

Research Article

# Empowering Pedagogical Competences of Islamic Education Department Students in an Inclusive Setting Learning

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## Abstract

This research explores the effectiveness of using the Workshop methodology in enhancing pedagogical competences of the Islamic Education Department (Pendidikan Agama Islam/ PAI) teacher candidates in organizing an inclusive setting learning. Pedagogical competence indicators in this study consist of five components; (1) Teacher's understanding towards students, (2) Ability to design and organize learning, (3) Utilization of technology in learning activities, (4) Implementation of learning outcomes evaluation, (5) Development of student competencies. The workshop is one of the training methods that can be used to improve the pedagogical competence of PAI teacher candidates. This study utilizes a post-test only experiment method. The research subjects consist of the control and experimental class. The post-test was carried out in the control and experiment class, while data collected through a test, observation, and documentation. Furthermore, the data is analyzed by content analysis of the post-test and observation results of the workshop program implementation.

Keywords: inclusive learning; experimental research; workshop

## Abstrak

Penelitian ini mengkaji keefektifan penggunaan metodologi Workshop dalam meningkatkan kompetensi pedagogik calon guru Jurusan Pendidikan Agama Islam (PAI) dalam menyelenggarakan pembelajaran setting inklusif. Indikator kompetensi pedagogik dalam penelitian ini terdiri dari lima komponen; (1) Pemahaman guru terhadap siswa, (2) Mampu merancang dan menyelenggarakan pembelajaran, (3) Pemanfaatan teknologi dalam kegiatan pembelajaran, (4) Pelaksanaan evaluasi hasil belajar, (5) Pengembangan kompetensi siswa. Workshop merupakan salah satu metode pelatihan yang dapat digunakan untuk meningkatkan kompetensi pedagogik calon guru PAI. Penelitian ini menggunakan metode eksperimen post-test only. Subjek penelitian terdiri dari kelas kontrol dan kelas eksperimen. Post-test dilaksanakan di kelas kontrol dan eksperimen, sedangkan data dikumpulkan melalui tes, observasi, dan dokumentasi. Selanjutnya data dianalisis dengan analisis isi post test dan observasi hasil pelaksanaan program workshop.

Kata kunci: pembelajaran inklusif; penelitian eksperimental; lokakarya

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## Introduction

Diversity is a reality, and God's will. Indonesia is a country known as a pluralistic nation that has various tribes, races, languages, religions, and cultures. Consequently, education in Indonesia has a diversity of students. Other aspects of diversity that often find in a classroom, such as; intelligence, talent, interest, physical condition, and socio-economic background. At the meeting in Salamanca, Spain, which was launched by UNESCO, the countries and organizations that joined stated that the point was that 'Every child has fundamental rights and opportunities for education, they also have different, unique character, interests, abilities and learning needs.' So, the learning system must be formed to pay attention to the diversity of characteristics and needs of everyone. Then children with special needs must be given access to regular schools that must accommodate them in the education of children who can meet these needs (UNESCO, 1994). A qualified school should facilitate the needs of all students with their diversity to achieve the learning goal. Nowadays, the variety of students can be united in one educational forum, particularly inclusive education.

Today, the Indonesian government is promoting inclusive education to regulate regular schools to may not reject children who have physical or cognitive deficiencies so that they can learn with other regular children. As stated in Law No.70 of 2009, inclusive education is a school for students who have disabilities and have exceptional intelligence and or potential talent (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2009). This law regulates the rights of children with special needs, the requirements of special needs students' acceptance in regular schools, and guarantees from the government that inclusive education will be carried out according to the needs of students. Besides, inclusive schools accept all children regardless of their abilities, disabilities, gender, HIV status, and health or social, economic, ethnic, religious, or language background (Mukti, Somadlon, & Hauschild, 2007, p. 8).

Nowadays, children who have different abilities and disabled are facilitated with special education (Sekolah Luar Biasa/ SLB). It has indirectly built a wall that separates children with special needs from other regular children. As a result, children with disabilities become isolated groups in the social life of the community. Therefore, the implementation of inclusive education for children with special needs is pivotal. Inclusive education could create a pleasant environment, so it can build students' confidence in socializing (Darma & Rusyidi, 2003, p. 223).

