

The Role of Teachers in Improving the Social Interaction of Children With Special Needs in the Inclusive Classroom Environment of Modern SAKTI Permatahati IBU Tulungagung Elementary School

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Abstract: *This study aims to explore the role of teachers in improving the social interaction of children with special needs in the inclusive classroom environment of elementary school Modern SAKTI Permatahati IBU Tulungagung. In the context of inclusive education, this research answers the need for an in-depth understanding of how teachers, especially as special assistance teachers, help children with special needs in social interaction in the classroom, both with regular students and other students with special needs. This research uses a descriptive qualitative approach with data collection techniques in the form of interviews, observation, and documentation. The research subjects consisted of special assistance teachers and principals at elementary school Modern SAKTI Permatahati IBU Tulungagung. The results showed that teachers act as facilitators, mediators, role models, motivators and social assistants in forming a classroom environment that supports the development of children with disabilities' social interactions. The strategies applied include the application of cooperative learning, seating arrangements that support inclusion, the use of individualized approaches, simple communication training, and cooperation with regular students and parents. Challenges include limited infrastructure, lack of understanding from regular students and social stigma towards children with disabilities.*

Keywords: Children with special needs, Inclusive education, Teacher role, Social interaction.

Introduction

Inclusive education is an approach designed to meet the diverse needs of learners, including children with special needs, so that they can learn together in the same space with their peers.¹ Inclusive education that is grounded in Islamic values emphasizes not only academic development but also the moral and social well-being of every student. Core principles such as rahmah (compassion), adl (justice), and ta'awun (mutual assistance) are integrated into daily teaching practices to promote fairness, empathy, and respect for individual differences.

Teachers are encouraged to model patience and inclusiveness in their interactions, fostering a classroom culture where students—regardless of their abilities—feel accepted and supported. Through collaborative learning and religious activities, these values help strengthen social bonds among students and create a holistic educational environment in line with the ethical teachings of Islam. This idea is based on the belief that every child has the right to equal access to education without discriminatory treatment, both for those with physical, cognitive, social, and emotional barriers.²

Islam strongly emphasizes compassion and care for the weak, which aligns closely with the principles of inclusive education. The Prophet Muhammad (peace be upon him) stated, "*Help the weak among you, for you are given provision and help only because of the weak among you.*"³ This hadith encourages an educational culture where children with special needs are not marginalized but are instead seen as valuable members of the community whose presence invites collective empathy and responsibility. Such values support inclusive practices that promote justice, cooperation, and mutual respect within the classroom environment.

In inclusive classrooms, the creation of healthy social interactions not only has a positive impact on children with special needs, but also provides valuable learning for regular students.⁴ Through this togetherness, regular students can develop a sense of empathy, foster

¹ Sukadari Sukadari, "Pelayanan Anak Berkebutuhan Khusus Melalui Pendidikan Inklusi," Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An 7, no. 2 (2020).

² Habibah Afiyanti Putri, Wiwit Purnama Putri, and Bono Setyo, "Pendidikan Inklusi Yang Berkeadilan: Studi Kasus Pemenuhan Hak Anak Berkebutuhan Khusus," Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI) 5, no. 2 (2025): 762–773.

³ Abu Dawud, *Sunan Abi Dawud*, Book 41, Hadith 2858. Hadith classified as sahih by Al-Albani.

⁴ Nurull Hary Mulya and An Nuril Maulida Fauziah, "Pembelajaran Ipa Kolaboratif: Siswa Reguler Dan Anak Berkebutuhan Khusus Berkontribusi Aktif Dalam Mencapai Tujuan Bersama," Jurnal Pendidikan Mipa 13, no. 2 (2023): 473–477.

mutual respect, and learn to accept differences as part of social life.⁵ In this case, the teacher plays a key role in encouraging the realization of good social interactions among all students. The teacher acts not only as an educator, but also as a guide and mediator in the dynamics of learning.⁶

Some previous studies on teacher strategies in improving the social interaction of children with special needs include those conducted by Ina Agustin with the results of the study: the research conducted at SDN Pucangan 2, Montong, Tuban revealed that children with hearing impairments show complex patterns of social interaction, where communication is carried out with the help of local and national sign language, as well as an imitation approach to peer behavior. The teacher acts as an intermediary for communication between children with hearing impairments and other students by using positive reinforcement strategies and building a comfortable classroom climate that encourages children to interact without pressure.⁷

