



Teacher Training Innovations to Improve Education Inclusion In Schools

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ABSTRACT

Inclusive education emphasizes the importance of providing equal learning opportunities for all learners, including those with special needs. In its implementation, the success of inclusive education depends on the readiness and competence of teachers in dealing with the heterogeneity of students in the classroom. Innovative teacher training is one of the main strategies in responding to this challenge. Innovations in teacher training include developing training curricula based on real needs in the field, using educational technology to simulate inclusion cases, and collaborative training approaches between general and special education teachers. In addition, hands-on and reflective practice-based training models have proven effective in equipping teachers with applicable skills. This research shows that a structured and sustainable training program can improve teachers' understanding of inclusion principles, learning differentiation strategies and inclusive classroom management. Thus, innovations in teacher training not only improve professional competence but also create a supportive learning environment for all students. Therefore, it is necessary to support education policies that encourage the strengthening of teacher capacity through inclusive training that is relevant, contextual and adaptive to the times.

1. INTRODUCTION

Education is an important aspect of basic needs that every human being must have in order to ensure their quality of life and make them reliable individuals in order to ensure their quality of life and make them reliable people. Education is the most important thing in life in order to develop human potential and improve the quality of human resources ([Kusuma et al., 2023](#)). Inclusive education has become a priority in the education system in various countries, but many teachers are still not ready to face this challenge. Inclusive education is an education system in which all children can participate fully and actively in regular classes without considering their respective strengths and weaknesses. Inclusive education is concerned with providing appropriate responses to a broad spectrum of needs

learning in both formal and non-formal educational settings ([Lestari et al., 2022](#)). One of the challenges faced by teachers today is changing from the previous learning setting where teachers had to teach children with special needs in inclusive classes but now bringing all students into regular classrooms, thus changing each school's perception of the importance of human rights in educational practices as a whole. This challenge stems from the fact that education for children with special needs is undergoing a revolutionary change ([Nurhaliza, 2021](#)). According to Heward, children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities ([Satwika et al., 2019](#)). A child is said to have special needs if there is something lacking or even more in him, both emotionally, mentally, and physically ([Satwika et al., 2019](#)). In this case, children with special needs in terms of education require more specific services that are different from children in general.

Inclusive education has evolved from a long history of educational innovation at various levels to reach all students. The current understanding of inclusive schools describes a process that encourages the participation of all students, parents, teachers, staff and principals as a foundation for future school development. Of course, this means comprehensive policy changes and increasingly diverse learning needs. The government has announced various policies to encourage the implementation of inclusive education ([Astawa, 2021](#)). There are still many obstacles in the implementation of the policies applied and urgent efforts are needed to create special policies for students with special needs. The challenges and new directions for inclusive education in communities around the world highlight the shared recognition that schools need to improve their services for students with special needs ([Kusmaryono, 2023](#)). To realize effective change, school leaders and teachers must be actively involved in the change process ([Kusmaryono, 2023](#)). This requires collaborative learning, a democratic planning process, adequate infrastructure and adequate policies and human resources.

This challenge requires teachers to improve the quality of learning with the dynamics of student character diversity, especially students with special needs. According to Suparno, teachers who have knowledge and experience in dealing with children with special needs can meet the care needs of children with special needs ([Satwika et al., 2019](#)). In this case, it is necessary to provide teachers with insight into children with special needs, including matters relating to knowledge of student identification, the learning process for children with special needs, and skills in dealing with children with special needs. There needs to be training for teachers from both special education or psychology backgrounds and teachers with other educational backgrounds. There are still many teachers who teach inclusive classes who are not graduates of special education or psychology teachers, so that their knowledge and skills related to dealing with students with special needs are very minimal.

Training is an activity that can be used to obtain, improve, and develop a person's productivity potential so that they can grow into a more disciplined person with better special skills and abilities ([Suryani et al., 2023](#)). Teachers who are equipped with appropriate training will improve the quality of teachers and innovation in learning and have skills in dealing with children with special needs. Efforts to improve teacher creativity and innovation require several real actions such as providing regular training and guidance ([Murni et al., 2023](#)). In addition to participating in regular training, teachers develop the learning process for students in inclusive classes. This development is one of the implementations of the results of the training. Training and development of human resources in the world of education are not only limited to increasing knowledge and skills in the field of teaching, but also to developing character, interpersonal skills, and readiness to face challenges in the world of education that continues to develop ([Rahmawati & Avivah, 2024](#)). In this case, teachers always hone and implement the training carried out. Of course, training and development can have a good impact on employees ([Khalil & Rindaningsih, 2023](#)).