Inclusive education in Indonesia at this time has indeed been carried out; although it still faces various problems, it continues to make improvements in multiple aspects. Although the law explicitly regulates the equal rights and obligations for every citizen to access education, cases of discrimination in the field of education still often occur mainly against children with special needs. Schools that carry out inclusive education need to be supported by special educators in learning activities and in fostering children with special needs. One of the specialized staff required is a Special Teacher (Guru Pendamping Khusus/ GPK). Under the 2007 special education manual, GPK must be teachers who have a special education background or have received training assigned to the inclusive school (Zakia, 2015, p. 112). In fact, GPK cannot accompany ABK students every day; GPK only comes to school twice a week (Aniska, 2016, p. 76). On the other hand, regular classroom teachers have lack competency in teaching ABK so that inclusive class learning is not running optimally.

Students of the Islamic Education Department (Pendidikan Agama Islam/ PAI) are future teachers who will teach Islamic Education material to students in elementary school, junior, and senior high school. Although they only teach every class once or twice a week, they would meet diverse students. As a result, besides mastering four competencies; Professional Competence,

Pedagogical Competence, Social and Personality Competence, they should also have an understanding of inclusive learning.

In terms of designing and handling inclusive learning classrooms, pedagogical competence is an essential competence that should be mastered. Pedagogical competence is the ability to understand the students, the design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize the various potentials they have ([Peraturan Menteri Pendidikan Nasional Republik Indonesia, Nomor 7 Tahun 2009](#)). Pedagogical competence has been considered as the main capacity that enables the implementation of learning activities more efficiently and as a minimum professional standard ([Suciu & Mata, 2011, p. 412](#)) of an educator. Therefore, five research questions will be answered in this research; (1) how are future teachers' understanding of students? (2) How is the prospective teachers' ability to design and organize learning? (3) How do future teachers understand the utilization of technology in learning activities? (4) How do future teachers understand in implementation of learning outcomes evaluation? (5) How do future teachers understand in developing the students' competencies? (6) How is the effectiveness of the Workshop method in improving pedagogical competences of PAI students?

Most of the research on inclusive schools in Indonesia is evaluative studies. First, Laraswati's research that evaluated the performance of the Yogyakarta city education office in organizing inclusive schools ([Laraswati, 2018](#)). Second, research of Haryono et al. aims to evaluate inclusive education for ABK in Central Java Province (Haryono et al., 2015). Third, research of Widiastuti et al. evaluate the implementation of the Educational Inclusion of Junior High School in Central Java ([Widiastuti et al., 2017](#)) while another research of Aniska is describing the services which are given by Inclusive schools to ABK in Elementary schools in Kulon Progo Regency ([Aniska, 2016](#)).

From previous studies, it can be seen that research on methods to improve pedagogical competencies of teacher candidates in organizing learning inclusion settings has never been done. In the Workshop on Empowering Competence of Prospective Teachers in the Implementation of Inclusive Settings Learning, participants would get information, experience, and training regarding teacher competencies that must be possessed when learning takes place using an inclusive setting. This workshop contains several materials such as; games to celebrate the diversity, material, and discussion about teachers' competence, material, and practice to assess students, material and practice about curriculum modification, and designing the inclusive learning setting. The workshop materials are arranged in such a way as to cover four teacher competencies. So students of PAI not only could develop their pedagogical competencies but also the other competencies, which will be useful when they implement the inclusive learning setting classes.

## Method

This study uses a post-test only experiment method. The research subjects in this study were students of Islamic Education. Two classes are used as research subjects, namely, the control class and experimental class. Characteristics of research subjects in the control and experimental class are; students of PAI at Universitas Muhammadiyah Yogyakarta (UMY), students that have enrolled in the Psychology of Student Development and Educational Psychology course. The research subjects were 20 students in the experimental class and 12 students in the control class. The experimental class will be given treatment in the form of a workshop program, while the control class will not be given treatment at all. The workshop

program material is the introduction, background, and policy of inclusive learning settings, also how to implement inclusive learning settings. Post-tests gave to both classes, experiment and control class. Posttest in the experimental class is given in the form of google form, while the control class is provided in the form of answer sheets on paper. The results of the post-test and subsequent observations will be analyzed using content analysis.

There are seven topics in the post-test; first, the respondent's knowledge of the issues that present the diversity of students in the class; second, questions about respondents' responses regarding the existence of inclusive learning which held in regular schools, with the possibility of being a solution to the diversity of students in the classroom; third, about the respondent's knowledge of the inclusive settings learning criteria; fourth, the respondent's understanding of the legal basis only for the implementation of inclusive education; fifth, the next focus is around the question of the principle of managing diversity in inclusive schools; sixth, respondent responses regarding the need to modify the curriculum to facilitate the various needs of students; seventh, the educators must perform in the process of managing inclusive learning as part of the pedagogical competence.

