

Identification Children With Special Needs in Inclusive Elementary School Yogyakarta

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ABSTRACT

This study aims to describe the distribution of variations in the types and characteristics of children with special needs in inclusive elementary schools and to find out models of implementation of inclusive education in elementary schools. This study uses mix-method. Data collection techniques used were questionnaires and interviews. Data analysis is carried out quantitatively and qualitatively according to the type of data collected. The results of the study show that children with special needs received in inclusive schools are very diverse. The types of children with special needs that are dominantly accepted in inclusive schools are slow learner (86%), blind (1%), deaf (1%), learning disability (5%), and physically disabled (1%). Identification children with special needs are made through the results of the assessment from the institution of psychology, the results of observations, and tests of learning outcomes. Special guiding teacher obtained from the closest segregation school.

Keywords: *inclusive education, special needs, disabilities, elementary school.*

1. INTRODUCTION

The principles of education implementation as stated in the Act Number 20 of 2003, article 4 verse 1 that Education is conducted democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism. One of the educational programs carried out to address the discrimination issue in the education sector is inclusive education. The Regulation of the National Education Minister Number 70 of 2009 verse 3 stated that every student who has physical, emotional, mental, and social abnormalities or has the potential for intelligence and special talent has the right to participate in inclusive education of specific educational units according to their needs and abilities. Children with special needs is a term used to refer to children who have their own uniqueness in their types and characteristics.

Yogyakarta Province is heading for an inclusive area. It is including Yogyakarta City. As an accelerating step towards creating an inclusive area in Yogyakarta City, Yogyakarta Social Service was providing access for people with disabilities. In addition, Yogyakarta City also pioneered four inclusion districts (Tegalrejo, Wirobrajan, Kotagede, and Gondokusuman), where families with disabled children expected not to be ashamed and hide their children's condition. The data from Yogyakarta Social Service Department stated that the number of people with disabilities in Yogyakarta City is 1,819 people. Children with special needs who attend education are 63.24% [1]. Thus, 37% of children with special needs still do not have access to education.

The phenomenon of children with special needs has increased in every year [2]. The increasing number of children with special needs is not in line with inclusive

education services provided. The implementation of inclusive education has not yet entirely met with the implementation guidelines in terms of the student's condition, teachers' condition, facilities, parental support, and support from the government [3].

2. LITERATURE BACKGROUND

2.1 Children with Special Needs

Children with special needs are terms used to refer to children who have their own uniqueness in their type and characteristics [4]. Children with special needs are students who have special characteristics, without always showing mental, emotional, and physical disabilities. In government regulation number 17 of 2010 article 129 paragraph (3) stipulates that students with disabilities consist of students who are visual disabilities, hear disabilities, physically impairment, intellectual disability, specific learning disability, slow learner, autisme, being a victim of narcotics, illegal drugs and additives.

Students with special needs that can be served in inclusive schools include: 1) visual disabilities are experiencing visual impairments so they cannot use their vision function to attend education in general. 2) Deaf is a person who experiences hearing impairments so he cannot use his hearing function to attend education in general. 3) Intellectual disability is a person who experiences intellectual barriers with an intelligence score below 70. 4) physically disabled is a person who experiences motoric barriers in the form of incomplete bodily organs and imperfect organs. 5) Conduct Disorder are those who experience obstacles or emotional disturbances and

behaviors in such a way that the consequences of their behavior harm themselves and the environment. 6) autism is a complex neurobiological development disorder that includes aspects of communication and behavioral interactions. 7) specific learning difficulties, namely someone who has an average intelligence or above but has a development deficit of one or more of several dimensions that is not caused by environmental factors / sensory abnormalities. 8) Slow learner is students who have IQ scores between 70-90 who experience learning delays [4].