Then another study conducted by Dean Aristya Viero & Novita Ika Purnama Sari with research results: Teachers use an interpersonal communication approach that is tailored to the characteristics of children with special needs, including the use of simple language, gentle intonation and friendly facial expressions. This approach is implemented by teachers at SDN 2 Sendangadi, Sleman, to help children with disabilities feel more comfortable when responding to invitations to interact. Interactions between teachers and children with disabilities are not limited to learning in the classroom but also involve daily activities such as playing and greeting, which are consistently implemented by educators in the inclusive school environment at SDN 2 Sendangadi. Teachers act as models in demonstrating positive interaction behaviors by providing concrete examples such as taking turns talking and resolving conflicts peacefully.⁸

⁵ Okta Novrika Sandra and Luthfiatus Zuhroh, “*Empati Dan Penerimaan Sosial Siswa Reguler Terhadap Siswa ABK*,” *Psikodinamika: Jurnal Literasi Psikologi* 1, no. 1 (2021): 57–66.

⁶ Wahyu Ardani, Dinar Westri Andini, and Abdul Rahim, “*Peran Guru Dalam Menjalin Interaksi Sosial Peserta Didik Di Kelas Inklusif Sd Negeri Pakel Yogyakarta*,” *Trihayu: Jurnal Pendidikan Ke-SD-An* 8, no. 3 (2022): 64–67.

⁷ Ina Agustin, “*Analisis Interaksi Sosial Siswa Tuna Rungu Di Sekolah Dasar Penyelenggarra Pendidikan Inklusi*,” *Edustream: Jurnal Pendidikan Dasar* 4, no. 1 (2020): 29–38.

⁸ Aristya Dean Viero and Sari Novita Ika Purnama, “*Peranan Komunikasi Interpersonal Guru Dalam Meningkatkan Interaksi Sosial Anak Berkebutuhan Khusus Di Sekolah Inklusif*,” *Jurnal Ilmiah Ilmu Komunikasi Communique* 5 no. 2 (2023): 235–247.

This research was conducted at Modern SAKTI Permatahati IBU elementary school situated in Kepatihan, Tulungagung. This school has committed to providing equal learning opportunities for all learners, including children with disabilities, by developing various strategies to support good social interactions between children with disabilities and regular students. In this context, the role of the teacher becomes very important in managing social interactions in the classroom and ensuring that every child has access to quality education without discrimination or unfair treatment.⁹

The research aims to provide an in-depth description of how the teacher's role in shaping and improving the social interaction of children with special needs in an inclusive classroom environment. The research focuses on the efforts applied by teachers in building communication between students, creating a friendly atmosphere, and overcoming social barriers that arise in daily learning practices. In addition, this study also aims to identify concrete forms of support provided by teachers, both individually and through a group approach, in assisting the socialization process of children with special needs.

Method

The type of research used in this study is qualitative with a descriptive approach, which was chosen because it can provide an in-depth description of how the teacher's role in encouraging the social interaction of children with special needs in inclusive classes at Modern SAKTI Permatahati IBU elementary school. This research aims to comprehensively understand the social dynamics that occur in an inclusive learning environment, rather than simply explaining phenomena through numbers or statistics.¹⁰

In this study, data were obtained from two types of sources, namely primary and secondary sources. Primary information comes from the principal, class teacher, and special assistance teacher who are directly involved in the implementation of inclusive education at Modern SAKTI Permatahati IBU Tulungagung elementary school. The three of them were chosen because they have direct experience in fostering

⁹ Layla Najma Nurfand, Nailah Hasanah Putri Simamora, and Septi Fitri Meilana, “*Kolaborasi Guru Dan Orang Tua Dalam Penerapan Metode Pembelajaran Berdiferensiasi Untuk Anak Berkebutuhan Khusus Di Kelas Inklusif*,” *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 01 (2025): 111–120.

¹⁰ Yuliana Yuliana et al., “*Pengaruh Lingkungan Pembelajaran Yang Inklusif Terhadap Pengembangan Identitas Sosial Pada Anak Usia Dini Di TKIT Mardhatillah Balikpapan*,” *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial* 3, no. 3 (2024): 39–46.

children with special needs and understand the social dynamics that occur in inclusive classes.

Secondary data were obtained from various official school documents, such as curriculum, observation reports, inclusive education policies, and student data that support understanding of the research context. This diversity of sources was used to ensure the strength of data validity and avoid the subjectivity of single information.

In the data collection process, researchers used three main techniques: observation, in-depth interviews and documentation. Observations were conducted directly in the inclusive classroom to capture the process of social interaction and teachers' involvement in managing it. Interviews were conducted intensively with the principal, class teachers and special assistance teacher to gain deeper insights into their strategies and challenges in assisting children with disabilities. The documentation technique was used to examine related written documents, such as the institutional structure and inclusion policies in place at the school.

