Institusi Pengajian Tinggi</i></p> <p>Objective of the study: to study the issues and challenges faced by visually impaired students at HEI. Study target: Students with visual disabilities at HEI. Respondents: 5 visually impaired students. Methodology: A qualitative method conducted through in-depth interviews with 5 visually impaired students. Research findings: 3 main issues for visually impaired students at HEI, namely self-confidence, finances and community stigma towards the disabled. Recommendation: The media of the time spread understanding about the issues and challenges of the disabled, especially in the aspect of educational needs to improve the community's understanding of the disabled. In addition, providing transportation facilities for disabled students such as providing disabled-friendly buses.</p>
6	Esa, E. M., & Ismail, A. S.	2020	<p><i>Analisa Kemudahan Orang Kurang Upaya Di Kolej Komuniti</i></p> <p>Research objectives: To identify the level of effectiveness of facilities provided at Community Colleges and to identify perceptions of persons with disabilities towards facilities provided at Community Colleges by gender, program and disability. Research objective: A group of lecturers and students with disabilities at the Community College. Respondents: a group of 30 students with disabilities at Selayang Community College. Methodology: A descriptive survey study of disability facilities provided at Community Colleges. Research findings: Respondents were dissatisfied with the level of elevator facilities provided. Higher education institutions are advised to improve the facilities and services provided in order to create a more positive social environment.</p>
7	Hamid, N. A., & Johari, M. K. A.	2021	<p><i>Hubungan Kebolehcapaian Persekitaran Fizikal Kampus Terhadap Prestasi</i></p> <p>The purpose of the study: to see to what extent the accessibility of the campus physical environment affects the performance of students with disabilities. Objective of Study: students with disabilities at UTHM Respondents: 17 students with disabilities at UTHM</p>

			<i>Mahasiswa Orang Kelainan Upaya di Universiti Tun Hussein Onn Malaysia</i>	Methodology: Descriptive method using a quantitative approach through a questionnaire survey Research Findings: The accessibility of the campus physical environment, comfort regarding the design of classroom facilities, and the provision of pedestrian pathways to connect different areas within the campus, all have an impact on academic performance.
8	Rahman, A. A. R., Nozlan, N. N., Thaidi, H. A. A., Ab Rahman, M. F., & Zakaria, M. A.	2021	<i>Pandemik COVID-19: Isu Penggunaan ICT Dalam Proses Pengajaran dan Pembelajaran (PdP) Bagi Pelajar Orang Kurang Upaya (OKU) di Institusi Pendidikan Khas di Malaysia</i>	Study Objective: Identifying the challenges faced by individuals with disabilities and educational institutions in implementing online teaching and learning methods during the COVID-19 pandemic. Study Target: Students with disabilities in higher education institutions. Methodology: This qualitative study will employ documentation, interviews, and observation as research methods. Research Findings: The main issue faced by individuals with disabilities is the commitment of the students themselves and the commitment of parents in monitoring the learning of their special-needs children. On the other hand, educational institutions face the challenge of identifying suitable methods for implementing online teaching and learning during COVID-19 for students with disabilities.
9	Rafi, N. F. B. M.	2021	<i>Menilai Tahap Fasiliti Orang Kelainan Upaya(OKU) yang Disediakan Di Universiti Teknologi Mara Kampus Shah Alam</i>	Study Objective: To identify the facilities provided in accordance with the established guidelines. Study Target: Students with disabilities at Universiti Teknologi Mara, Shah Alam Campus. Respondents: 30 respondents. Methodology: Qualitative research methodology. Research Findings: Facilities for individuals with disabilities are in good condition and meet the established standards. However, not all residential colleges provide ramps and special pathways for students with disabilities.
10	Ali, Y., & Salleh, N. M.	2022	<i>Penempatan Pelajar Orang Kurang Upaya (OKU) Di Kolej Komuniti</i>	Study Objective: To determine the support provided to students with disabilities and identify the physical infrastructure facilities available for students with disabilities in two Community Colleges. Study Target: A group of lecturers and students with disabilities in Community Colleges. Respondents: Four lecturers from Community Colleges and two students with disabilities from Community Colleges. Methodology: Qualitative method through semi-structured interviews. Research Findings: The study found that Community Colleges provide support to students with disabilities students in terms of acceptance from peers, lecturers, and support staff. Additionally, in Community College A, Selangor, all the necessary infrastructure facilities were available, such as accessible toilets, elevators, classrooms, and parking spaces for students with disabilities. However, in Community College B, Pahang, not all the infrastructure facilities were present. For example, there were missing facilities such as students with disabilities-friendly toilets, elevators, classrooms, and designated parking spaces for students with disabilities.