2.2 Inclusive Education

Inclusive education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education [5]. While according to the Minister of National Education Regulation No. 70 of 2009 inclusive education is a system of education that provides opportunities for all students who have abnormalities and have the potential of intelligence and / or special talents to participate in education or learning in one educational environment together with participants students in general. Inclusive education not only includes children with special needs to regular schools, but instead is oriented towards how these educational services are provided in order to meet the needs of every child with the uniqueness and diversity that they naturally have. Inclusive education aims to provide the widest opportunity for all students who have physical, emotional, mental, and social abnormalities or have the intelligence potential and / or special talents to obtain quality education in accordance with their needs and abilities and realize the implementation of education that values diversity and not discriminatory for all students. Application of inclusive education in Indonesia can use several models including [6]:

1. Regular class (full inclusion), where children with special needs study with normal students throughout the day in regular classes using the same curriculum. This model is the most ideal model of inclusive education.
2. Regular classes with clusters. With this model, students with special needs learn with normal students in regular classes in special groups.
3. Regular class with pull out, where students study with normal students in the regular class but in certain times are drawn from the regular class to the source room to study with a special counselor.
4. Regular classes with clusters and pull outs. Students of children with special needs study with other students in the regular class in special groups, and in certain times are drawn from the regular class to the source room to study with a special counselor.
5. Special class with various integration. In this model, students with special needs learn in special classes at regular schools, but in certain fields they can study with normal students in the regular class.

Each inclusive school can choose which model to apply, mainly depending on the number of children with

disabilities to be served, the types of abnormalities of each child, gradation (level) of child abnormalities, availability and readiness of education personnel, and available facilities.

3. METHOD

The research approach was a mixed-method type of Sequential QUAN-qual [7]. The mixed-method in this research focused on the quantitative approach of the survey type. Qualitative research was used as a follow-up and as a deepening of the quantitative data from the survey results that have been obtained. The primary research was a quantitative research type of survey, while the supporting research was a qualitative descriptive type.

The research site was in the Special Province of Yogyakarta that divided into four districts and one municipality. The population of this research was all students with special needs in the Yogyakarta Province. One hundred nine elementary schools administer inclusive education in Yogyakarta Province, consisting of 22 inclusive elementary schools in Sleman, 26 inclusive elementary schools in Bantul, 26 inclusive elementary schools in Gunung Kidul, 13 inclusive elementary schools in Kulon progo, and 22 inclusive elementary schools in Yogyakarta City.

The sampling technique was multistage random sampling by proportional probability. Sampling was carried out in several stages as follows: First, the sample of each school group was taken randomly, with a comparison between populations and a sample of 5: 1. Third, from one sample school at each level, the upper class was chosen because its students have more time in the education system so that they are considered to be more aware of the overall conditions compared to lower class students, and they also considered to have a better understanding about the factors being researched. Based on the stages of the sampling, the following sample distribution was obtained: 5 inclusive elementary schools in Sleman, five inclusive elementary schools in Bantul, four inclusive elementary schools in Yogyakarta City, and five inclusive elementary schools in Sleman.

Data collection techniques were by questionnaires, interviews, and document reviews. The questionnaire was used to explore the data on the feasibility of the educational services for inclusive students in Yogyakarta City. The questionnaire was prepared by the researchers themselves. To test the reliability of the questionnaire instrument, content validity, and construct validity tests were conducted. Interviews were conducted to deepen the data information that was obtained through questionnaires. Interviews were conducted on six informants, including (a) 1 principal and one teacher representing each school. In addition to the interview guidelines, a checklist was also used as supporting data of the interviews that have been conducted. Data analysis was carried out quantitatively and qualitatively according to the type of the collected data.