In the world of education, of course, we are also adaptive to the development of the times. There needs to be innovation in the world of education. Innovation is a process of renewal and change ([Ambarwati et al., 2022](#)). Periodic renewal and change will increase teachers' insight into inclusive education. In addition, innovation is the key to increasing the effectiveness of education and responding to emerging challenges. Teachers must be able to optimize learning with all the changes and challenges that exist and be accompanied by getting used to innovative training. With innovative training in the field of education, a new paradigm for teachers has emerged ([Sumaryati, 2013](#)). In this case, teachers do not have a problem or become a burden when teaching with a diversity of students, both regular and with special needs. This study aims to better understand teacher training innovations to improve inclusive education in schools. In addition, this study proves the need for training innovation to improve teacher skills and understanding of students with special needs in schools. The approach used in this study uses a qualitative approach with a literature review method.

2. RESEARCH METHODS

The method used in this study is qualitative with a literature review approach or literature study, namely literature searches through three electronic databases, namely Google Scholar, Lens.id, and Sinta. This literature search was conducted from November with a review of articles in both English and Indonesian that were downloaded in more detailed and complete data. This literature review was conducted by collecting terms to facilitate the search for articles. The keywords chosen when searching for related research papers are innovation, teacher training, inclusive education, children with special needs.

Keywords are selected based on previous articles found. The search limitation in this study is the period from 2020 to 2024 which is to study more recently according to developments. The journal criteria used in this study are discussing innovations in teacher training to improve inclusive education in schools. This study obtained 10 articles that have been reviewed and identified according to the objectives of the study. Articles that have been identified and entered as criteria are then analyzed and included in the discussion.

3. RESULTS AND DISCUSSION

The search data conducted from the three electronic journal databases produced 10 journals that were appropriate using the keywords "innovation", "teacher training", "inclusive education" and "children with special needs". The majority of the research conducted in this study used Indonesian and focused on inclusive education, teacher training innovation and the application of skills to teachers after attending training.

Based on 10 journals conducted, research results were obtained on teacher training innovations to improve inclusive education in schools.

Table 1. Review of journals used in the research

No.	Title	Researcher	Methodology	Instrument	Findings
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1.	Training on Implementation of Independent Curriculum in Inclusive Schools	Ana Rafikayati, Lutfi Isnı Badiah, Farisah Diana Alifah Irina Balqis Salsabila	Qualitative Approach	Interviews, observations and documentation	Teachers' understanding of the independent curriculum varies, but some teachers need more training and resources to understand and implement character development and competency of students with special needs effectively. Preparation of teachers and schools related to inclusive education requires regular training. The training provided to teachers has proven effective in improving their knowledge and skills in compiling teaching modules according to the independent curriculum and mentoring is carried out after the training.
2.	Inclusive Education Management	Mirna Sahrudin, Novianti Dzafri, Arifin Sukung	Qualitative Approach	Interviews, observations and documentation	Teachers conduct in-depth analysis related to understanding the characteristics and needs of each student and the modification of the curriculum and learning strategies that are adjusted to the needs of students. Although there are challenges in providing socially different treatment for inclusive students, teachers use a variety of inclusive teaching methods. Teachers have completed training and are certified as special supervisors which is to improve teacher understanding and skills in dealing with students with special needs and there are regular evaluations to measure student development in terms of literacy and character.
3.	Universal Design for Learning to Improve Self-Efficacy of Integrated Islamic Junior High School Teachers in Teaching	Hairul Anwar Dalimunthe, Salamiyah Sari Dewi, Faadhil	Qualitative	Literature Study	After participating in the universal design for learning training and showing significant improvements in understanding the principles of UDL and being able to accommodate the needs of diverse students. Participants provided positive feedback on the training methods as well as the audio-visual aids and material handouts used during the training. The application of UDL principles in learning can increase student motivation and engagement.
4.	The role of self-efficacy in mediating the interaction of mindfulness and <i>burnout</i> to inclusive elementary school	English: The story of the 19th century writer, Dr. Putu Winda Yuliantari, and Dr. Pratiwi Widyasari.	Quantitative	Questionnaire	There is a significant influence between mindfulness and burnout conditions experienced by teachers. Teachers with higher levels of mindfulness tend to experience lower levels of burnout, especially in the domains of

