

The Teacher in Guiding Students with Learning Disabilities at Inclusive Elementary School

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ABSTRACT

The role of the teacher in guiding students with learning difficulties in mathematics is essential. Mathematics is an essential subject in everyday life, as it tells time, counts money returns, or involves things that require a mathematical process. This qualitative research uses descriptive methods and data collection techniques with interviews conducted with three teachers in three elementary schools: SD Uchuwwatul Islam, SDN 077 Sejahtera, and SDN 054 Tikukur, Bandung City. This research was conducted to determine the teacher's role in identifying and detecting, conducting assessment activities, creating learning programs, implementing learning programs, and conducting interventions for students with difficulties learning math. From the results of this study, it is known that the teacher is the respondent who does not so much share in the process of identification and detection, as well as assessment activities, due to the teacher's lack of insight into students with learning difficulties in mathematics. Recommendations were given to the principal, namely holding coaching activities for school teachers so that teachers get a more in-depth understanding of children with special needs, primarily participants who have difficulty learning mathematics.

Keywords: teacher, learning disability, inclusive school

INTRODUCTION

There is an era in which the world is faced with the challenge of giving birth to a source of power that can meet global demand. An example of such claims is education because education is a receptacle activity that builds community and character on an ongoing basis to develop mentally, intellectually, and personally to ultimately form man. Because of that, education needs to be noticed intensively by all layers of the public. Good government, society, and education managers, in this case, the whole element of education, have a significant role; wrong One element is the Teacher.

The teacher is an individual who has a wide variety of tasks and roles which help students at school. Because the teacher's role is vital in world education for participants, the Teacher, according to UU no. 14 the year 2005, "is a professional educator with the main task educate, teach, guide, direct, practice, evaluate, and evaluate participant educate on early childhood education path formal education, basic education, and education medium.". the teacher figure becomes figure personal key participants educate which there is at school. Because of all the attitudes and behaviours, a teacher will see, hear, and imitate from all participants. Authority, as well as not quite enough answers to educate, is on the teacher. Participation rights authority to guide and direct the students at the school so that

they become personal, which is knowledgeable knowledge. There is a proper and authoritative teacher who is alone.

The function of educator, teacher, and mentor is that the self-teacher has several roles. The role of the teacher is significantly needed as a source of information for knowing student learning problems because the teacher is always a para participant and teaches every day in class. The role of teachers in education services in schools is significant in learning how to teach. The teaching and learning process covers many matters, such as being a teacher, class manager, supervisor, motivator, consular, explorer, etc. According to Ahmad (2016:25), "Teachers own missions and tasks that are heavy, but noble in delivering children nation in achieving goals. As a teacher, it is necessary to know that ability student very various". The teacher will also be confronted with several student characteristics in activity learning. Difference That covers speed understanding, advantages, and difficulty in lessons specific.

Every student, of course, has different characteristics, which are different. Also, academic ability is often mentioned as intellectual or intelligence. Some participant educates their intelligence, Which is below average, average, or even above average, And matters. This also significantly influences their performance child in school. Children are unable to study their unique characteristics and styles. They study differently because every child can succeed. Teachers are capable of monitoring progress and applying a variety of teaching strategies in class. These students need special attention And are categorized as children with special needs. One type of child needing special care is child-specific learning disabilities (ABBS), i.e., a child who experiences difficulty Studying in a manner specific to writing, reading, arithmetic, spelling, and hearing. Child According to Masroza (2013:20), put forward a problematic Study as follows:

The condition experienced by students is because of obstacles, lateness, and lagging in reading ability, writing, and counting. Children who experience learning difficulties experience difficulty in task-task academics. A good general is mainly caused by dysfunctional neurologists, psychological processes, or other reasons, so children with difficulty studying in a particular class show low learning achievement. Children who have difficulty studying are classified into two groups: related learning difficulties with development and difficulty Studying academics. According to Endang Supartini, Difficulty is experienced by a child when he is incapable of reaching an objective or learning, which has been determined at a particular time (2001). Associated learning difficulties with development are disturbances in motor skills and perception, difficulty studying language and communication, and difficulty learning to adjust social behaviour. So, difficulty studying in this manner indicates a failure in achieving performance and unsuitable academic goals, which is expected. Type children with learning difficulties into three groups: read (dyslexia), dysgraphia (write), and numeracy (dyscalculia).

