



The Role of Teachers in Improving Education For Children With Special Needs at Maulana Nadiqu Foundation Rantauprapat

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ABSTRACT

This research investigates the role of teachers in enhancing the education of children with special needs at the Maulana Nadiqu Foundation in Rantauprapat. Inclusive education has become a primary focus in efforts to ensure that every child, regardless of differences in ability or disability, can access a quality education. Although there is a new policy in Indonesia that prohibits the selection of students based on special needs at the primary level, challenges remain in effectively implementing inclusive education. The main objective of this research is to identify the role of teachers in supporting children with special needs within the context of inclusive education, as well as to explore the methods and strategies used by teachers in addressing these special needs. The research method used includes a qualitative approach with data collection techniques consisting of participatory observation and in-depth interviews with teachers, parents, and students. Data analysis is conducted using thematic techniques to identify patterns, trends, and key themes that emerge from the collected data. The theoretical framework used includes concepts from inclusive education, the role of teachers in special education, and psychological theories related to child development. The results of this research are expected to provide a deeper understanding of the challenges and strategies faced by teachers in the context of inclusive education, as well as their important contributions to improving the quality of education for children with special needs. The implications of this research can be used to inform better educational policies and improve teacher training and education to effectively meet the needs of children with special needs in inclusive educational settings.

1. INTRODUCTION

The pedagogical framework of inclusive education facilitates the participation of all pupils, regardless of their disability or other characteristics, in comprehensive classroom activities. The aim of implementing inclusive education is to attain the educational goals for all persons at the nine-year basic education level. The benefits of implementing inclusive education go beyond the simple manifestation of human rights and children's rights, including the achievement of children's overall welfare. (Tyas Martika Anggriana, dkk, 2016)

Thus far, children with different abilities (disabled) have been provided with specialist educational facilities in Special Schools (SLB) that are explicitly tailored to suit their degree and type of disabling condition. Little known to many, the SLB school system has fostered an

environment of exclusivity towards children with impairments. The current state of exclusivity has unintentionally hindered the advancement of promoting mutual understanding between children with impairments and typically developing children. Therefore, individuals with disabilities are marginalized and excluded from the social dynamics of society in their social interactions within the community. The community has become devoid of awareness regarding the realities of persons with disabilities. Furthermore, persons with disabilities themselves believe that their existence is not a necessary element of the local societal framework.

Currently, primary schools are officially forbidden from implementing selection processes to ascertain the suitability of prospective students, including differentiating between typical children and those with special needs. Hence, a significant proportion of students with special needs are seen participating in the regular educational system.

To achieve effective and efficient learning, hence achieving learning objectives well, teachers are expected to be able to provide direct support during the learning process. Dengan demikian, kesiapan dan peran guru dari pihak sekolah dasar, terutama guru untuk mengajar SBK, menjadi faktor penting dalam mengajar pendidikan bagi anak dengan kebutuhan khusus. Dalam karya tulis ini, masalah yang menjadi rumusan adalah apa itu Pendidikan Anak Berkubutuhan Khusus dan bagaimana peran guru dalam meningkatkan pendidikan anak berkubutuhan khusus. What are the challenges faced by teachers in enhancing the education of children with special needs?

Menurut rumusan masalah di atas, kita dapat mengidentifikasi tujuan penulisan sebagai berikut: (1) To ascertain the definition of Special Needs Education for Children. (2) To determine the role of teachers in enhancing the education of children with special needs. (3) To determine the specific challenges teachers have in enhancing the education of children with special needs.

2. THEORETICAL FRAMEWORK

a. Education for Children with Special Needs

The inclusive ideology is derived from an integrated education system that seeks to guarantee that students with special needs are provided with access to their education, with special children being included within the narrowest possible scope. Consistent with this execution, it is imperative for all strata of society to recognize that these exceptional children are also integral members of the community. (Dian Ayuningtyas, 2022)

The system of educational services known as inclusive education mandates that students with special needs be integrated into regular courses at surrounding schools, alongside their peers. Schools that adopt inclusive education are ones that provide inclusive learning opportunities for all students within a single classroom. This school provides a high-quality educational curriculum that is both demanding and customized to meet the individual talents and requirements of every student. Additionally, teachers offer valuable aid and support to empower children in achieving success.

