

Inclusive Service Management for Students with Disabilities: A Social Capital Perspective of Pierre Bourdieu

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ABSTRACT

This study aims to analyze the role of social capital in disability service management in higher education using Pierre Bourdieu's theoretical framework. Inclusive services for students with disabilities continue to face challenges, such as inadequate infrastructure, rigid curricula, and limited support from academic staff. Employing a qualitative approach through a literature review of ten relevant studies, this research reveals that social capital, through relational networks, peer support, and institutional policies, plays a crucial role in enhancing access to resources, academic assistance, and social integration for students with disabilities. The findings also show that social, cultural, and symbolic capital interaction can strengthen or weaken inclusive service practices. This study contributes theoretically by contextualizing social capital theory within inclusive higher education. It offers strategic recommendations for universities to improve policy frameworks, develop supportive infrastructure, and optimize social support systems for students with disabilities.

Keywords: Social Capital, Inclusive Education, Disability Services, Academic Support

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran modal sosial dalam manajemen layanan disabilitas di pendidikan tinggi menggunakan kerangka teoritis Pierre Bourdieu. Pelayanan inklusif bagi mahasiswa penyandang disabilitas terus menghadapi tantangan, seperti infrastruktur yang tidak memadai, kurikulum yang kaku, dan dukungan yang terbatas dari tenaga akademik. Menggunakan pendekatan kualitatif melalui tinjauan literatur dari sepuluh studi yang relevan, penelitian ini mengungkapkan bahwa modal sosial, melalui jaringan relasional, dukungan sebaya, dan kebijakan kelembagaan, memainkan peran penting dalam meningkatkan akses ke sumber daya, bantuan akademik, dan integrasi sosial bagi siswa penyandang disabilitas. Temuan ini juga menunjukkan bahwa interaksi modal sosial, budaya, dan simbolis dapat memperkuat atau melemahkan praktik pelayanan inklusif. Penelitian ini berkontribusi secara teoritis dengan mengkontekstualisasikan teori modal sosial dalam pendidikan tinggi inklusif. Ini menawarkan rekomendasi strategis bagi universitas untuk meningkatkan kerangka kebijakan, mengembangkan infrastruktur pendukung, dan mengoptimalkan sistem dukungan sosial bagi siswa penyandang disabilitas.

Kata kunci: Modal Sosial, Pendidikan Inklusif, Pelayanan Disabilitas, Dukungan Akademik

INTRODUCTION

Higher education has great potential in promoting inclusivity for people with disabilities, but implementation still faces significant challenges. Inclusivity in higher education is essential to fulfill human rights and create diverse and productive

learning environments. Research shows that students with disabilities often experience various barriers in accessing adequate education, including limitations in facilities, non-adaptive curricula, and a lack of support from teaching staff (Sulaj et al., 2021); (Riswari et al., 2022). In addition, social factors and existing policies also play an essential role in shaping the educational experience of students with disabilities, often creating significant disparities in the services they receive (Riswari et al., 2022); (Dewi et al., 2024). Effective management of disability services is a crucial aspect of addressing this challenge. Disability resources such as Disability Resource Centers (DRCs) in educational institutions play an essential role in improving the quality of life of students with disabilities, including academic outcomes and access to necessary services (Li et al., 2023; Widyastuti et al., 2022). Good management will support creating an inclusive culture where all students can actively participate in their higher education process (Widyastuti et al., 2022). This includes developing policies emphasizing accessibility and providing adequate resources (Riswari et al., 2022); (Kirno & Premchaiporn, 2022). However, despite these efforts, the research gap regarding applying Pierre Bourdieu's theory in the context of disability inclusivity in higher education remains considerable. Bourdieu's theory of social capital can help understand the dynamics that occur between students with disabilities and their educational institutions. Social capital can be a determining factor in supporting or hindering inclusivity, especially concerning students' social relationships in the campus environment (Khoirudin et al., 2023); (Liu, 2019). Further research is needed to explore how these factors can improve disability service management practices and promote a more inclusive culture in higher education across different contexts (Amnesti et al., 2023).

In the context of social capital, this includes the network of relationships accessible to students with disabilities, which has the potential to strengthen their access to educational services and support. Through this social network analysis, the impact on the learning environment and opportunities faced by students with disabilities in achieving academic and social success in higher education institutions can be investigated (Riswari et al., 2021b).