Dyscalculia is a learning difficulty experienced by a child, specifically in problem count. In America, it is estimated around two to 6 per cent of children in the school base experience difficulty, according to the National Center for learning disabilities in Surna (2006: 204). Results of the study also show that children who experience difficulty in counting experience limitations in cognitive ability and the brain's nervous system. This disturbs Which impacts impaired memory, visual perception, and visuospatial ability.

Term dyscalculia is closely related to the connotation of medical, which links with disturbances in the nervous system centre. "learning disability" describes a neurobiological disorder in which a person's brain works differently (Purohit). If translated to Indonesian,

dyscalculia is a disturbance specific to learning mathematics concepts associated with the nerve centre's neurological, dysfunctional system. Another opinion states that dyscalculia is challenging to count, and mathematics matters. This is often because of problems with memory and logic (Sudha, 2014: 912). Various para experts can conclude that dyscalculia makes it difficult in a manner. Keep going continuously to understand drafts and induce math skills based on disorders of the central nervous system, which have different characteristics in each child. Several reasons for the necessity for students to Study mathematics that is: (1) Mathematics is a means of thinking that is clear And logical; (2) it Means Solving problems daily (3) Means knowing patterns, connection And generalization of experience, (4) Means for develop creativity (5) Means For increase awareness to development culture.

From various field studies taught at school, mathematics is field studies, which are considered most difficult by the learners, either those who are not learning disabled or more participants educated who have a hard time studying. Difficulty learning mathematics in participant education must be recognized And overcome. If not identified early, participants will face various wrongs because almost all field studies need skills in mathematics, which is this. Mathematics is an eye-teaching lesson that is needed in various facets of life. Obstacles Which happen to children with dyscalculia are challenging to do arithmetic mathematical.

METHOD

The approach used in this research is qualitative; as for what is meant by approach, the qualitative approach is used to understand the general principle underlying something symptom count change Money. Often, the child is afraid to hold money, avoid transactions, or do whatever activities involve money. Difficulty in mathematical processes, such as adding, subtracting, dividing, and multiplying, and hard to understand draft count numbers or order. Sometimes, I experience disorientation, such as disorientation in time and direction. The child is usually confused when asked what time it is. He is also incapable of reading and understanding maps or directions and experiencing obstacles in using draft abstracts about time. For example, he needed clarification about the period of the massage incident or the future. Often, I make errors when calculating numbers- like the substitution process, repeating backwards, and filling in row count and measuring.

Child dyscalculia Also often experiences obstacles in learning music, mainly Because of a complex understanding of notes, tone sequences, etc. They can also have difficulty in sports activities because they need clarification about following the rules of play, which relate to system scores. Process vision or visual weakness and the problem with spatial (ability to understand to get up room). He also needs help entering numbers in the right column.

Which becomes the centre of attention writing and the connection between the symptoms involved inside. According to Sugiyono (2015:1), the method study is: "The research method used for examining the conditions of natural objects (as his opponent is an experiment), where the researcher is the instrument key, technique collection data done by triangulation (combined), data analysis characteristic inductive, and results study Qualitative emphasizes meaning more than generalization."

Method Study

In the study, this method is descriptive, namely, aimed at solving the problem in the current period. The method used in the study is descriptive. Study This is a descriptive study with a qualitative approach. According to Sugiyono (2016:9) put forward: "Method descriptive qualitative is method research based on philosophy postpositivism is used to research on the natural state of the object (as his opponent is an experiment) Where the researcher is as instruments essential data collection techniques carried out in a manner triangulation (combined), data analysis is inductive/qualitative, And results study.

Subject Study

The subject study is essential for getting the information required for the activity study. Subjects used in the study were participants who had difficulty studying specific dyscalculia. There is a different base at three schools: SD Uchuwatul Islam, SDN 077 Sejahtera, and SDN 054 Mice Bandung. Qualitative emphasizes meaning rather than generalization.