The notion of inclusive education is still relatively novel in Indonesia as a whole. (Mahbub Junaidi, 2017) Inclusive education refers to a strategy aimed at transforming the education system by removing obstacles that may impede the complete participation of every student in classroom activities. The prevailing obstacles often pertain to matters of race, gender, social standing, poverty, and similar factors. Essentially, inclusive education refers to the provision of education to children with special needs, where they are taught alongside generally developing youngsters in order to maximize their academic abilities. (Deby Indriani Rahmawan, 2019) The organization of inclusive education is founded upon the principle of constructing a society that embraces inclusivity. Therefore, the proponents of inclusive education strive to establish a societal structure that values and acknowledges difference.

To simplify the inclusive philosophical framework described earlier, inclusive education is established on the core principle that every person has the capacity to acquire knowledge,

advance, progress, and cooperate with others from diverse backgrounds in educational institutions, professional environments, and society. The concept of inclusive education is a concrete expression of the dedication to offer educational opportunities to all children and adolescents, particularly those who are part of minority, marginalized, and neglected communities.

Individuals with special needs, including those facing physical, mental-intellectual, social, emotional challenges, giftedness, learning difficulties, autism, concentration disorders, and hyperactivity, among others, comprise a subset of minorities who are marginalized and have not yet received adequate attention. Additional categories of children with exceptional needs (ABK) that are often disregarded including street children and laborers, children from rural or dispersed communities, children from minority language or cultural backgrounds, and children from impoverished or marginalized groups.

Inclusive education should encompass individuals who are marginalized in order to ensure their access to high-quality classroom instruction. Inclusive education enhances the value of items that are often unnoticed, disregarded, and inadequately served, so enabling the excluded to engage. The objective of inclusive education is to guarantee the equitable distribution of rights and the provision of a high-quality education to all students. (Zaitun, 2018)

Currently, scholars are endeavoring to establish a precise and unambiguous definition of inclusive education. Inclusive education refers to the complete integration of children with mild, moderate, and severe disabilities into mainstream classrooms. Inclusive education refers to a comprehensive system of special education services that mandates the inclusion of all children with special needs in regular courses within their adjacent schools, alongside their mainstream peers. Therefore, it is stressed that schools should undergo a reorganization to transform into a community that facilitates the recognition and satisfaction of the unique requirements of every kid. This entails enhancing the resources and support provided by both teachers and students.

Inclusive education is the practice of integrating all children, including both generally developing children and children with special needs, into a single academic community. Integration of children with special needs into mainstream classrooms with generally developing children is a strategy to prevent their segregation from the mainstream community.

The aforementioned conceptual definition of inclusive education has caused a transformation in the implementation of segregated education. Educational provision for children with special needs is primarily carried out in distinct school environments, such as SLB A for visually impaired children, SLB B for children with hearing and speech impairments, SLB C for children with mental disorders, SLB D for children with physical disabilities, and so forth. Indeed, the crew members were genuinely segregated. Successful implementation of inclusive education requires several components such as policies, a comprehensive national curriculum, collaboration across sectors, environmental adaptation, economic factors, and community understanding to appreciate diversity and difference.

b. The Role of Teachers in Enhancing Education for Children with Special Needs

Teachers in the education of children with special needs have a crucial responsibility to maintain a friendly attitude. This entails recognizing that children with special needs can still make progress despite their limitations, and they should not be subjected to differential treatment compared to their typically developing peers. Subsequently, (Zulham Lubis, dkk, 2023) the teacher acknowledges that the inclusion program is also implemented with the aim of fostering children's self-assurance in their own capabilities. The instructor has the belief that the implementation of inclusive education can provide support in effectively catering to the needs of students with special needs inside the classroom. Upon seeing kids with special needs in the classroom, teachers often have a profound sense of empathy

towards their students. The teacher experiences compassion when witnessing pupils with special needs grappling with comprehending the taught topic, so occasionally the teacher endeavors to further elucidate the material to these students.

The role of the teacher is crucial in inclusive education as it serves as the fundamental basis of the learning progression. (Nurul Ani Khayati, dkk, 2020) Furthermore, educators must also solicit references for effectively managing students with special needs in the classroom. Furthermore, the guru is aware of alternative media that may be employed in the educational process for children with special needs. For instance, ice cream sticks can be used as counting instruments, and peer tutors can be employed to offer more tangible examples, therefore facilitating comprehension for children with special needs. The teacher extends an invitation to children with special needs to express their comprehension of the educational topics. Furthermore, the instructor actively involves parents in conversations regarding their child's academic advancement.