The provision of facilities or amenities for people with disabilities benefits all parties involved (Ahmad *et al.*, 2017). This is because apart from providing comfort to individuals with disabilities, it indirectly improves the safety system of the educational institution building itself. From a social perspective, by providing these facilities, it indirectly promotes interaction among all parties, regardless of whether they belong to the normal or disabled group. However, the implementation of facilities for disabled users should adhere to the standards and guidelines set by the relevant authorities. These guidelines and standards are created for the benefit of all parties, especially the management of higher education institutions, in planning and assisting in the provision of adequate facilities needed by people with disabilities within a specific area of the educational building.

People with disabilities have equal rights and opportunities to live their lives like other members of society. A rights-based approach and appropriate protection should be utilized to ensure the interests and well-being of individuals with disabilities. Therefore, the lack of provision of facilities for individuals with special educational needs at the higher education institute level has resulted in these individuals being unable to lead comfortable and fulfilling lives like other citizens or students (Ahmad *et al.*, 2017; Rafi, 2021). Emphasizing accessibility in the development of a building can help reduce external and internal accessibility issues. However, this has not been fully addressed yet for the facilities of individuals with disabilities. The findings of the study by Ahmad *et al.* (2017) indicate that the facilities for individuals with disabilities in each building are still lacking and need improvement to enhance the quality of facilities and the comfort of individuals with disabilities in accessing education at a better level.

Literature reviews indicate the need for facilities for individuals with disabilities from the moment they reside in college dormitories. A study conducted by Shafii (2015) found that the needs of individuals with disabilities in UTHM's residential colleges require early provision of individuals with disabilities' facilities in the college development planning. This is expected to prevent future problems and save costs in providing the necessary facilities for individuals with disabilities in the college. Therefore, the requirements of college residents, including individuals with disabilities should be taken into consideration by the administrators of higher education institutions. The provided comfort is expected to assist individuals with disabilities in undergoing the learning process comfortably without disturbances and barriers. A study by Hamid and Johari (2021) further emphasizes the necessity of a conducive campus physical environment for enhancing the academic performance and accessibility of students with disabilities in higher education institutions.

Other facilities that have been provided by some colleges in Malaysia include accessible toilets for individuals with disabilities, elevators, classrooms, and designated parking spaces for individuals with disabilities (refer to Table 2). According to a study by Ali and Salleh (2022), Community College A in Selangor provides individuals with disabilities-friendly facilities to facilitate their learning process. Additionally, students with disabilities receive support from the college in terms of acceptance from peers, lecturers, and support staff. The existence of accessible toilets, elevators, classrooms, and designated parking spaces for individuals with disabilities in colleges provides the necessary convenience for individuals with disabilities, enabling them to pursue their learning sessions with greater flexibility and independence. Esa and Ismail (2020) criticized higher education institutions for improving their facility services to students with disabilities at a higher level. These research findings and criticisms are supported by the study conducted by Pisol *et al.* (2022) on the basic requirements for individuals with disabilities-friendly learning facilities based on Islamic principles, without any differentiation based on appearance or physical attributes. Therefore, Islam encourages the role of community support systems in assisting individuals with disabilities within the educational sphere.

5. Conclusion

The findings of this study expand our understanding of the experiences of students with disabilities in the physical campus environment, which in turn influences their performance. Previous studies have shown various specific needs of PWDs that affect the academic performance of students with disabilities in higher education institutions. Institutions have made efforts to provide various facilities to meet the specific needs of individuals with disabilities. However, there are still many aspects that require attention and improvement in creating a more inclusive higher education environment for individuals with disabilities in Malaysia.

In conclusion, individuals with disabilities should be included in the progress towards national development. In developing a highly knowledgeable human capital among society, the inclusion of individuals with disabilities should not be neglected. Physical limitations are not the cause of inability to achieve outstanding performance. In fact, these limitations can foster their determination and motivation to succeed, given the appropriate educational methods and acceptance from all parties. They are also capable of serving the community and making contributions to the country. This is evidenced by the increasing number of individuals with disabilities pursuing higher education. The survey findings indicate that the quality of services and facilities for students with disabilities is still limited. There is still ample room for improvement in various aspects to create a more inclusive higher education institution for individuals with disabilities.

Therefore, the positive attitudes and perspectives of peers, the surrounding community, lecturers, and management in higher education institutions can help these minority groups achieve greater success in the future. When students with disabilities feel loved and respected, they will be more motivated to achieve academic and co-curricular success. This study suggests that research on facilities provided to students with disabilities in higher education institutions

should be given attention. The main aspect to focus on is the enforcement of the Persons with Disabilities Act 2008, which can be implemented in Malaysian higher education institutions. The establishment of a dedicated body to monitor the quality of facilities for students with disabilities is highly needed to assist the Ministry of Higher Education in ensuring that higher education institutions comply with the inclusive higher education institution standards for students with disabilities.

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