He is studying descriptive qualitative aims to describe, explain, and answer the problem in more detail, which will be researched by learning the maximum possible individual, something group or something incident. Qualitative man is an instrument of study, and results are written in words or statements based on circumstances. The researchers apply descriptive and qualitative approaches to get the actual conditions that occur in the field according to the title of the researcher described in the research.

Technique Collection Data

A researcher can use the technique of collecting data to collect data needed to obtain field data that fits the purpose of the study. So, the writer uses the technique of collection data in the study qualitative:

1. Observation (observation)

Observation is a method of systematic data collection through observation and recording of the phenomenon under study. The author observes the research location and interacts intensely with the para-source person during data collection. Observation The method used in this research is participatory observation. The researcher puts into place the activities of people who are observed but not involved. As well as, overt or covert observation, i.e. Where they researched, Which part of known activity researcher. But in some moments, the researcher Also does not keep going bright or disguised in observation; this is to avoid something data Which searching for is data that is still kept secret. If done with Keep Going Bright, the researcher cannot observe.

2. Interview

The interview is a conversation with a specific meaning. The interviewer, who submits the question, and the interviewer, Who answers the question. Interview in study This is done using an interview guide or checklist question as a research tool. Interview technique on the study: This also uses a semi-structured technique. The researcher chose this type of interview because researchers hope to get more free data from the party interviewed on the ideas. Hence, researchers found a more open problem view done to Teacher class and students with dyscalculia directly.

3. Studies Documentation

The document notes an incident that has already passed. The document can be in text, pictures, or monumental work by somebody. Documents indicated in this are all related

documents with process guidance Teacher to participant educate need help with Study mathematics. Documents used by the researcher here, such as report participant education, history education during participant students at the school, portfolio assignment students, and other documents, can support the completeness of the data from the study. Source data for getting documents originate from staff part record management school and Teacher class.

Instrument

Researchers use the research instrument to collect data. Instruments worn on study This is an observation and documentation activity study and an interview. The study This focused on getting an idea about the role of the Teacher in guiding participants who have a hard time Studying mathematics.

Technique Analysis

Data analysis is a search process that systematically the data obtained from the results of interviews, notes field, and documentation, with the method organizing data categories, describing in units, doing synthesis, compiling to a pattern, choosing which is essential and which will be studied, and draw conclusions so easy to understand. Analysis models: the data in this study follow the concept given by Miles and Huberman. Miles and Huberman in Sugiyono (2012:237) disclose that "activity in analysis data qualitative done in a manner interactive and going on in a manner Keep going- continuously on every stages study until complete." Activity in analysis data: data reduction, data displays, and conclusion drawing/verification.

Data Reduction

Data lined then a transcript of the results of in-depth interviews, intended for market accessible in process data classification, sorting data No needed. It means the researcher summarizes, chooses the main things that will research, and returns to the research problems. Thus, the result will become material, which will be discussed in the study.

Data Display

Data collected are mapped accordingly to a category, producing grouping based on the designed systematics. This data presentation continues to refer to the focus of the problem. In the qualitative study, process collection data during observation, interview, and document analysis is not inseparable from process analysis data, so the process study goes on together. Withdrawal conclusion or Verification data (Conclusion drawing/verification). On stage This. Researchers can answer the formula problem, formulated since its inception. However, it is still temporary because, from the beginning of data collection, the researcher must understand the meaning of various data found. Verification is done after the researcher finishes the reduction and presentation of data, and the researcher can draw a conclusion based on the results of the study in the field that has been analyzed with theory. So, the conclusion Which has verified results can be insured answer. Because of that, the researcher repeats the activity for objective stabilization, searches for data returns, and sees the return notes field so that the conclusion study becomes more accurate, detailed, and trusted. With this, the study can convey deep meaning and can be tested.