Teachers play a crucial role in offering appropriate assistance to children with special needs. This role is apparent in the teacher's expertise in offering direction and fostering individual growth, necessitating the teacher to be innovative in formulating patterns and techniques of interaction with students. Nevertheless, the educational qualifications and dedication of teachers in offering direction to children with special needs are crucial elements in the achievement of holistic development for these children. (Rani Abdah, 2019)

The successful implementation of an inclusive education system also enhances the aggregate quality of education in the nation. Furthermore, the promotion of inclusivity helps cultivate attitudes of tolerance and mutual respect among typically developing children, since students with disabilities are entitled to the same rights to life and education. The contribution of classroom teachers in promoting inclusive education within the classroom encompasses:

1. Consistently engaging in communication with families, specifically parents or guardians, regarding their children's academic development and accomplishments.
2. Engaging in community collaboration to actively engage with out-of-school youth, motivating and facilitating their enrollment in educational institutions.
3. Elucidating the advantages and goals of a congenial inclusive learning environment to the parents of children.
4. Equipping children with the necessary skills to engage in meaningful interactions with the community as an integral component of the curriculum, such as visiting museums and observing important religious and national holidays.
5. Engaging parents and community people in classroom activities.
6. Conveying the welcoming and inclusive learning environment to parents or guardians of kids, school committees, and community leaders and individuals.
7. The objective is to engage parents in collaborative efforts to serve as advocates for fostering a welcoming and inclusive learning environment within the school and community.

In order to effectively address the educational requirements of students with special needs, it is necessary that every teacher fulfills their job to the maximum extent. These accommodations are designed to ensure that students with special needs experience a sense of ease and ease throughout the educational process. The students do not experience feelings of marginalization or differentiation from their peers. As educators, it is imperative that we possess the ability to actively include and include all students, therefore fostering their acceptance of the subject matter of Special Needs Children. (Septiyani Endang Yunitasari, 2023)

c. The Challenges Teachers Face in Improving Education for Children with Special Needs

Implementing inclusive education is a complex task that cannot be simplified even by flipping your palm. There exist numerous obstacles encountered both inside and externally

to the educational institution. This difficulty will significantly impede the development of a comprehensive and equitable education system. The primary challenge arises from the instructional staff or instructors. The instructor assumes a crucial function in the realm of inclusive education. Inclusive education in Indonesia continues to encounter barriers, namely a deficiency of instructional knowledge among teachers regarding children with special needs, inadequate proficiency of teachers in managing children with special needs, and a prevailing dismissive attitude among teachers towards children with special needs.

A prominent obstacle encountered by educators in the present day is the shift from prior educational environments, wherein teachers were required to instruct children with special needs in inclusive classes. The implementation of inclusive education in normal classrooms has transformatively altered the understanding of human rights, particularly the right to education, in educational practice. This difficulty emerges from the ongoing revolutionary transformation in education for children with exceptional needs. (Imam Kusmaryono, 2023)

Teacher attitude towards inclusive education refers to the inclination of teachers to engage intellectually, emotionally, and conscientiously with inclusive education, (Imam Setiawan, dkk, 2022) even if their status is not yet accompanied by sufficient teacher competence. There is a prevailing perception that special education teachers are not sufficiently sensitive and proactive in addressing the challenges encountered by children with special needs. Teachers lack explicit regulations elucidating their specific roles, tasks, and obligations. The execution of tasks lacks consistent deliberations, the presence of collaborative models as reference and sufficient financial backing.

In addition to educators, the successful execution of inclusive education necessitates well-equipped facilities and infrastructure. Nevertheless, in actuality, these facilities and infrastructure remain constrained. Undoubtedly, the successful execution of inclusive education necessitates a substantial amount of resources and infrastructure. This is because schools must accommodate the many requirements of children with special needs, including hearing aids, tactile books, and other equipment that must be specifically designed to suit the limitations of these children. This constraint directly impacts the insufficient provision of services for children with special needs in schools. The primary concern regarding the insufficiency of facilities and infrastructure is the dimension of cost.

The little knowledge among parents and the community about the rights of children with special needs presents a difficulty for instructors when implementing inclusive education. (Jamilah Candra Pratiwi, 2015) The attitudes and behaviors exhibited by parents exert a significant impact on the behaviors exhibited by their children, therefore subsequently shaping their future lives. This hypothesis posits that parents who lack support for inclusive education can have a detrimental impact on the development of their children's attitudes and behaviors. Consistent and comprehensive parental assistance for a kid with special needs significantly enhances the probability of the child achieving their highest level of development. A mother's support can elicit a feeling of value in a child, while a father's support can cultivate the youngster's competence.