In the analysis stage, the researcher applied Miles and Huberman's interactive analysis model with three main processes, namely data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2014). Reduction was done by selecting information and grouping it into main themes. Then the data was presented in the form of a systematic narrative to facilitate the identification of important patterns.¹¹

Furthermore, conclusion drawing was done by linking empirical findings with relevant theories. To maintain credibility, researchers also triangulated both sources and methods of data collection and involved informants to verify data through member check techniques. This approach is expected to provide an in-depth understanding of the role of teachers in supporting the social interaction of children with disabilities in the inclusive classroom.

Result and Discussion

The Role of Teachers in Improving Social Interaction of Children with Special Needs in the Inclusive Classroom Environment of Modern SAKTI Permatahati IBU Tulungagung elementary school.

In inclusive classroom settings, the role of teachers particularly special education assistants extends beyond academic guidance to include vital social responsibilities in shaping students' interpersonal

¹¹ A. M. Miles, M. B., & Huberman, "Qualitative Data Analysis: An Expanded Sourcebook," Jakarta: UI Press, (2014): 20.

relationships. Findings from the study at Modern SAKTI Permatahati IBU Elementary School reveal that teachers are actively engaged in fostering the social interactions of children with special needs by taking on multiple roles: as facilitators, mediators, role models for social behavior, and motivators within the inclusive learning environment. These roles reflect not only pedagogical responsibilities but also embody Islamic values such as *rahmah* (compassion), *ta'adul* (justice), and *uswah hasanah* (being a good example), where teachers are expected to nurture empathy, fairness, and positive conduct among all students. As facilitators, teachers consciously design classroom environments that support the social participation of each student.¹²

Seating arrangements, grouping students in collaborative work and involving children with disabilities in various classroom activities are strategies used to encourage natural social interaction between regular students and children with disabilities. These efforts show that teachers have an important role in creating a learning space that is equal and responsive to the diverse needs of students.¹³ As facilitators, teachers build a classroom climate that encourages student interaction while respecting the unique needs of children with disabilities reflecting the Islamic value of *adl* (justice) through fairness and inclusion.

Teachers also serve as mediators, bridging communication between students with disabilities and their peers. When misunderstandings or social tensions arise due to differing abilities, teachers guide regular students to develop empathy and help children with disabilities adapt to social norms. This role aligns with the Islamic value of *rahmah* (compassion), encouraging mutual respect and peaceful interaction within the classroom.

This mediation function is carried out through persuasive approaches and attitude building, to create a harmonious and inclusive social environment.¹⁴ Furthermore, teachers also play a role as social models who consistently display inclusive attitudes in every interaction in the classroom. Teacher role models are reflected in fair treatment of all students, giving supportive responses, and using constructive body language and communication.

¹² Alifsyam Islamulmuflikhun et al., “Peran Guru Dalam Membangun Lingkungan Belajar Yang Mendukung Pendidikan Inklusi Di Sdn Margorejo 1 Surabaya,” *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 01 (2025): 221–234.

¹³ Norbertus Tri Suswanto Saptadi, “Peningkatan Kompetensi Guru Dalam Penciptaan Ruang Belajar Inklusif Berbasis Inovasi Dan Kreativitas Teknologi Di Era Digital,” *Jurnal Atma Inovasia* 5, no. 1 (2025): 59–65.

¹⁴ Ibnu Kharis Alfauzi et al., “Menganalisis Karakteristik Lingkungan Inklusif Di Sekolah Umum Bagi Anak Berkebutuhan Khusus,” *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa* 3, no. 1 (2024): 178–182.

Through these attitudes and behaviors, students indirectly learn to imitate the positive values displayed by their teachers. Thus, this role becomes an important instrument in internalizing the values of tolerance, mutual respect, and social solidarity among students.¹⁵ According to Rusman (2012), teachers as behavioral models have a strong influence in shaping students' social attitudes in the learning environment.¹⁶

In addition, teachers act as motivators who encourage children's social development by providing positive reinforcement, praise and emotional support on various occasions. When children with disabilities show initiative to interact or participate in class activities, teachers provide affirmative responses that build their confidence. This kind of motivation is very important in shaping the children's social identity and fostering their courage in establishing relationships with their surroundings.