RESULT AND DISCUSSION

School

The school used as the research place is SD Uchuwwatul Islam, elementary school 077 Prosperous, elementary school 054 Mice City Bandung. Location SD Uchuwwatul Islam This located in Jl. Pasirkaliki Gg. H. Ento, Sukabungah, Kec. Sukajadi, City of Bandung Prov. West Java. Location Elementary school 077 Prosperous This is located in Jl. Prosperous No. 12, Pasteur, Kec. Sukajadi, City of Bandung Province. West Java. SDN 054 This Tiukur is located on Jl: Titimplik No. 1, Sadang Attack, district small hole, City Bandung province Java West. Location third SD This is very strategic because it is easily reached by the participants he taught. Kindly ensure the general condition of the construction of these three schools is sufficient and supports activities or activities. Study and teach daily. SD Uchuwwatul Islam's building is divided into several rooms consisting of five classrooms: One room for head school, One room for health, one teacher's room, and one room for system business. Elementary school 077 Prosperous owns means and infrastructure Which support learning activities in the form of a room head school, A room system business, A room Teacher, as well as 42 rooms Which are used for room class, UKS, post-security guard, etc. SDN 054 Tiukur has means as well as infrastructure, which is divided into one principal's room, one teacher's room, field ceremony, room angklung, warehouse, two prayer rooms, canteen, fifteen rooms class, room computer, room library, administration room, UKS room, and four toilet teacher and student.

SD Uchuwwatul Islam This is managed by one person head school, one-person representative head of school curriculum, one person power system business, And six-person power teacher. A one-person head school manages SDN 007 Sejahtera, four twenty teaching staff, four staff administration schools, five-person power school guards, and A one-person power library. SDN 054 Tiukur is managed by one principal, 33 people power teachers, a five-person power school administration, and three staff guard schools.

Service education is applied by SD Uchuwwatul Islam moment. There are six grades, from grade one until class six. Using curriculum prototypes, SD Uchuwwatul Islam is known as an educational institution with the term "Moving School". Educational services Which given elementary school 007 Prosperous moment This

There are six levels, which start with class One and with class six; participants educate 938 people, 453 participants educate men, and 485 participants educate Women, with time Study held in a manner that alternates at the time morning and afternoon for six days. Service education applied elementary school 054 Mice moment This consists of class One until with six with amount participants educate 843 people, 447 participants educate men, and 396 learner girls, with time Study held in a manner alternating between morning and afternoon six days.

Respondents

1. Respondents One

Respondents interview One is a teacher at SD Uchuwwatul Islam Kota Bandung at a time guardian class 4 with the initials H, male, And aged 30 years. Graduate of 2016, with education final S1 education knowledge knowledge natural, UIN Sharif Hidayatullah Jakarta. With a long time, four years of work. The respondent is an active teacher at SD Uchuwwatul Islam City Bandung and owns Wrong One participant who has difficulty Studying mathematics with the initials ZN.

2. Respondents two

Respondents Teacher Who made research subject with the initials KAM, a Teacher Senior Woman. The respondent is a teacher at the elementary school 077 Prosperous City Bandung. With a background behind education outside the average, a graduate of S1 PGSD City Bandung, with a work period of one-half year. He is also a guardian in class 4 in elementary school 077 Prosperous City Bandung. In elementary school 077 Prosperous, a participant has a hard time Studying mathematics. Sit down in class 4 with the initials REP. Respondents did Not yet know What Children need special dyscalculia, a manner profound; respondents only understand several types of children with difficulties, namely slow learners and dyslexia just.

3. Respondents three

Respondent Third is a teacher, a woman with the initials TMN, who served as teacher guardian class 4 in elementary school 054 Mice City Bandung, age 24 years. With long period Work 1.5 year. Graduate of the year 2020 with a background in S1 primary teacher education. Respondents: This participant is educated and needs help Studying mathematics with the initials SKS.

Result

1. The role of the teacher in identification and student detection has difficulty learning mathematics in Uchuwwatul Islam Elementary School, SDN 077 Sejahtera, SDN 054 Tikukur City Bandung.

Based on the results of the interview, observation, and documentation study through 3 respondents from each school, The study concluded that the role of the Teacher in the identification and detection of participant education has a hard time Studying mathematics. The researcher found similarities between the two schools that made the study, SDN 054 Tikukur and SDN 077 Sejahtera City Bandung. Most teachers needed to follow the process of identifying and detecting participants' education. Still, only teachers appointed directly by the party school perform tasks in the identification process and detection. Even in assessment and decision-making, some teachers are not included in the assessment, and no focus is made to discuss further participant abilities.