	teachers.				emotional exhaustion and personal achievement. Teacher self-efficacy acts as a significant mediator in the relationship between mindfulness and burnout. Demographic factors such as teaching experience and frequency of training attendance can affect the relationship between mindfulness self-efficacy and burnout.
5.	The Urgency of Inclusive Education in Building Self-Efficacy Primary school teachers	Minsih, Muhammad Taufik, Ummi Tadzkiroh	Qualitative	Interviews, documentati on and focus group discussions	Teachers involved in inclusive education experience an increase in their self-confidence regarding their ability to manage learning for children with special needs. This study identified four main aspects that contribute to increasing teacher self-efficacy, namely school culture, teacher behavior and attitudes, teacher competence, participation and collaboration. Increasing teacher efficacy not only affects themselves but also their students.
6.	Teachers' Attitudes in Supporting the Success of Inclusive Education	Ilena Dwika Musyafira, Wiwin Hendriani	Qualitati ve	<i>Literature</i> Re views	Positive teacher attitudes are reflected through the teacher's willingness to accept and teach children with special needs in class. Factors that influence teacher attitudes are teaching experience, training, self-efficacy. There are differences in attitudes between permanent teachers and intern teachers towards inclusive education. Permanent teachers tend to show more positive attitudes compared to interns, which may be due to different experiences and training.
7.	Optimizing Inclusive Education in Schools: Literature Reviews	Danny Ontario Rusmono	Qualitative	<i>Literature Review</i>	Training and professional development for teachers is essential to improve their skills in managing inclusive classrooms. Well-trained teachers are better able to understand the needs of students with special needs and implement effective teaching strategies. Several strategies have been identified in the literature to create an inclusive learning environment. Further research is needed to explore best practices in inclusive education.
8.	<i>Systematic Literature Review</i> (SLR): Training and	Suryani, Ida Rindaningsih, Hidayatulloh	Qualitative	<i>Systematic Literature Review</i>	Training and development has proven to be very important in improving the ability and skills of employees in carrying out their

	Human Resource Development				duties. There are various training methods that can be applied, both technical and conceptual. Evaluation of training and development programs is also very important in knowing their effectiveness. Training and development that is carried out can almost significantly improve employee performance.
9.	<i>A Case Study of Classroom Management in an Inclusive School: Teachers' Strategies in Overcoming Bullying in Early Childhood Education</i>	The story of the 19th century writer, Ida Rindaningsih, was written by the author of the book "The Story of the 19th Century".	Case study approach	Interviews and observations	Teachers use a variety of classroom management strategies that focus on creating a safe and inclusive environment. An emphasis on character education and developing empathy among students is also an important part of the teacher's strategy by teaching social and emotional values, the importance of teacher training in managing inclusive classrooms and dealing with bullying.
10	Effectiveness of Training to Identify Children with Needs Specifically for Inclusive School Teachers	The story of the 1970s is based on the work of the author, Yohana Wuri Satwika, Riza Noviana Khoirunnisa, Hermien Laksmiwati, Miftakhul Jannah, and the story of the 1970s.	Quantitative	Pretest and posttest	The results of this study indicate that the post-test scores of teachers increased significantly compared to the pre-test scores. The training was effective in improving teachers' ability to identify children with special needs. Teachers who participated in the training were given a test of their ability to identify children with special needs before and after the training. The results of the analysis showed a significant difference between the post-test and pre-test scores, which this study also suggests the need for further training that not only focuses on identification but also on proper handling for students with special needs.

Based on the ten journals used, it provides information on several teacher training innovations in improving inclusive education where teachers have skills in the learning process that are good for both regular students and students with special needs. The need for teachers to understand inclusive education where in regular classes there is a diversity of students, namely regular students and students with special needs. Inclusive education is an educational service system that considers the needs and diversity of individuals and provides opportunities for students to learn together in public schools ([Minsih et al., 2021](#)). Teachers involved in inclusive education experience an increase in their self-confidence regarding their ability to manage learning for children with special needs. The study identified four main aspects that contribute to increasing teacher self-efficacy, namely school culture, teacher behavior and attitudes, teacher competence, participation and collaboration. Increasing teacher efficacy not only affects themselves but also students. In addition, there are needs for these special needs students, of course, there is a need for a good school culture and is

implemented by all stakeholders in the school. In addition, the values of tolerance and mutual respect in schools are important and must be practiced and taught to students every day in an inclusive school environment.