To explore the factors that facilitate or hinder the role of social capital in disability inclusiveness. This includes analyzing the components supporting strong social networks, such as family support, institutional policies, and peer interactions. Social stigma and negative perceptions of people with disabilities are likely barrier factors that contribute to a lack of accessibility and inclusivity in educational settings (Riswari et al., 2021b). Understanding these factors is critical to drawing action-oriented conclusions for higher education policy makers and managers.

The implications of the findings of this literature review for disability service management practice should also be outlined. Previous research suggests that an in-depth understanding of social capital and its enabling or constraining factors can assist in designing and implementing more effective disability service management strategies in higher education. This aims to increase the inclusiveness of education and reduce existing disparities (Azzahra & Pertiwi, 2024). Thus, this research is

expected to contribute realistically to developing policies and practices that support people with disabilities in obtaining equal and quality education in higher education institutions.

This research aims to analyze the role of social capital in disability service management using Bourdieu's theoretical framework. In this case, social capital will be explored as a network of relationships that can potentially influence students with disabilities' access to educational services and support. This has implications for understanding how social interactions and relationships between parties inside and outside the institution can strengthen or hinder student participation in teaching and learning (Riswari et al., 2021b).

Furthermore, the objectives of this research also include identifying factors that influence the role of social capital in disability inclusiveness. The elements to be analyzed include family support, inclusion-oriented institutional policies, and social interactions within the educational environment that can have positive or negative impacts. By understanding these factors, it is hoped that this research will provide insight into the challenges faced by people with disabilities and how their social environment contributes to the process of integration in the higher education system (Hanafi et al., 2022); (Azimi et al., 2021).

Finally, this research aims to provide recommendations for more inclusive disability service management practices. By conducting an in-depth analysis of the findings obtained from the literature study, it is hoped that educational institutions can implement some concrete strategies. These recommendations will focus on designing policies and programs that are more effective in supporting the participation of students with disabilities, to create a learning environment that is not only friendly but also responsive to the needs of all students (Hidayahti & Widodo, 2024); (Deprianto & Sasmita, 2024). Through this systematic approach, this research seeks to contribute meaningful knowledge to the development of inclusive education, especially in the context of disability service management in higher education.

RESEARCH METHODS

This research is proposed using a descriptive qualitative approach, which allows researchers to understand the social dynamics and the subjective experiences of people with disabilities in higher education. This method is suitable to capture the nuances and context of the situation faced by students with disabilities, as well as the role of social capital in facilitating or hindering their access to inclusive education services (Putri, 2023) (Suriati & Husna, 2022).

Data were collected through a literature review with document analysis of scholarly articles, policy reports, and institutional regulations related to disability services in higher education. The analysis includes a selection of ten relevant studies that provide insights into how students with disabilities experience social inclusion and access to educational support, and how networks of support, peers, faculty, and

institutions shape these experiences (Widyasari et al., 2021). In addition, document analysis, such as campus policies and reports related to disability services, will enrich the data obtained and provide context about the policies implemented in higher education. education (Santoso et al., 2022).

The collected data were examined using thematic analysis to identify key themes and recurring patterns concerning the influence of social, cultural, and symbolic capital in delivering disability services (Mahera et al., 2022). The findings are interpreted through Pierre Bourdieu's theory of social capital, highlighting the enabling and constraining factors present within higher education institutions. This approach allows the research to offer practical recommendations for enhancing inclusive service management for students with disabilities (Husna & Mustikawan, 2022).

RESULTS AND DISCUSSION

An analysis of 10 scientific journal articles that describe Social Capital, Inclusivity, and Disability Service Management in Higher Education Based on Pierre Bourdieu's Theory is as follows:

Table 1. Ten scientific journal articles that explain about Social Capital, Inclusivity, and Disability Service Management in Higher Education Based on Pierre Bourdieu's Theory

No.	Author(s) & Year	Title	Research Findings
1	(Maruf et al., 2022)	Theory and design of educational curriculum in elementary schools in the era of globalization	Research by Ma'ruf et al. (2022) shows that social capital in the academic environment, including interactions between students, lecturers, and families, plays a crucial role in supporting the inclusiveness and effectiveness of disability service management in higher education through increasing access to educational services that suit the needs of students with disabilities.
	(Hutagaol et al., 2023)	Social Practice: Cultivating	Hutagaol et al. (2023) which examines

