

ABSTRACT

This study examines the relationship between university students' awareness of inclusive education and their willingness to volunteer in supporting inclusive education, particularly for students with disabilities. Using the Theory of Reasoned Action framework, the research evaluates how awareness influences attitudes, subjective norms, and intentions to volunteer. Data were collected from 468 undergraduate students in the Greater Bandung Area via a structured questionnaire and analyzed using Structural Equation Modeling with SmartPLS software. The findings reveal that awareness significantly impacts attitudes, subjective norms, and willingness to volunteer, with subjective norms playing a crucial mediating role. The study highlights the importance of inclusivity training and awareness programs at universities to foster a supportive environment for students with disabilities.

Keywords: *Inclusive Education, Awareness, Willingness to Volunteer, Theory of Reason Action, University Students*