Children who attend inclusive schools are able to overcome the differences in their environment. This is because they sit with children with special needs in inclusive schools, learn, and play with ordinary children. Therefore, these children must respect, appreciate, and help each other. This strategy can increase self-efficacy. Self-efficacy is an individual's belief in his ability to carry out the tasks that have been entrusted to him ([Minsih et al., 2021](#)).

Children with special needs have the same opportunity to receive education without discrimination as other children. Indicators of the implementation of a child-friendly and inclusive culture are teachers who always support student activities with full determination, friendly and on-target according to student goals ([Minsih et al., 2021](#)). In addition, teachers must have the skills and abilities to manage inclusive classes. There needs to be effective teaching by teachers so that the learning process is in accordance with learning objectives. Teaching effectiveness can be interpreted as a teacher's belief in their ability to carry out certain actions needed to achieve more optimal results. If teachers have the ability and experience using identification tools, they can recognize visible symptoms. Alternatively, teachers can assess students if they find students who have similar characteristics or traits or match the symptoms listed on the identification tool. To obtain complementary or additional data, teachers can observe and interview people closest to students with special needs in order to complete the information found in the identification tool before making conclusions about the type of special needs child from the identified students.

The right learning strategy for children with special needs will realize the expected learning objectives in inclusive classes. As a rule, learning strategies for children with special needs are implemented by considering the diversity of conditions and different learning abilities of children ([Sahrudin et al., 2023](#)). Through student identification, teachers can design learning strategies that are appropriate to the subjects and diversity of students in the class. There are many teacher strategies that are carried out to support the teaching and learning process. In several article reviews, there are teacher strategies in teaching inclusive classes, namely teachers delivering lesson materials interspersed with a few games. Appropriate learning media will create effective learning that can be evenly distributed to regular students and students with special needs. Learning media are physical and non-physical aids that are specifically used as intermediaries between teachers and students so that they can understand learning materials more effectively and efficiently, so that learning materials are absorbed more quickly by students or understood in their entirety and make students aware of their interest in learning. Various effective learning media certainly have their own advantages and disadvantages, for which there is an evaluation to measure learning outcomes in inclusive classes.

Evaluation should be carried out based on the program because evaluation activities show teachers how the teacher's program is progressing, what obstacles need to be overcome by the teacher in it and also provide information to continue the teacher's work program. Evaluation of the implementation of inclusive education is carried out with the principles: integrative, objective, comprehensive, efficient, periodic, and sustainable. Teachers are aware of all feedback from the environment, especially from students in the class, which can be a source of reinforcement to improve teacher efficacy in their teaching skills. The ability to identify children with special needs for a school teacher is very important. In this study, several journals include evaluation as a benchmark for teachers in the teaching and learning process to measure the capacity of diverse students in inclusive classes. Not only evaluation of student academics but also student character in tolerance and respect for fellow friends in inclusive classes. After the evaluation is carried out, teachers need regular training to develop competencies in the inclusive education learning process.

Educational progress depends on the ability of teachers. Therefore, a teacher's ability to carry out all his duties provides insight into the world of education because it has a large and significant influence on the development and understanding of students. The implementation of the inclusive education system in Indonesia is still in the development stage and faces many challenges. The challenges faced by teachers in inclusive elementary schools in Indonesia are discussed by Tarnoto (2016), especially related to the role of training support and parental support in dealing with students with special needs in learning activities and are still considered necessary for this purpose so that there needs to be more significant and better improvements ([GD & Widyasari, 2020](#)). Teacher training and development are important things that must be obtained by a teacher who is the main resource in educational activities ([Taufik & Rindaningsih, 2024](#)). This is different from the inclusive education system developed in other countries, the point of experience of teachers dealing with children with special needs and the frequency of training they attend are factors that can predict teacher beliefs about emotional exhaustion and depersonalization which are part of the condition of fatigue. There needs to be regular mindfulness training so that it does not result in emotional exhaustion or depersonalization of teachers.

After it was found that teacher training in inclusive pedagogy in the context of special education helps develop positive attitudes towards inclusive education ([Musyafira & Hendriani, 2021](#)). With the provision of training for teachers, it will increase the potential of teachers in teaching in inclusive classes. There are many training models that can be implemented by teachers to deal with students with special needs which are listed in several journals that have been reviewed. One of the trainings from the results of the review analysis is online training on the Merdeka Teaching platform. This training sees this opportunity and provides sufficient learning resources. This training is carried out online to save time, energy and costs. Even so, of course, the training will be continued with other face-to-face meetings to strengthen teacher skills in implementing the results of the training that has been carried out. The role of training in facilities and organizations is very important because training can improve employee skills and performance so that they can carry out their jobs well and successfully ([Suryani et al., 2023](#)). Teachers need more training and resources to understand and implement character development and competency of students with special needs effectively. This training is not only done once with the same training but also needs continuous training with new innovations in the training. This innovation can be in the form of new materials, new methods, different speakers or resource persons, different environments or different outputs according to the needs of the teacher.