Furthermore, apart from parents, the involvement of the community is critical in meeting the requirements of children with special needs. The immediate environment that significantly influences the situation is comprised of parents and the community. The disposition of parents and society to acknowledge and endorse a child's deficiencies can motivate the child to enhance their developmental capabilities. In the absence of acceptance and support from parents and society, the advancement of children with special needs will be substantially impeded. Typically, children with special needs have feelings of shyness and anxiety when it comes to the task.

Regrettably, in the present circumstances, parents remain reluctant and even apprehensive about enrolling their children in conventional educational institutions. The causes encompass concerns about the child's potential incompetence, apprehension of prejudice, and various other factors. In addition, society is less cognizant of the existence of children with special needs and tends to distinguish between typically developing children

and those with exceptional needs. (Rizka Norsy Ramadhana, 2020) Enhancing education for Children with Special Needs poses a significant challenge for education professionals.

3. RESEARCH METHOD

"The Role of Teachers in Enhancing Education for Children with Special Needs at the Maulana Nadiqu Foundation in Rantauprapat" is a research study that utilises a literature review approach. Sarwono (2006) defines literature study as a method of gathering data by examining different reference books and prior research findings pertinent to the research topic. This approach is valuable for developing a theoretical basis for the subject under investigation. Moreover, Nazir (2003) defined literature study as a method of gathering data by examining books, literature, notes, and other reports pertaining to the subject one intends to address. Sugiyono (2012) defines literature study as a theoretical analysis, evaluation, and reference of scientific literature pertaining to the culture, values, and norms that emerge in the social context under investigation. Researchers engage in investigations pertaining to theories important to the research subject, consolidating as much information as feasible from appropriate literature. The literary sources for this study were acquired from books, periodicals, and research outputs. Therefore, this study encompasses fundamental procedures such as methodically identifying hypotheses, doing literature search, and analyzing documents that offer information pertaining to the research objective.

4. RESULTS AND DISCUSSION

Research Results

Inclusive education refers to a comprehensive system of educational services that mandates the inclusion of students with special needs in regular classrooms within surrounding schools, alongside their mainstream peers. The objective of this is to guarantee that every student, without any exclusions, has equal access to education. Inclusionary philosophy underscores the notion that every person has the capacity to acquire knowledge, develop, and cooperate with people who possess diverse backgrounds. Inclusionary education aims to remove any hurdles that could impede the complete engagement of all students, including ethnicity, gender, socioeconomic status, and other impediments. In addition to gifted persons, those with learning difficulties, autism, attention deficit and hyperactivity disorders, and other minority groups, inclusive education include those with physical, mental-intellectual, social, and emotional impairments. The notion of inclusive education in Indonesia is largely unestablished and continues to encounter several obstacles in its execution. Inclusive schools establish an appropriate and demanding educational curriculum that is customized to the individual capabilities and requirements of every student, complemented by the guidance and support offered by the teachers.

The function of educators in augmenting the educational experience for children with special needs: Teachers have a vital function in the implementation of inclusive education. They ought to exhibit amicability and refrain from showing any form of prejudice against children with special needs in comparison to their peers. Furthermore, teachers must possess the ability to elucidate the subject matter to pupils with special needs in the event that they face challenges. Teachers must demonstrate ingenuity in identifying efficient techniques and mediums for instructing students with special needs, such as employing ice cream sticks as visual aids for counting or engaging in peer tutoring. Teachers ought to engage in informed communication with parents regarding their child's academic advancement. Effective cooperation among educators, parents, and the community is crucial to promote inclusive education. Teachers must possess the ability to cultivate innovative patterns and methodologies of approach in order to offer comprehensive guidance and support to students with special needs.

One of the main obstacles that teachers encounter in enhancing education for children with special needs is their limited understanding of these children and their inadequate abilities in

effectively managing them. The prevailing attitude that yet holds crew members in low regard is also a substantial hindrance. The insufficient availability of equipment and infrastructure required for inclusive education, such as hearing aids and braille books, impedes the provision of high-quality educational services for children with disabilities. The primary concern regarding the insufficiency of facilities and infrastructure is the financial expense. The limited knowledge of the rights of children with special needs among parents and the society presents a substantial obstacle. Many parents are reluctant or apprehensive about enrolling their children in mainstream schools because of worries about discrimination or their child's insufficient skills. Furthermore, the apathy of society is exacerbating this predicament. This study underscores the significance of inclusive education as a crucial endeavor to ensure equitable learning opportunities for all children, including those with special needs. The contribution of teachers is crucial in guaranteeing the achievement of objectives in inclusive education. Nevertheless, persisting obstacles include a deficiency in instructors' expertise and abilities, inadequate facilities and infrastructure, and insufficient awareness among parents and the community.