## Result and Discussion

### Teacher's understanding of students

Every student is a distinctive individual. Ormrod states that each student has strengths, weaknesses, and various cultural traditions (Rachmawati, Nu'man, Widiastara, & Wibisono, 2016, p. 587). The diversity of the students is not only from their sex, socio-economical background, and culture but also comes from their intelligence, personality, physical agility (Rachmawati et al., 2016, p. 587) moreover, interest and talent. Diversity due to disabilities in the classroom can include obstacles in vision, hearing, movement, intellectual, emotion, and behavior (Mukti et al., 2007, p. 14).

Responses of 90% of respondents or as many as 18 teacher candidates in the experimental class, on the factors that led to the diversity of students in the class still mentioning differences in ethnicity, culture, race, and religion. However, 16 people indicated that student diversity arises due to student personalities, student needs, and different ways of learning, student beliefs, and student abilities. While in the control class, as many as 66% or eight respondents interpreted the diversity of students in the class due to differences in ethnicity, culture, regional origin, how to dress, skin color, or language. Two people claim that diversity is seen from variations in character and understanding of students. Some others state that the variety of students can be seen from the differences in abilities, particularly in the psychological context.

In the experimental class, 85 percent of the 20 respondents answered that integrated education (regular schools) could be a solution for students' diversity since the principal, teachers, and staff were given training and guidance to manage inclusive education. Teachers who take training in the application of special education and or inclusive education have a more positive attitude and have a greater willingness to apply inclusive learning than teachers who have never attended any training (Kantavong, Sujarwanto, Rerkjaree, & Budiayanto, 2017, p. 292). Furthermore, Gupta & Bostrom cited that training is a method to develop one's performance in a specific job (Yusuf, Choiri, & Gunarhadi, 2018, p. 84), which could maximize someone's performance.

Second, the application of inclusive education in schools is well-suited with the background, abilities, and interests of students. One respondent answered that although integrated education could be a solution for student diversity, this needed reconstruction of the teacher attitudes. Numerous variables related to teachers' attitudes, such as training, experience with inclusive education, and students' type of disabilities (Kantavong et al., 2017, p. 293). 15% of respondents of the experimental group answered that integrated education could not be a solution to the diversity of students in a classroom, claiming that it was not suitable for ABK. Then the school is still questioned about its readiness to facilitate all student needs.

Furthermore, the willingness of teachers who do not qualify in the field of management of children with special needs and schools do not understand very well the needs of children with special needs. Therefore, substantial in-service teacher training should be developed to support the implementation of inclusive education (Kurniawati et al., 2013, p. 1434). Teacher training is a means to prepare the teacher's confidence and skill in teaching students with varied educational needs. Lack of knowledge about the personal characteristics of students with disabilities and the lack of specialized skills of teachers causes negative attitudes of teachers towards implementing inclusive learning (Zulfija, Indira, & Elmira, 2013, p. 550). A study from Berry stated that effective inclusion classes start from teachers' beliefs about trust and protection in improving student academic achievement (Elisa & Wrastari, 2013, p. 2).

In the control class, all respondents shared the same opinion that integrated education (regular schools) could be a solution to the diversity of students in the class. Respondents think that regular schools (integrated schools) can be a solution because all students have the right to enroll at school, and all students get the same rights in education. The opening of the 1945 Constitution stated that education is the right of all nations (Undang-Undang Dasar Republik Indonesia 1945, 1945). Another reason for the respondents is that regular schools can facilitate diversity in which all students are free to exchange knowledge. However, one respondent notes that regular schools can be a solution for diversity depending on the competence of a teacher managing the class. Teachers need to master four competencies, mainly pedagogical competencies.

An understanding of the diversity and legal basis of inclusive education is the basis for implementing effective inclusive learning. In terms of the understanding of inclusive education law, all respondents answered that the implementation of inclusive education had a legal basis. Some of the laws and regulations mentioned are the Ministry of Education Regulation No. 70 of 2009 concerning inclusion, the Declaration of Human Rights (1989), Dakar Statement, Salamanca Statement, and the Asian Pacific decade for Disabled.

While seven respondents of the control class did not know and had never heard of the legal basis for implementing inclusive education, the other respondents indicated the legal basis for inclusive education contained in Law No. 14 of 2015, Article 31, paragraph 1 and 2 of the 1945 Constitution, and the 1945 Constitution (amendment) article 31.

### **Ability to design and organize learning**

Only 30 percent of respondents in the experimental class answered that there was no need for curriculum modifications to meet the diverse needs of students. While the rest, as many as 14 respondents, consider the need for curriculum modification to meet the varied needs of students. Adjustments are made to support learning, and the curriculum can be adjusted to the needs and conditions of students. Five respondents of the control class answered the need to modify the curriculum is to generalize diversity and adapt to students' needs in learning. Other respondents considered that curriculum modification was not necessary because the existing curriculum was able to meet diverse student needs. Moreover, the current curriculum has been

carefully arranged and planned so that the different needs of students are accommodated. All that remains is how the understanding and skills of a teacher can be improved so that they can run the existing curriculum following student needs.

