



The role of teachers in developing students' socially caring character in inclusive education in elementary schools

Arsyi Rizqia Amalia^{a1}, Asep Supena^{b2}, Totok Bintoro^{c3}

^aUniversitas Muhammadiyah Sukabumi, Universitas Negeri Jakarta, Indonesia

^{b,c}Universitas Negeri Jakarta, Indonesia

¹arsyirizqiaamalia@ummi.ac.id, ²asupena@unj.ac.id, ³tbintoro@unj.ac.id

ARTICLE INFORMATION

History:
Received 16 December 2024
Revised 12 January 2025
Published 28 April 2025

Keywords:

Teacher role, Socially caring, Inclusion, Elementary schools student



Copyright (c) 2025 Arsyi Rizqia Amalia, Asep Supena, Totok Bintoro

This is an open access article under the CC-BY-SA license

ABSTRACT

This study focuses on the role of teachers in developing students' socially caring character in the implementation of inclusive education in elementary schools. The purpose of this study is to explore the role of teachers, the strategies applied, and the obstacles faced in forming students' socially caring character. Based on the formulation of the problem proposed, this study uses a descriptive qualitative approach with data collection methods through in-depth interviews, observation, and documentation. This study was conducted in one of the public elementary schools in Sukabumi City, West Java, Indonesia. This school is not an inclusive referral school but has four students with special needs. The results of the study indicate that teachers in inclusive elementary schools have some important roles such as informants, organizers, motivators, directors, initiators, transmitters, facilitators, mediators, and evaluators in developing students' socially caring character. The strategies applied include developing empathy, respect for differences, involvement in social activities, and encouraging cooperation and avoiding discrimination. However, teachers face various obstacles, such as lack of understanding of inclusive education, limited support from Special Companion Teachers (GPK), lack of school facilities, and lack of parental participation. Based on these findings, this study concludes that although teachers have very important roles in developing students' socially caring character, the success of this process requires comprehensive support, both from teacher training, adequate facilities, cooperation with parents, and policies that support inclusive education.

How to cite: Amalia, A.R. (2025). The role of teachers in developing students' socially caring character in inclusive education in elementary schools. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)*, 13(1). Doi: <https://doi.org/10.22219/jp2sd.v13i1.38294>



INTRODUCTION

Education is very important for children to achieve social welfare and a better life. Every child has the right to education, including children who have physical or mental differences compared to other children (Ramadhana: 2020). The government has taken steps to provide special educational facilities for children with special needs. In Indonesia, this equal learning opportunity is regulated by Undang-undang nomor 20 tahun 2003 which states that every citizen has the same right to obtain quality education and citizens who have physical, emotional, mental, intellectual, and/or social disabilities have the right to obtain special education. Every child has unique characteristics and has different potentials from each other and these differences must be appreciated well by individuals in the child's environment. This difference does not only lie in the characteristics or personality of the child, but is also based on the individual abilities and needs of the child which are indeed different and special, these children are also known as children with special needs.

Fakhiratunnisa et al. (2022) states that children with special needs are children who need special attention because they have certain developmental disorders or abnormalities, for example children who have limitations in one or more abilities, both physically and psychologically. Children with special needs need appropriate educational services that are free from discrimination. So far, education for children with special needs has mostly been organized separately through School for Special Needs or in Indonesia it is known as Sekolah Luar Biasa (SLB). However, the number and location of School for Special Needs in Indonesia are still limited, while children with special needs are spread across almost all regions and this condition is what drives the emergence of the concept of inclusive education. In addition, an education system that separates children with special needs from regular children is believed to hinder social interaction and integration with the surrounding environment. To guarantee the right to education for all children, the emergence of the concept of inclusive education is increasingly needed because it emphasizes equality and access to education for children with special needs (Rahmatika et al.: 2020).

The goal of inclusive education is to prepare children with special needs to be able to socialize, continue their education to a higher level, and live independently in the future. This is also supported by the results of the United Nations Convention in 2006 on the rights of persons with disabilities and inspired by the concept of inclusion in the United Nations' sustainable development goals, which aim to ensure inclusive, equitable education and promote lifelong learning opportunities for all (Óskarsdóttir et al., 2020). The inclusive school system allows children with special needs to learn together with other children, helping them adapt to everyday life. With inclusive schools, children with special needs can study in public schools that are close to where they live, thus supporting the government's efforts to complete the compulsory education program.

Currently, there are many elementary schools designated as inclusive schools, but in the implementation of education, it is often not in accordance with the basic concept expected. Pratiwi, et al. (2022) stated that the implementation of inclusive education in Indonesia is still considered less than optimal, especially in terms of curriculum, facilities, teachers and students with special needs who still have difficulty adjusting to their peers. The principles of inclusive education according to Taylor and Ringlaben in Minsih et al. (2024) emphasize the importance of student attendance, acceptance, participation, and achievement. Attendance reflects the diversity in each class, where around 2-5% of elementary school students may experience delays in reading, writing, and arithmetic.