This approach also reflects teachers' sensitivity to students' affective needs, which is an important aspect of inclusive learning. Sari and Nugroho (2019) found that psychosocial motivation from teachers is very important in shaping the self-confidence of children with special needs, especially when they face barriers in communicating and socializing. In addition, the results showed that teachers also collaborate with parents to support the socialization process of children with disabilities.¹⁷ Intensive communication between teachers and families is carried out to ensure the continuity of children's social development, both in the school environment and at home.

This form of cooperation is an important foundation in forming a consistent and mutually supportive environment for the overall social growth of children with disabilities.¹⁸ Synergy between family and school is the main foundation for the success of children's character and social education. Overall, the role of teachers in improving the social interaction of children with special needs does not only focus on the technical aspects of teaching but also touches on the relational and emotional dimensions.

¹⁵ Panji Purnomo, "Internalisasi Nilai-Nilai Toleransi (Studi Pada Mahasiswa Prodi Ppkn Universitas Kahuripan Kediri)," *JURNAL KOULUTUS* 4, no. 1 (2021): 8-16.

¹⁶ Dkk Rusman and M Pd, "Model-Model Pembelajaran," Raja Grafindo, Jakarta, 2012.

¹⁷ Sari, R. D., & Nugroho, "Peran Guru Sebagai Motivator Bagi ABK," *Jurnal Psikopedagogia*, *Jurnal Psikopedagogia* 8, no. 1 (2019): 22.

¹⁸ Humaira Azka Salsabila et al., "Membangun Lingkungan Inklusif Dalam Strategi Mendukung Anak Berkebutuhan Khusus Di Sekolah Dasar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 01 (2025): 188-190.

Teachers' Efforts in Building and Improving Social Interaction of Children with Special Needs.

Teachers' efforts to enhance the social interaction of children with special needs at Modern SAKTI Permatahati IBU elementary school beyond formal academic instruction, involving strategies that address the students' emotional, psychological, and social needs. The findings reveal that special education teachers adopt adaptive approaches that are individualized, collaborative, and community based. These strategies embody the Islamic value of *amanah*, the sense of entrusted responsibility which drives teachers to carry out their duties with sincerity, dedication, and accountability, ensuring that every child receives proper guidance and support within the inclusive environment.

Teachers initiate their efforts by cultivating a classroom environment that is safe, inclusive, and welcoming for children with disabilities. They simplify instruction and adapt teaching methods to accommodate each student's specific needs. This practice reflects the Islamic value of *rahmah* compassionate care and kindness—encouraging educators to embrace every child with patience, respect, and sincere support. The presence of teachers who consistently assist and provide a safe space is the foundation that encourages children with disabilities to start building social interactions.¹⁹

According to Suparlan (2010), inclusive learning requires teachers to develop strategies that are pedagogically, socially and emotionally responsive so that all students can grow in equal and fair interactions.²⁰ In addition, teachers use cooperative learning methods and group work as a means of strengthening interaction. In these activities, the roles of students are designed to rotate so that children with disabilities are not always passive parties, but are given the opportunity to be note takers, presenters or group leaders.²¹

This strategy nurtures self-confidence and a sense of belonging in children with disabilities, encouraging them to take part in social interactions with greater ease. In the early stages, teachers assign light and meaningful tasks such as distributing learning tools or placing visual materials to gradually introduce them to group dynamics in a

¹⁹ Junaidin Junaidin and Firdaus Firdaus, "Komunikasi Interpesonal Guru Dengan Siswa Dalam Meningkatkan Motivasi Belajar Anak Berkebutuhan Khusus Di Sekolah Luar Biasa (SLB) Kartika Sari Rontu," *Jurnal Syntax Imperatif: Jurnal Ilmu Sosial Dan Pendidikan* 5, no. 6 (2025): 138–147.

²⁰ Suparlan, "Pendidikan Inklusif Di Indonesia: Konsep, Kebijakan Dan Implementasi," Jakarta: Direktorat PLB Depdiknas, 2010, 34–40.

²¹ Heri Setiawan, Styo Mahendra Wasita Aji, and Abdul Aziz, "Tiga Tantangan Guru Masa Depan Sekolah Dasar Inklusif," *BRILIANT: Jurnal Riset Dan Konseptual* 5, no. 2 (2020): 241–251.

natural way. The use of peer mentoring, where regular students assist their peers with sincerity and care, strengthens the spirit of mutual support. Such practices reflect the Islamic principle of *maslahah*, which upholds the importance of collective benefit, compassion, and unity within the educational community.

This strategy not only improves the social skills of children with disabilities but also builds empathy and social awareness among regular students.²² This mentoring is done without labeling, but by strengthening the values of cooperation and solidarity. The mentoring approach in inclusive classrooms is effective in stimulating the social engagement of children with disabilities and fostering regular students' sense of responsibility for diversity in the classroom.²³ Furthermore, teachers' efforts also take the form of systematic social evaluation.