2		Community Interest in Reading through Taman Bacaan Masyarakat (TBM) in Kutowinangun Lor Village	the role of Taman Bacaan Masyarakat in fostering interest in reading through Bourdieu's social practice theory can be used as a model in analyzing how the habitus of students with disabilities interacts with social capital in higher education, so that a deeper exploration of the influence of social structure, institutional support, and stigma on access and quality of inclusive education.
3	(Meipiani et al., 2021)	Educational innovation: an effort to solve the problem of social class reproduction in the education system at SMA Santo Yosef Pangkal Pinang	Meipiani et al. (2021) shows that the concepts of habitus, domain and capital in Bourdieu's theory can be used to analyze how social capital affects the participation of students with disabilities in higher education, where a strong network of relationships can increase access to academic resources and support, thus supporting the creation of a more inclusive educational environment.
4	(Suwahyo et al., 2022)	Utilization of Assistive Technology in Inclusive Education	Research by Suwahyo et al. (2022) shows that assistive technology in inclusive education plays a role not only in improving accessibility but also in strengthening the cultural and social capital of

			students with disabilities, which promotes independence, social integration, and better academic achievement through interaction in inclusive learning environments.
5	(Febriyan et al., 2022a)	Unraveling Public Service Gaps for Persons with Disabilities during the Pandemic: A Case Study of Ponorogo District	Research by Febriyan et al. (2022) revealed that various forms of capital in Bourdieu's theory of social, cultural, and symbolic capital play a role in improving the accessibility and inclusiveness of public services for people with disabilities during the pandemic, where inclusive education, accessibility policies, and social and government support are significant factors in reducing service gaps.
6	(Deprianto & Sasmita, 2024)	Institutional Capacity of Padang State University in Accommodating Inclusive Education for Persons with Disabilities	Deprianto & Sasmita's research (2024) analyzed the institutional capacity of Universitas Negeri Padang in accommodating inclusive education through the perspective of Bourdieu's theory, by highlighting the role of social capital in the accessibility of information, communication, and social interaction, which has an impact on the effectiveness of disability

			service management and the formulation of more responsive inclusive policies.
7	(Riswari et al., 2021a)	Implementation of an Inclusive Learning Environment as a Form of Inclusive Education in Higher Education	This study aimed to examine the implementation of an inclusive learning environment as a manifestation of inclusive education in one of the universities in Malang City. The research method is qualitative, using a descriptive approach. Data collection techniques were conducted using semi-structured individual interviews and observation activities at the research location.
8	(Nursyamsi, 2022)	Study and Evaluation of Performance and Importance Model of Satisfaction, Loyalty, and Competitive Advantage of Private Universities	This study links social, cultural, and symbolic capital in analyzing the competitive advantage of private universities, where social capital is reflected in the interaction of institutions and students, and cultural capital is seen in the institution's image and marketing strategy. In contrast, symbolic capital shapes reputation and competitiveness through service quality and student satisfaction.
	(Masadhe et al., 2020)	Inclusive Campus Service Management	This study explains that the management of Inclusive

9		(Research on Study Center and Services for Disabled Students at Brawijaya University)	Campus services at Brawijaya University is running well with a focus on planning and quality services for students with disabilities. However, there are obstacles to providing disability-friendly facilities and infrastructure.
10	(Aulia et al., 2019)	The Urgency of Disability Service Units in Inclusive Public Universities	This research explores the importance of disability service units in inclusive public universities to provide necessary services and accommodations for students with disabilities during their education process, using a descriptive qualitative and case study approach.

To understand the dynamics of disability service management in higher education, it is essential to review previous research on social capital, inclusivity, and disability service management. The following table summarizes several studies on this topic, introducing various researchers' perspectives on how social, cultural, and symbolic capital affect the accessibility and quality of higher education for students with disabilities. Each study listed has a different but complementary approach in providing insights into the role of social interactions, policies, and institutional support in creating inclusive educational environments. This table is a foundation for further studies on the relevance and implementation of Pierre Bourdieu's theory in the context of inclusive education in higher education.