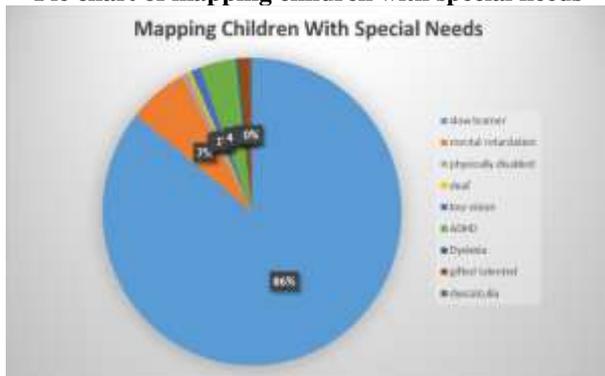
4. RESULT AND DISCUSSION

An inclusive school is a program designed by the government since 2003 with the aim of providing services to children with special needs so that they can attend public or regular schools like children in general. The research site was in the Special Province of Yogyakarta that divided into four districts and one municipality. The population of this research was all students with special needs in the Yogyakarta Province. There are 109 elementary schools that administer inclusive education in Yogyakarta Province, consisting of 22 inclusive elementary schools in Sleman, 26 inclusive elementary schools in Bantul, 26 inclusive elementary schools in Gunung Kidul, 13 inclusive elementary schools in Kulon progo, and 22 inclusive elementary schools in Yogyakarta City. The samples in this research were 15 schools designated as inclusive elementary schools by the government from 4 districts and one municipality in Yogyakarta Province.

The highest number is children with learning difficulties from a total of 278 children with special needs identified. The distribution data are presented in the following figure.

Figure 1.

Pie chart of mapping children with special needs



Based on data from inclusive schools, slow learner children type is the highest by 86%. While the type of children with physical disabilities, blind, physically disabled, and deaf, is only 1%. This indicates that not all schools accept children with physical disabilities. Identification and assessment of children with special needs are obtained through observation and learning test techniques [8]. Some schools have cooperation with health centers and psychological institutions.

While the data on special education teachers from several schools that have applied inclusive education, mostly in one school, it has only one person. The special education teacher is assigned from a special school in the sub-district closest to the school. Special education teachers are only the consultants, only come once every two weeks to those inclusive schools.

As a teacher or educator, when dealing with special needs students in the classroom, learning must first understand the students' characteristics. Therefore, the teacher can serve these students to the fullest in the hope that students can well understand the learning material that has been delivered by

the teacher. In addition to teaching, the presence of educators, in theory, is also to guide their students. Educators in question are classroom teachers, special guidance teachers, and subject teachers. The teacher's role in inclusive learning needs to be noticed, which is the competencies that educators must have in learning. These competencies are pedagogic competence, personality competency, social competency, and professional competency.

The classroom teacher and subject teacher have a dominant role in the learning process in inclusive classes. Special education teacher role as the consultant or other teachers' counselor when they have difficulties in facing students with special needs in the learning process.

According to the researchers' observations and the results of interviews that researchers have done, there are many successes that have been done by the educators (special education teachers, subject teachers, and classroom teachers) in implementing inclusive education. Actually, there are results that can be measured in real form and cannot be measured in real form. What can be measured in real form is that special needs students won the first rank in the 2012 National Mathematics Olympic Competition held in Bali. Whereas for the one that cannot be measured in the original form are special needs students who have graduated from the Muhammadiyah Dadapan Elementary School, Sleman has improved in behavior and character based on religion.

In the implementation of inclusive learning in schools, there are still several obstacles or problems faced by educators that need attention. In this part of the discussion, the researchers describe the obstacles or problems faced by educators in inclusive learning into four parts, which are the teachers' condition, school policy, learning process, and the role of the government.

The condition of the educators (classroom teachers and subject teachers) while teaching students in the class, especially serving students with special needs, does require patience and special attention more than the regular. Sometimes, teachers can be temperamental in assisting students with special needs in class. It caused students to feel afraid of the teachers when they give orders to the students. Teachers also have to pay special attention to students with special needs because they need help that other regular students do not need, such as teachers have to repeat several times to make them understand about specific learning material. Classroom teachers provide individual guidance to students with special needs because students with special needs have different characteristics from one another. An individual approach is considered more appropriate, such as through assessment, intervention, and evaluation [9].