Innovation is defined as the advantage of utilizing creativity to prevent problems and opportunities to increase creativity ([Tiara et al., 2023](#)). Innovation is needed to hone new ideas or concepts to take advantage of existing opportunities or prevent problems from occurring in learning. In order to take advantage of an opportunity or prevent a problem from occurring in learning, training innovation is needed. Innovations in training to support learning in inclusive classes are certainly diverse. Based on 3 out of 10 journals that have been reviewed, there are training innovations that can be carried out by teachers and have a positive impact on teachers in implementing learning. The teacher training innovation is universal design for learning training. Universal design for learning is an approach to designing learning activities that are appropriate and effective for all students. According to Mayer (2014) in Dalimunthe's research, it explains that it consists of three principles developed based on neuroscience research on cognitive and learning processes, the three principles are providing multiple means of representation, providing multiple means of action and expression, and providing multiple means of engagement ([Dalimunthe et al., 2020](#)). Training participants strongly agree that the material presented in the universal design for learning training is useful for their work as a teacher. The application of the principles of universal design for learning in learning can increase student motivation and engagement. In

addition, teachers must be committed to improving their teaching skills through various training courses and collaborating with other teachers in the use of individual education programs for students with special needs in regular classes. An individual education program is a method of providing education according to the needs of students involved and is personal.

Teachers have access to a variety of training, including co-teaching training, where two teachers teach one inclusive class. Co-teaching increases teacher engagement with their class and reduces dropout rates. Through co-teaching, teachers can gain a variety of information about learning with students in inclusive classes. Co-teaching reduces the workload of teachers in inclusive classes because teachers can share lessons and mentoring. Teachers can also take part in LIRP (Learning-Friendly Inclusive Environment) training. This training requires teachers to describe how to create a learning-friendly school by reflecting on several books. By completing this training, teachers will broaden their knowledge of how to teach children from different backgrounds, build knowledge about how special needs students and general students learn, and be able to develop positive attitudes. In this case, teachers are also able to identify gaps to foster positive attitudes. Teachers not only develop in inclusive classes, but students also gain positive results from teacher training.

In addition to the above training, there is poster making training through Canva and Flipped Classroom learning media which also has a significant impact on the development of student learning. Poster making training through Canva and socialization of Flipped Classroom learning media provided by the ABDIMAS team to all IGABA Sidoarjo teachers made all teachers understand that learning models can also be interspersed with poster learning media, and also added new insights related to the Flipped Classroom learning model. The use of technology that must be utilized and as a support for the teaching and learning process ([Rindaningsih et al., 2024](#)). These trainings certainly support teachers in honing their skills and understanding of the diversity of students in inclusive schools. Without regular training and training innovation in implementing learning, it will certainly have an impact on teachers in terms of emotions and ineffective learning processes.

In this case, all stakeholders in schools and parents have an important role in the learning process of students, both regular and special needs. This collaboration creates success in the inclusive education process. In addition, there needs to be training innovation for teachers, school staff, parents and all elements involved in the inclusive education learning process. This training innovation is to provide skills for all stakeholders involved in inclusive education. There are many training innovations, both online and offline, which also require evaluation in inclusive education.

4. CONCLUSION AND SUGGESTIONS

Conclusion This study is teacher training plays a vital role in fostering the success of inclusive education. Continuous professional development empowers teachers to effectively accommodate the diverse needs of students, including those with special needs. Effective inclusive education requires motivational education that not only meets students' academic needs but also their social and emotional well-being. Collaboration between teachers, parents, and other stakeholders is essential to creating a supportive learning community. The use of technology can enhance teaching and learning in inclusive classrooms. The importance of continuous professional development innovation for teachers to improve teachers' understanding and skills towards students with special needs. Training innovation programs should focus on teacher efficacy, provide practical strategies for differentiated teaching, and foster positive attitudes toward diversity. Training innovations to improve inclusive education have a significant impact on the development of students, both regular students and students with special needs. Further research directions, there needs to be potential areas for future

research such as long-term outcomes of inclusive education or the impact of specific interventions on student achievement and teacher teaching processes.

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