The curriculum is a pivotal component of education. In implementing inclusive learning settings, teachers need to perform special learning strategies, create modifications in the curriculum, and learning media (Mukti et al., 2007, p. 14). To organize inclusive education, the school should create warmth environment between students also receive all the students' differences. Moreover, the school should have the appropriate curriculum for various students. In implementing an inclusive learning setting, teachers should be able to create an encouraging atmosphere that supports all students and involve the parents in helping the students learning process (Kurniawati et al., 2013, p. 1433). Inclusive learning cannot be achieved without the cooperation and collaboration of various parties; the results of inclusive learning depend on shared responsibility, collaborative inquiry, and finding solutions (Robinson, 2017, p. 165).

The curriculum of an inclusive school is based on the needs of students. The teacher's task is to manage the differences between students by recognizing their strengths and weaknesses, planning lessons based on them, using teaching strategies, and adjusting the curriculum to suit the abilities and background of each student (Mukti et al., 2007, p. 30). Mangunsong stated that the school should be independent in making curriculum adjustments and changes in school management and creating classroom-based on students' needs (Rachmawati et al., 2016, p. 587). Furthermore, teachers should have the knowledge and skill to modify the teaching and learning materials to correspond to the needs of every student (Rachmawati et al., 2016, p. 588). Teacher guidelines in curriculum modification in an inclusive classroom are according to children learning speed and children's respective abilities to achieve academic, social, emotional, and physical development optimally (Mukti et al., 2007, p. 10).

Respondents in the experimental class stated things that must be done by the teacher in the management of inclusive learning are;

1. decrease graduation indicators if it is found students have special privileges
2. adjust the student environment to the circumstances and conditions of students
3. adapt the curriculum to the contents, processes, and products;
4. collaborating on learning curricula according to the inclusion setting
5. recognize the potential, talents, and interests of students
6. determine the right learning strategy
7. authentic assessment

Furthermore, according to Mukti et al. in the book entitled "Embracing Diversity: Toolkit for Creating Inclusive, Learning Friendly Environments – Indonesian Edition" there are ten strategies to modify the curriculum in inclusive learning setting classroom, particularly in implementing in the learning process; the teacher introduces different learning methods and learning styles, such as discussion, games or role-playing; the teacher uses the environment and available resources to help students in learning; students with learning difficulties could review their lessons and improve it or get repeated explanations of the material; the teacher has and uses various assessment instruments to measure students' knowledge, skills, and attitudes and not only rely on test scores; students with disabilities have the same opportunity to play and develop physically according to their conditions; girls have equal access and opportunities to play physically and other extracurricular activities as boys; all students could learn in their language; the school provides special subject areas / extracurricular activities: school accept and respect all students from various religions; and schools could learn about the different cultural traditions of students (Mukti et al., 2007, p. 19).

Meanwhile, 80 percent of respondents in the control class claimed they do not know about curriculum modifications. In terms of the management of inclusive learning, 20 percent of respondents responded by emphasizing that a teacher must be able to enter the world of students and must be able to understand the condition of students so that the learning process runs well. The teacher also should be able to create engaging learning. Engaging learning is one of the basics in implementing inclusive education; besides, Buckler said that there were three effective strategies to promote this type of learning (Buckler, 2016, p. 52);

1. feedback sustained attention and inclusion
2. implementing a safe environment where students are supported in their learning
3. drawing on backgrounds and experiences of the students.

### **Utilization of technology in learning activities**

All the respondents in both the experiment and control class state that teachers should be creative in applying learning methods that meet all student's needs. However, both classes do not mention the specific learning tools or technology that should use by the teacher. Accessible information and technology such as books in Braille for total blind students, sign language for deaf students, and large and bold letters for students with impaired long-distance vision (low vision) (Mukti et al., 2007, p. 48) are essential to use in inclusive learning setting by the teacher.

Moreover, the teacher should prepare varied learning media such as posters, puppets, role-playing, or outdoor class (Mukti et al., 2007, p. 7). What students need now is empowering teaching and learning methods that will continue to keep them engaged, thinking, reflecting, and innovating (Biney, 2018, p. 156). Even implementing a new curriculum with new teaching and learning methods can be more complicated than expected (Du, Su, & Liu, 2013, p. 1). Teachers should master the ability to understand the disparities in students and the skill to use a range of learning methods to deliver teaching materials (Rachmawati et al., 2016, p. 585). The school represented by the teachers should help and encourage the students to find their passion and build learning models (Rachmawati et al., 2016, p. 592) based on the students' needs and diversity.