Process identification and detection require a deeper understanding of participants who have difficulty studying. Most teachers at SDN 054 Tikukur and SDN 077 Prosperous Bandung City need help understanding. However, at SD Uchuwwatul Islam, most teachers follow the plunge directly, follow the process of identification and detection of participants, and educate participants who need particular help with studying. Implementation identification and detection Teachers also play a role in conditioning students involved in identifying, detecting, and evaluating several points in the assessment instrument.

2. The role of the teacher in assessing students with learning difficulties in mathematics at Uchuwwatul Elementary School Islam, SDN 077 Sejahtera, SDN 054 Mice Bandung

In assessing participants who have difficulty studying mathematics, the researcher divides the results into four stages: preparation, evaluation, and withdrawal conclusion. Based on the results of research conducted from 3 respondents in 3 schools, the third respondent put forward that a party did the implementation assessment was assigned directly by the head school to assess the ability of participants students starting from

the preparation of the instrument assessment, implementation, evaluation of results, and withdrawal conclusion.

This is done by drafting instrument assessment, implementation, evaluation of results and withdrawal conclusion, which requires understanding related to the child's developmental tasks. Understanding What needs to be adjusted according to the age of the students will rate growth and development with the use of instrument assessment, which becomes a reject measure in concluding the ability of the participant to educate.

However, in SD Uchuwwatul Islam, the teacher is directly involved from the start of the implementation assessment until the withdrawal conclusion. Role Teacher on implementation of the assessment at SD Uchuwwatul Islam form help head school and representative head school field curriculum in matter give instructions to participant educate, conditioning participant educate, and give motivation to participant educate with make the atmosphere more comfortable for participant educate moment he did activity assessment going on. On-moment evaluation and withdrawal conclusion: The teacher is involved directly in forum discussions or meetings. Work mainly discusses results from the assessment that has been done.

3. The role of the teacher in drafting program learning in guide participant education is to help the students who have difficulty learning mathematics in SD Uchuwwatul Islam, elementary school 007 Prosperous, elementary school 054 Mice City Bandung.

Three respondents put forward that drafting program learning was arranged on respectively - respectively school-based from results assessment, which was held, and the conclusion which was taken. Program learning arranged for participant education has a hard time. The study, specifically in lesson mathematics, is not distinguished from other students; it's just the weight questions and grades applied to participant education that are distinguished from participant education.

The three respondents describe the difficulties encountered in preparing learning programs, namely, how the teachers and the school determine the weight of questions and weight marks, which will be applied to students with learning difficulties. This matter matters. It is challenging to determine learning methods and approaches that will give participants a hard time Studying, specifically in mathematics.

4. Implementation of learning for students with learning difficulties in mathematics at Uchuwwatul Elementary School Islam, SDN 077 Sejahtera, and SDN 054 Mice Bandung

Activity implementation learning is going on in class on moment learning stare advance, and through media Zoom or Google Meet on moment implementation learning distance Far. Activity implementation learning researchers found similarities between SDN 077 Prosperous and SD Uchuwwatul Islam, that implementation learning No Again use RPP like Which applied AT SDN 054 Tikukur Bandung City Because curriculum Which used in elementary school 77 Prosperous And SD Uchuwwatul Islam Koata Bandung This use curriculum prototype.

In implementing learning for participants, they have a hard time studying; activities are done well, like starting with conditioning children, reading prayers, and motivating them so that children become more enthusiastic about following activity learning or evaluation. Also, the Teacher Prepares worksheets and notebooks for the child. As for the teacher, evaluate the ability of participants who have difficulty studying mathematics in sum, subtraction, multiplication, and distribution by giving a good test assignment, oral test, written test, and test deed.

At the end of the teacher's learning activities, the material will be evaluated against participant education, specifically for participants who have difficulty Studying. I also conclude by learning What has been given at the moment. Evaluation What is done Teacher form processing question Which given when gift material has finished, with weight question Which difference between participant educate other with participant educate have a hard time Studying mathematics for activity and carry on Teacher do it with analyze answer. Remember that the teacher also evaluates attitude, knowledge, and skills, and results evaluation exam evaluation attitude, knowledge And Skills the Teacher enters his judgement to report education.