4.1. School policy

The obstacles in conducting inclusive learning faced by some schools in general and also by Muhammadiyah Dadapan Elementary School are that there are still inappropriate school policies. One of them is the lack of responsibility of the special education teachers toward the learning progress of the special needs students. This problem is not following the special education teachers' role is to monitor the progress of the students with special needs, solve

problems faced by students, coordinate services for students, willing to provide services directly in class or indirectly outside the classroom [10]. There is also the need for parents of students with special needs to provide special education teachers. Muhammadiyah Dadapan Elementary School is collaborated with the psychology team from the Turi Sub-district Health Center and Special Junior High School of 1 Kalibayam Bantul to provide assessment for students who appeared deficient in cognitive and affective aspects during the classroom learning process.

Every year the school reports new first grade students to the psychology team. Later, when there are students who appear to be deficient, the school also makes a report. When the students who need the assessment test are few, then it is enough to collaborate with the Turi Sub-District Health Center. Therefore, when there is a large number of students who need the assessment test, the school will work together with the psychology team from Special Junior High School of 1 Kalibayam Bantul.

4.2. Learning process

The absence of facilities and special learning media for students with special needs becomes one of the teachers' obstacles. Therefore, students with special needs must take the same lessons as other regular students. According to Yogyakarta Mayor Regulation Number, 47 of 2008 concerning Implementation of Inclusive Education Article 15 stated that the education unit that organizes inclusive education must provide accessible instruments, infrastructure, media, and learning resources for all students with special needs. The implementation of inclusive learning in schools is not yet following the rules of the local government.

Another problem is that students with special needs tend to work on a problem longer than regular students since they need a moment longer to understand the questions. Classroom teachers must repeat the explanation to students with special needs. In the learning process, the teachers are required to serve children with special needs the fullest so that later, students can take lessons equivalent to other regular students.

Besides, the Individual Learning Program has so far been compiled by special education teachers rather than classroom teachers. During the learning process, the classroom teachers cannot carry out activities according to the Individual Learning Program due to the limited time and conditions of students with special needs. Therefore, classroom teachers must provide different practice questions for students with special needs and regular students.

4.3. The role of the government

There is a lack of support and coordination of professional staff or related institutions. The role of the District Education Office or related parties is to conduct training or outreach on inclusive education for classroom teachers at Muhammadiyah Dadapan Elementary School in guiding children with special needs. The government is considered still not giving enough attention and less proactive towards the real problems that exist in the schools. When the

government was already giving classroom teachers or special education teachers specific training and also providing physical or financial assistance, it is still minimal. From the above problems, according to strategies that can be implemented by the government are reviewing policies at the school level, formulating inclusive models, activating mentoring programs, making manuals, and conducting socialization and dissemination [11].

In inclusive learning, there must be a collaboration between all the school members during the learning process at school. The realization of the inclusive school at Muhammadiyah Dadapan Elementary School is not free from the support and cooperation of several parties to achieve the intended goals and outcomes.

The role of a special education teacher is only as a consultant when the classroom teachers have difficulty in guiding students with special needs during the learning process in the classroom. Special education teachers rarely teach students with special needs directly. The role of classroom teachers and subject teachers is crucial in the inclusive learning process because students with special needs are more often guided by them.

4.3.1. Educator competencies

4.3.1.1 Pedagogic competency

Teachers were able to manage the students learning, such as the characteristics development of children with special needs, learning implementation in the classroom, special guidance outside of learning, and learning evaluation outcomes on a regular basis. Teachers were able to manage well to learn using learning strategies and styles, which is in accordance with the rules.

4.3.1.2. Personality competency

The teachers' figure during learning is a model example for students. Classroom teachers and subject teachers able to conduct a mature, patient, and diligent behavior in guiding students, specifically in facing children with special needs. Classroom teachers are already able to understand the characteristics of every student with special needs. Although, the learning process inside and outside the classroom is not in accordance with the Inclusive Education Provider due to limited time and lack of special media.