The first study by (Maruf et al., 2022) revealed the role of social capital in the academic environment, including interactions between students, lecturers, and families. This research shows that social capital is crucial in supporting inclusivity and effective management of disability services in higher education. By improving the access of students with disabilities to educational services that suit their needs, this research is relevant in discussing how social capital supports the creation of inclusive education in higher education.

(Hutagaol et al., 2023) highlights the role of Taman Bacaan Masyarakat (TBM) in fostering community interest in reading through Bourdieu's social practice theory.

This research can be used as a model to analyze how the habitus of students with disabilities interacts with social capital in higher education. Furthermore, exploring the influence of social structure, institutional support, and stigma on access and quality of inclusive education is a relevant meeting point for analyzing disability services in higher education.

Research (Meipiani et al., 2021) analyze how the concepts of habitus, sphere, and capital in Bourdieu's theory can be used to analyze how social capital influences the participation of students with disabilities in higher education. In this study, the authors show that a strong network of relationships can increase access to academic resources and support, which supports creating a more inclusive educational environment. This research emphasizes the importance of inclusive social relationships to support the participation of students with disabilities in higher education.

(Suwahyo et al., 2022) examines the use of assistive technology in inclusive education, which plays a role not only in improving accessibility but also in strengthening the cultural and social capital of students with disabilities. Assistive technology improves social integration and supports better academic achievement through interaction in an inclusive learning environment. This is relevant to Bourdieu's concept that emphasizes the importance of access to various capitals in realizing inclusive education.

(Febriyan et al., 2022b) describes the gap in public services for people with disabilities during the pandemic, emphasizing the role of social, cultural, and symbolic capital in improving the accessibility and inclusiveness of public services. This research shows that accessibility policies, inclusive education, and social and government support are the main factors in reducing service gaps for people with disabilities during the pandemic. In the context of higher education, this research illustrates how social capital can improve the quality of services for students with disabilities in times of crisis.

(Deprianto & Sasmita, 2024) analyzed Universitas Negeri Padang's institutional capacity to accommodate inclusive education for people with disabilities. This research highlights the role of social capital in increasing the accessibility of information, communication, and social interaction, which affects the effectiveness of disability service management and inclusive policy formulation. In this context, social capital is vital in strengthening social networks that enable people with disabilities to get better education services.

(Riswari et al., 2021a) examines the implementation of inclusive learning environments in universities in Malang City. This research reveals how an environment that supports inclusivity can improve accessibility for students with disabilities. The descriptive qualitative approach used in this study shows that social interaction and institutional support are critical in creating an inclusive environment for students with disabilities. This aligns with the concept of social capital in Bourdieu's theory.

(Nursyamsi, 2022) links social, cultural, and symbolic capital with the competitive advantage of private universities. This research shows how interactions between institutions and students, institutional image, and service quality can shape the reputation and competitiveness of universities. In the context of inclusive education, this research is relevant as it highlights how social capital can strengthen inclusive social interactions in higher education.

(Masadhe et al., 2020) analyzed the management of inclusive campus services at Brawijaya University, which showed that despite constraints in providing disability-friendly facilities and infrastructure, the services management was already well underway. This research provides important insights into how disability service management can be optimized despite structural barriers in providing disability-friendly facilities.

(Aulia et al., 2019) examines the urgency of disability service units in inclusive public universities to provide necessary services and accommodations for students with disabilities. This research illustrates the importance of an effective disability service unit in supporting the needs of students with disabilities during their educational process. This is particularly relevant in discussing managing disability services in higher education and the critical role these units play in enhancing educational inclusiveness.

In conclusion, previous studies clearly show how social, cultural, and symbolic capital influence the inclusiveness and management of disability services in higher education. From the research (Maruf et al., 2022) to (Aulia et al., 2019), it is clear that social capital, whether in the form of social interactions, institutional support, or disability-friendly policies, plays a crucial role in creating inclusive education in higher education. Pierre Bourdieu's theory of social, cultural, and symbolic capital provides a strong framework for analyzing these dynamics, which is essential for developing better inclusive education in the future.

Discussion

Social Capital and Its Role in Promoting Inclusiveness in Higher Education

Social capital, which includes relationships and social networks between students, lecturers, and families, is essential in improving inclusivity in higher education. Research by (Maruf et al., 2022) shows that good social relationships between students, lecturers, and families can serve as a link that enables students with disabilities to gain better access to educational services that suit their needs. Social capital helps students with disabilities overcome their social and academic barriers, as they can access resources that are not directly available. This is also under the view of (Richardson, 1986) which states that social capital can be a tool to increase opportunities in various fields, including education.