5. Particular interventions for students with difficulty learning mathematics in SD Uchuwwatul Islam, elementary school 077 Prosperous, And elementary school 054 Mice City Bandung.

Handling intervention, especially for participants educate have a hard time Study mathematics is paying attention, primarily to participant educate, like briefing, understanding, and motivation Study to participant educate have a hard time learning to be more active in learning and finish tasks, as well as put chairs where students sit on line front so that make it easy Teacher to monitor students during the process activity Study teach going on. As well as giving different question weights with participants teaching others.

Besides teaching,r Also guides participants with difficulty in mathematics (Kornelius, 201). Tutoring is carried out at the time the learning process takes place as well as outside O'clock learning. So, the Teacher gives learning to students with math difficulties. Participants who have a hard time studying mathematics can repair marks. Participants educated can fulfil conditions. Criteria Completeness: At a minimum (KKM), specifically for students by weight mark, has distinguished them from the participant's other students.

Then, teachers, parents, or guardians of participants do the same to make it easy to develop the related performance in school. Work: This is done by teachers advising old or guardian participants to educate them so they always follow students' progress in the house.

CONCLUSION

Based on the results of interview, observation, and documentation study through 3 respondents from each school Which has made place study, it can concluded that the role of the Teacher in the identification And detection of participant education has a hard time Studying mathematics, researcher find similarities in the two schools that made place study, that is on SDN 054 Tikukur and SDN 077 Sejahtera City Bandung Which majority the teacher No followed include in doing process identification And detection participant educate, but only teachers Which appointed direct by party school For perform tasks in the identification process And detection the. Even in assessment and decision-making, teachers are not included, and no focus is made on further discussion of participant education. But at SD Uchuwwatul Islam, most teachers follow the plunge directly in identifying and detecting students specifically for participant education, which needs particular help with studying.

In assessing participants who have difficulty studying mathematics, the researcher divides the results into four stages: preparation, evaluation, and withdrawal conclusion.

Based on the results of research conducted from 3 respondents in 3 schools, the third respondent put forward that implementation assessment done by a party Which was assigned directly by the head school to assess the ability of participants students starting from the preparation of the instrument assessment, implementation, evaluation of results, and withdrawal conclusion. However, in SD Uchuwwatul Islam, teachers are actively involved from the start of the assessment until the conclusion.

The third respondent put forward that the preparation of learning programs arranged on respectively - respectively school- is based on the results of the assessment that has been held and the conclusion That has been taken. Program learning arranged for participant education has a hard time. The study, specifically in lesson mathematics, is not distinguished from participants of other students; it's just the weight of the questions and values applied to students with a hard time. The study distinguished with participants educating others. The third respondent Also put forward difficulty obtained in drafting program learning, that is, how teachers and the school determine weight questions and weight marks, which will implemented for students with disabilities Study.

Activity implementation learning is going on in class on moment learning stare advance, and through media Zoom or Google Meet on moment implementation learning distance Far. Activity implementation learning researchers found similarities between SDN 077 Prosperous and SD Uchuwwatul Islam, that implementation learning No Again use RPP like Which applied AT sdn 054 Tikukur Bandung City Because curriculum Which used in elementary school 77 Prosperous And SD Uchuwwatul Islam Koata Bandung This use curriculum prototype. In implementation learning for participants who have difficulty studying, activities That are done well start with conditioning the child, reading prayer, and giving motivation so that the child gets more excited to follow activity learning or evaluation. Remember, the teacher also prepares LKS and notebooks for the children. At the end of the activity, the teacher will provide evaluation material to educate participants, specifically about learning difficulties. And conclude the learning that has been given at the moment.

Handling intervention, especially for participants who have difficulty Studying mathematics, is paying attention, especially to participant education, like briefing, understanding, and motivation. Study participants have a hard time learning to be more active in learning and finishing tasks, as well as putting chairs where students sit in line front so that it is easy for teachers to monitor students during the process of study teaching. As well as giving different question weights to other students.

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