Teachers take regular notes on the development of children's social behavior, such as the courage to say hello, willingness to join groups, and responses to social conflicts.²⁴ These evaluations become the basis for pedagogical interventions, as well as discussion material in communication between teachers and parents. Continuous evaluation helps teachers design social interventions that are contextual and targeted, so that they focus not only on academic aspects but also on children's social development.

Another key aspect of teachers' efforts is their close collaboration with parents. They maintain active communication through WhatsApp groups, phone calls, and regular meetings to discuss students' progress and encourage family involvement in their social development. Teachers also recommend simple social activities at home—such as role-playing or including children in daily routines—to reinforce interpersonal skills. This partnership reflects the Islamic value of *ushrah* (family solidarity), which emphasizes the shared responsibility between school and home in nurturing consistent social values and behaviors in children.

²² Atika Ayuni Febiana et al., "Implementasi Pembelajaran Berbasis Alam Sebagai Sarana Pengembangan Karakter Sosial Peserta Didik Di Sanggar Anak Alam," Indo-MathEdu Intellectuals Journal 6, no. 1 (2025): 317-329.

²³ Rahmah Nurfitriani and Muhammad Almi Hidayat, "Strategi Pengelolaan Siswa ABK Jenis Tunagrahita Di Kelas Inklusi," At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah 4, no. 2 (2020): 78-92.

²⁴ Ira Restu Kurnia et al., "Penerapan Keterampilan Sosial Dalam Kegiatan Bina Diri Bagi Anak Abk Di Slb Wijaya Kusuma," Didaktik: Jurnal Ilmiah PGSD STKIP Subang 10, no. 04 (2024): 268-287.

The synergy between school and family is a key foundation in children's character and social development.²⁵ Not only does it stop in the classroom, teachers also participate in internal school communication forums, such as cross-subject teacher meetings, to harmonize approaches to children with disabilities.²⁶ This forum helps to develop collective strategies and maintain consistency in children's social learning experiences across the school environment.

Overall, the efforts made by teachers show that building children's social interaction requires a reflective, flexible and sustainable approach. The strategies implemented focus not only on verbal interactions but also on natural social processes such as involvement in activities, group work and emotional support. The findings confirm that successful inclusive education relies on collaboration between teachers, students, families and the school community in creating equitable and humane learning spaces.

Conclusion

The findings of this study not only highlight the pedagogical dimensions of inclusive education but also resonate with the moral and spiritual foundations of Islamic teaching. In Islam, inclusion is more than a concept it is a value reflected in the way individuals are treated with fairness, compassion, and respect, regardless of their physical or cognitive differences. These principles form the ethical basis for the inclusive practices observed in the school environment.

This study affirms that the success of social interactions among children with special needs in inclusive classroom settings is greatly influenced by the active and sincere role of teachers, particularly special assistance teachers, in cultivating a learning environment that is inclusive, nurturing, and responsive. In carrying out this responsibility, teachers are not only educators but also serve as facilitators of social growth, mediators in student relationships, role models who exemplify noble behavior, and motivators who instill courage and confidence in children with disabilities. Their roles reflect the spirit of *amanah* (trust), *rahmah* (compassion), and *uswah hasanah* (good example), as emphasized in Islamic teachings.

²⁵ Zamzami Zamzami et al., “Peran Keluarga Dalam Pendidikan Islam: Membangun Karakter Anak Sejak Dini (Studi Kasus Siswa SD Islam Excellent Kota Bukittinggi),” Israul Educational Journal: Jurnal Pendidikan 2, no. 1 (2024): 1-13.

²⁶ Erika Yunia Wardah, “Peranan Guru Pembimbing Khusus Lulusan Non-Pendidikan Luar Biasa (PLB) Terhadap Pelayanan Anak Berkebutuhan Khusus Di Sekolah Inklusi Kabupaten Lumajang,” JPI (Jurnal Pendidikan Inklusi) 2, no. 2 (2018): 93-108.

Overall, the practice of inclusive education at Modern SAKTI Permatahati IBU elementary school illustrates that building the social interaction of children with disabilities is not enough through policy or administrative arrangements, but requires the presence of teachers who are reflective, caring and highly committed in building an equal and humane learning space. Therefore, strengthening teachers' capacity, synergy between education stakeholders and the sustainability of social strategies need to be the main concerns in implementing inclusive education at the primary madrasah level.

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