### **Implementation of learning outcomes evaluation**

Seventy percent of respondents in the experimental class stated that curriculum modification is necessary to support learning so that the curriculum can be adjusted to the needs and conditions of students. Meanwhile, respondents in the control class considered curriculum modification unnecessary because the existing curriculum was able to meet the diverse needs of students. The current curriculum has been arranged and planned carefully so that the different needs of students are accommodated.

Evaluation of learning outcomes in inclusive learning is very closely related to curriculum modification. To be able to meet the learning needs of every student, curriculum modification is done by the teacher by lowering the Minimum Completeness Criteria Standard (Kriteria Ketuntasan Minimal/ KKM) (Laraswati, 2018, p. 93). KKM must be fulfilled because it is one of the processes in improving the quality of Education and showing the level of achievement of competency standards and basic competencies in certain subjects by students (Sholihah, 2008). This modification is done by looking at the condition of students, especially their intellectual intelligence. In terms of compiling evaluation questions, children with special needs are given special attention by working on the questions under their abilities (Aniska, 2016, p. 79). The teacher also should prepare evaluation materials under the conditions of students (Miftahudin, 2014, p. 2016). Seven types of assessments can be used in schools providing inclusive education, that is performance appraisals, attitude assessments, written assessments, project assessments, product assessments, portfolio assessments, and self-assessments

(Miftahudin, 2014, p. 216). Also, teachers should assess students' learning progress based on observation and portfolio in the form of students' work, the appearance of solutions to a problem, the final report, exploration problems (Mukti et al., 2007, p. 20).

### **Development of student competencies**

Nearly 90 percent of respondents in the experimental class thought that the development of student competencies could be achieved by recognizing the potential, talents, and interests of students, then the teacher needed to determine the appropriate learning strategy. While 75 percent of respondents in the control class stated that a teacher must be able to understand the condition of students so that the learning process goes well.

In developing the students' competencies, the teacher should understand the needs of students. The teachers also need to provoke a positive response of students in more interactive and communicative techniques to facilitate students to engage, understand, participate, and learn (Buckler, 2016, p. 2). Teachers' responsibility is to find out the competencies of the students, then develop their new knowledge, skills, and attitudes by observing students closely; all these programs are called the assessment process (Mukti et al., 2007, p. 10).

### **The Effectiveness of Workshop Method in improving pedagogical competences**

This research indicates that students of PAI, the future teachers of Islamic Education, who are given specialized training with workshop methods to implement inclusive learning setting classrooms, will have a positive impact on their understanding of inclusive education. The respondents who receive the workshop method or experiment group could explain more deeply about inclusive education than the control group. Almost all of the respondents in the control group either did not answer or just answered "never heard" when they receive a question about; the legal basis for implementing inclusive education; the principle of managing diversity in inclusive schools, the management of inclusive learning specifically in the pedagogic competence. Therefore, it shows that the workshop method is an effective method to improve the pedagogical competence of future teachers in implementing the inclusive learning setting class.

Even there are many methods in empowering prospective teachers, the workshop is one of the techniques for improving the competencies of future teachers. The workshop method is effective as a means of trained future teachers to develop their skills in applying inclusive learning settings (Kurniawati, Minnaert, Mangunsong, & Ahmed, 2013, p. 1432). This method is more effective than lecturing activities because it contains not only learning material but also practical exercises. By joining the workshop method, future teachers could engage in learning and practicing their knowledge of inclusive education.

## **Conclusion**

Giving an excellent understanding to prospective teachers for inclusive education will have an outstanding impact, so they could understand not only about inclusive education but also the method to implement inclusive learning setting in a classroom. Furthermore, prospective teachers also understand pivotal components that support the implementation of inclusive learning setting classrooms, such as; curriculum, media, and method and learning strategy of learning for inclusive students, assessment, and evaluation for the inclusive classroom setting. Numerous techniques could be taken to improve the understanding of prospective teachers about inclusive learning setting classrooms, such as; workshops, training, and mentoring. Basic understanding of inclusive learning can also be material in lectures so it can increase students'



knowledge to deal with students who are diverse in class. Particularly in Islamic Education Department/ PAI, the material of inclusive education can be one of the subjects of the Psychology of Students Development and Educational Psychology courses. Besides, a specific program to implement inclusive education must also be created to support students' competences. The program could be integrated with the Teaching Practice course.

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