4.3.1.3. Social competency

The educator's ability to communicate cordially, politely, and involving the community around the school. Teachers mingle with fellow teachers and employees without discrimination, and it appears harmonious.

4.3.1.4. Professional competency

Teachers' ability to deal with students with special needs in classroom learning, guiding, and helping overcome the difficulties of students with special needs in the classroom. The support and obstacles in the implementation of inclusive education at Muhammadiyah Dadapan Elementary School Sleman are:

a. Supporting factors

1) Support from all school members (Principal, educators, students, and guardians/parents of students).

Principal support in this regard is coordinating the inclusive learning process. The role of educators and employees is also significant in realizing the inclusive school. They provide special guidance to students with special needs without discriminating between regular students and students with special needs. Students were also very active in realizing inclusive school at Muhammadiyah Dadapan Elementary School. Without the students' awareness, educators must pay extra attention to guiding and dealing with special needs students. They must intensely foster and directing students for success in inclusive learning.

2) Participation of the parties outside the school

Inclusive learning success is not solely on the educators but also the participation of school members, committees, and citizens. Also, the school also collaborates with the psychological team from Turi Health Center and Special Junior High School of 1 Kalibayam Bantul for first and second grade students' assessments every year. Muhammadiyah Dadapan Elementary School also received funds of School Operational Assistance for students with special needs from the Provincial Education Office of Yogyakarta.

b. Obstacle factors

1) Lack of socialization and training for educators (classroom teachers and subject teachers), especially about dealing with special needs students during the learning process in the classroom.

2) The absence of infrastructure and learning media specifically for students with special needs in inclusive learning at the school.

In guiding children with special needs, educators adjust to the characteristics of each individual. Efforts that have been made by educators in overcoming problems in the process of inclusive learning in schools are:

a. The teacher makes practice questions with the letter size that is larger than regular for low vision students. It is to make children with special needs of low vision can see the writing of the practice questions clearly. Other than that, the teacher also can read the practice questions for students. Actually, these students already have special tools to see, but students do not want to wear it in the classroom because they feel ashamed.

b. Mild body disability students or hyperactive students can be given special attention continuously. For example, by checking whether the work assignment has been completed or not, often communicating with the children, providing motivation to learn, and so on. The purpose is to make children feel cared for by the teacher so that later on, they will obey the teacher's orders.

c. The teacher provides motivation, both in academic and non-academic, for students with mild mental disability. For example, giving guidance services outside classroom learning about learning material that is not yet understood by students with special needs. The non-academic motivation, for example, students are given guidance in being autonomous.

d. The teacher provides additional hours to study outside the classroom learning for slow learning students. Usually, it is done after school hours, and the students are guided by additional special education teachers or homeroom teacher until the students understand the learning material that has been taught.

The Regulation of the National Education Minister Number 16 of 2007 mentioned that the qualification to become a teacher of elementary school is having a minimum degree of Diploma 4 or bachelor in elementary school education (D-IV/ S1 PGSD/PGMI) or psychology from an accredited study program. Classroom teachers at 3 Panggang Elementary School mostly have a bachelor's degree in elementary school education. Likewise, special education teachers are graduates from special education majors. In some schools, all teachers are involved in the learning process. Parents also work with teachers in the development of their children who have special needs.

In the first two weeks of entering school, assessment activities are held. These assessment activities aim to obtain data on students who are indicated as children with special needs. The three objectives activities are (1) obtaining relevant, objective, accurate, and comprehensive assessment data about the children's condition. (2) Obtaining children's profile as a whole, including their learning barriers, potential, special needs, and environmental support needed by the children. (3) Determining the services needed [12].