Discussion

Inclusive education is the comprehensive integration of children with special needs, regardless of their severity, into mainstream classrooms. Inclusive education refers to an educational service paradigm that mandates the inclusion of all students with special needs in regular classrooms within surrounding schools, alongside their peers. Hence, it is imperative to reorganize schools in order to transform them into cohesive communities that facilitate the realization of the unique requirements of every student. Consequently, it is imperative to enhance the quality of materials and support provided by both teachers and students. This definition demonstrates that inclusive education unifies all children, including both generally developing children and children with special needs, into a single inclusive community. Integration of children with special needs into mainstream classrooms with generally developing children is a strategy to prevent their segregation from the mainstream community. The theoretical understanding of inclusive education has fundamentally transformed the approach to segregated education. The education of children with special needs has primarily taken place in distinct educational environments, such as SLB A for children with visual impairments, SLB B for children with hearing and speech impairments, SLB C for children with mental disorders, SLB D for children with physical disabilities, and so forth. Indeed, the crew members were genuinely segregated. The successful implementation of inclusive education requires many components, including legislation, national curriculum, cross-sectoral cooperation, environmental adaptability, economic considerations, and community awareness in recognizing diversity and heterogeneity.

The contribution of teachers in improving the education of children with special needs extends beyond academic dimensions to encompass the social and emotional well-being of the kid. In addition to being an educator, a teacher also serves as an advocate and a catalyst in establishing a constructive inclusive atmosphere. The primary barriers to the successful implementation of inclusive education are the deficiency of knowledge and skills among instructors, together with inadequate assistance in terms of facilities and infrastructure. The significance of augmenting teachers' expertise and abilities in managing children with special needs through rigorous training and professional growth. It is imperative to allocate more resources towards the development of educational facilities and infrastructure that cater to the specific requirements of children with special needs. Establishing robust collaborations among educational institutions, parents, and the community to promote inclusive education, therefore fostering a climate of greater support for children with special needs. To optimize the efficacy of inclusive education in schools, it is imperative to establish a collaborative model among instructors and adopt a complete integrated approach. By tackling these obstacles, it is anticipated that inclusive education can enhance its efficacy and foster inclusivity for all

students, including those with special needs, therefore enabling them to achieve their maximum capabilities within a constructive and nurturing educational setting.

Undoubtedly, inclusive education encounters intricate and multifaceted obstacles. Key areas of discussion include: The imperative for increased allocation of resources towards education and training to augment the expertise and competencies of educators in providing assistance to children with special needs. Teachers require robust and unwavering backing from the school system through the implementation of supporting policies, assurances of clear roles and duties, and sufficient financial allocation to furnish the essential facilities and infrastructure. The successful implementation of inclusive education is contingent upon the active involvement of parents and the community, in addition to the obligations of schools and instructors. Greater efforts are required to increase public knowledge and combat the negative perception associated with children with special needs. To guarantee that children with special needs feel accepted and encouraged in realizing their potential, it is crucial to establish an inclusive environment in schools and communities. In order to enhance the effectiveness of inclusive education in promoting the growth and achievement of children with special needs within a more inclusive and supportive educational setting, it is expected that these issues would be systematically and comprehensively addressed.

5. CONCLUSION AND SUGGESTIONS

Furthermore, children with exceptional needs are entitled to the same rights as typically developing children. Per Law Number 20 of 2003, Article 5, Paragraph 1, every citizen is entitled to equal access to high-quality education. The entitlement of children with special needs to obtain a sufficient education without any form of discrimination is imperative. Inclusionary education serves as a catalyst for ensuring equal rights to get the same education for all members of society. To get a high-quality education, children with special needs can be integrated into mainstream classrooms alongside typically developing children.

The field of inclusive education has several obstacles that impede its successful execution. The insufficiency of skills and attitudes among instructors in effectively managing Children with Special Needs, despite their crucial role in education. Furthermore, the insufficient financial resources lead to a scarcity of physical equipment and infrastructure in conventional educational institutions. Insufficient knowledge among parents and society about the rights of children with special needs leads to profound feelings of shame and fear among these youngsters in realising their full potential. The enhancement of teachers' competencies and pedagogical approaches is vital to provide inclusive education. Comprehensive training on inclusive education for teachers is a crucial determinant that can shape attitudes towards inclusive education.

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