(Hutagaol et al., 2023) further reveals that Bourdieu's social practice theory can be used to analyze how the habitus of students with disabilities interacts with social capital in higher education. The influence of social structures, institutional

support, and stigma strengthens or hinders their access to inclusive education. This research shows that enhancing social networks through family and peer support is essential to facilitate the participation of students with disabilities in academic and social activities on campus. Therefore, it is necessary to build an inclusive culture that encourages positive interactions between students, both those with and without disabilities.

In addition, (Meipiani et al., 2021) also assert that social relationships within academic communities serve as reinforcers for students with disabilities in accessing the resources they need. With a strong network, students with disabilities can gain more academic support, strengthening their chances of succeeding in a higher education environment. This underscores the importance of creating supportive communities to increase the participation of students with disabilities.

Challenges and Barriers to Inclusivity in Higher Education

The biggest challenge in creating inclusive education in higher education is the limited infrastructure and policies that support the needs of students with disabilities. (Suwahyo et al., 2022) states that although assistive technology can improve accessibility for students with disabilities, the challenges faced are budget constraints and the unpreparedness of most universities to provide appropriate facilities. Although beneficial, assistive technology is only effective if accompanied by adequate training for students and faculty and policies that support the optimal use of such technology.

In this context, (Febriyan et al., 2022b) highlighted disparities in public services for people with disabilities during the COVID-19 pandemic. Their research shows that the pandemic has exacerbated inequalities in access to education, especially for students with disabilities who have difficulty accessing distance learning and the support they need. This gap is caused by the lack of adequate technological facilities and policies that are not responsive to their needs. (Meizara Puspita Dewi et al., 2024) also states that many universities do not have clear inclusive policies, so students with disabilities are often marginalized in terms of access to education, especially in crises such as a pandemic.

Besides, social stigma and a lack of understanding about inclusive education also inhibit factors. (Richardson, 1986) suggests that social relationships built in a social group are strongly influenced by the norms and perceptions that exist in the group. In this case, negative perceptions of people with disabilities can limit their opportunities for equal education. Therefore, educating and socializing about inclusivity in the campus environment is essential to reduce stigma and strengthen acceptance of students with disabilities.

The Role of Disability Service Policy and Management in Promoting Inclusiveness

Institutional policies and effective management of disability services are essential in creating an inclusive environment for students with disabilities.

(Deprianto & Sasmita, 2024) analyzed the institutional capacity of Universitas Negeri Padang in accommodating inclusive education and found that social capital is essential in facilitating accessibility of information, communication, and social interaction on campus. Institutions with policies responsive to people with disabilities can strengthen social networks that support students with disabilities in completing their studies. This research underscores the need for inclusive policies that facilitate people with disabilities by providing adequate access to facilities and services in higher education.

(Masadhe et al., 2020) in their research on inclusive service management at Brawijaya University emphasized the importance of careful planning in providing disability-friendly facilities. Although there are infrastructure-related obstacles, this study shows that good management can overcome these obstacles and provide effective services for students with disabilities. Therefore, universities need to plan and adjust their facilities and services to better meet the needs of students with disabilities.

(Aulia et al., 2019) also revealed the urgency of an effectively functioning disability service unit in higher education. This unit is central in providing accommodation and support for students with disabilities and acts as a liaison between students and the institution. An effective service unit not only ensures that students with disabilities get the facilities they need but also strengthens inclusivity and accessibility in all aspects of campus life, from academic to social.

CONCLUSION

Based on the literature review, it can be concluded that social capital plays a pivotal role in enhancing the inclusiveness and effectiveness of disability service management in higher education. Social interactions involving students with disabilities, faculty members, peers, and families, supported by responsive institutional policies, significantly improve access to educational resources and facilitate active academic participation. Nevertheless, persistent challenges such as inadequate infrastructure and prevailing social stigma hinder full inclusion. To foster a more inclusive academic environment, it is essential to strengthen policy frameworks, improve disability-friendly infrastructure, and strategically leverage social capital to reinforce support networks and promote the meaningful participation of students with disabilities in higher education.

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