The tutoring form conducted at Panggang 3 Elementary School is the classroom teacher explaining the learning material in a classical manner while giving guidance to children with special needs so that learning can run effectively. Special education teacher simplifies the explanation from the classroom teacher. General education personnel, both those who teach basic subjects and other subjects, will work with special education personnel to ensure that students with disabilities receive specially designed learning that is indeed their right. When children with special needs learn in the regular class, the classroom teacher must provide maximum assistance, when learning is conducted in inclusive class, the inclusive teacher must provide full assistance [13].

There are three curricula used in Panggang 3 Elementary School, which are: School-Based Curriculum, the curriculum for children with special needs and Kurikulum 2013. For children with special needs, it is applied to a modified curriculum model. This modification curriculum aims for children with special needs to get modifications in learning. Modifications used by special education teachers are adapted to the field conditions. This is in accordance with Zakia explained that the educational curriculum must be flexible in adapting to the needs of each student [14]. An inclusive education system enables learning differentiation, both from the aspects of the method and learning material. Panggang 3 Elementary School, as an inclusive school, the classroom teacher is in charge of making the Lesson Plan coordinated with a special education teacher. Lesson Plan aims to design the process of learning activities from the start to closing. This school use one same Lesson Plan for regular children and special needs children. Although the Lesson Plan is the same, children with special needs still have

special learning. One of the general functions of the teacher as a manager is to plan learning objectives and organize various learning resources to realize learning goals [15]. This is also in line with the Regulation of the National Education Minister Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units explaining that the planning of the learning process must include syllabus and Lesson Plan.

Tutoring provided by the special education teacher specifically for children with special needs is more on a personal approach. Each special education teacher accompanies one child with special needs. This is intended to make the special education teacher more focused on conducting tutoring for children with special needs at school. Special education teachers help overcome all the difficulties faced by students with special needs so that an effective and efficient teaching and learning process occurs [16].

The Special education teacher is the one who should serve as guidance for the classroom teachers and subject teachers in serving children with special needs so that their potential can be developed optimally. The special education teacher at Panggang 3 Elementary School Bantul is tasked with creating individual learning programs for students with special needs aimed to make individual tutoring work effectively [17].

Tutoring in inclusive schools is carried out by classroom teachers and special education teachers. Both components are important, so that classroom learning runs smoothly. The existence of this collaborative tutoring is to fulfill the needs of regular students and students with special needs. The collaborative tutoring carried out by the classroom teacher with a special education teacher at 3 Panggang Elementary school has run smoothly without any problems. In tutoring activities, the classroom teacher always coordinates with the special education teacher in making the Lesson Plan. Likewise, the special education teacher always communicates with the classroom teacher in modifying the learning material. In the learning process, the teacher needs the knowledge to learn, and the material taught by the teacher depends on the knowledge of the child.

Special education teachers are working partners of the classroom teachers [18]. Special education teachers have a collaborative role, which means having the same position to give each other ideas, exercises, materials, also work together in providing services. The classroom teacher and special education teacher at 3 Panggang Elementary School do not apply the coordination system of weekly meetings, but the coordination is carried out conditionally without formal meetings. To create a collaboration role between the two, the meeting must be held once a week. The meeting is to discuss material, curriculum, and ideas related to guidance. In school, there are often conducted socialization regarding children with special needs or training for teachers [19].

5. RESULT

Based on the results of the research conducted, it can be seen that children with special needs received in inclusive schools are very diverse. The types of children with special needs

that are dominantly accepted in inclusive schools are slow learner children (87%) and some of the types of children with special needs who experience physical disabilities such as blind, deaf, and physically disabled. Special Guiding Teachers are obtained from the nearest special school. The function as consultants for educators, both classroom teachers or subject teachers who experience difficulties in the process of planning and implementing learning for children with special needs

ACKNOWLEDGMENT

We want to thank Pipit permatasari for her assistance in collecting the data. Also, we extend our warmest thanks to participants and schools who have been involved in the study.

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