However, attendance alone is not enough; children with special needs must be fully accepted by teachers and classmates through an attitude of mutual respect and avoiding discrimination. In addition, students must be actively involved in every learning activity to ensure their participation. Teachers also have an important role to support students in achieving achievements according to their potential and abilities. In inclusive education, teachers can be divided into two, namely special teachers and class teachers.

Causton & Tracy-Bronson (2015) Special teachers or also known as Special Assistance Teachers or in Indonesia it is known as Guru Pendamping Khusus (GPK) are tasked with designing an Individual Education Program (IEP) for each student with a team consisting of class teachers, service providers, students, and parents. They ensure the achievement of IEP goals by working together to adjust the curriculum, teaching, and providing necessary modifications. In addition, special teachers handle challenges in the classroom, evaluate services provided, and report student progress to the team. Meanwhile, class teachers play a role in teaching all students in the class, planning and teaching materials, and evaluating student abilities. Their responsibilities include students with IEPs as well as students without disabilities, with expertise in the subjects and grade levels taught. Collaboration between special teachers and class teachers is key to creating an inclusive learning environment and supporting the needs of all students. Fact in Indonesia shows that not all inclusive schools have Special Assistance Teachers (GPK) so teachers who handle students including students with special needs are class teachers.

Teachers have an important role in implementing education, but they cannot overcome all challenges alone. Sardiman dalam Faulina (2017) stated that there are 9 roles of teachers in teaching and learning activities, namely: informant, organizer, motivator, director, initiator, transmitter, facilitator, mediator, evaluator. All of these roles should be owned by teachers, but teachers also face various obstacles that arise in the learning process, such as lack of facilities, limited resources, or difficulties in managing student diversity, thus affecting the optimization of these roles. Fajra et al. (2020) stated that in practice, class teachers or subject teachers often do not have experience in attending training to teach Children with Special Needs, and training on Children with Special Needs is also not always available to them, so this then becomes a challenge when class teachers are required to teach ABK in their classes.

For children with special needs who have difficulty understanding the material, the curriculum is modified according to their abilities, such as for students with mild mental retardation. Group learning methods and peer tutoring can also be applied, for example with students who are better at helping their friends, including friends who have special needs. Other obstacles are overcome with individual learning that is adjusted to the abilities of children with special needs, carried out by the Special Guidance Teacher. Based on Tarnoto in Ni'mah et al. (2022), the implementation of inclusive schools faces several problems based on the perceptions of educators. One of them is the lack of Classroom Companion Teachers (GPK) who play an important role in supporting students with special needs. In addition, many teachers feel less competent in handling children with special needs due to limited understanding of the characteristics of children with special needs and the concept of inclusive schools. This is felt to be increasingly difficult because the educational background of teachers is not in accordance with the needs of handling children with special needs. The increasingly heavy administrative burden is also a challenge, this reduces the focus of teachers on the learning process. Lack of patience in dealing with children with special needs and difficulty communicating with

parents add to the complexity of the problem, thus affecting the success of teaching and learning activities in the inclusive school environment.

Based on previous research, Herlina et al. (2023) stated that around 63-66% of teachers felt the need to take training to understand students with special needs, design learning, conduct assessments, and adjust the curriculum. In addition, 75% of teachers need applications to help identify students with special needs when accepting new students. These findings reflect the challenges faced by teachers in terms of knowledge and experience. Research shows that difficulties in assessment, lesson planning, and evaluation are the main reasons behind these needs. In addition to the role of teachers, Muslimin & Muqowim (2021) stated that in addition to teachers, principals also have a major role in implementing inclusive education. This is realized by designing policies that increase the participation of all school residents, assessing school capacity, and improving the quality of teachers and staff in accommodating student diversity. With the belief that all children, including children with special needs, have the right to an equal education, principals must support the placement of each student in an inclusive environment.

In addition to these problems, the interaction factor between school residents is also sometimes become a problem, the harmony of residents in the school environment can strengthen the sense of caring between school residents and form a character of social care. However, currently the lack of concern such as prioritizing personal interests, reducing unity, bullying and lack of empathy are commonplace. Therefore, it is important to instill social values through character education in schools, families, and communities, with the understanding that social care character is formed through continuous learning. It is also supported by Endelta et al. (2022) stated that one of the character values that needs to be instilled is a socially caring character. This is closely related to the many problems regarding the lack of empathy towards others, such as selfishness, indifference towards friends, brawls between students, and lack of interest in helping friends who have difficulty learning, and so on.

Asrial et al. (2021) stated that social care character is a behavior that allows individuals to adapt to social situations through social interaction. In interactions between individuals, there is a mutually influential relationship that forms the behavioral patterns of each member of society. Social care character can measure the extent to which a person, especially students, shows concern for their social environment. Lickona, et al. (1991) stated that indicators of social care character include several important aspects that reflect an individual's attitude towards others and the environment. These include empathy for others, such as the ability to feel and understand the feelings of others and help those in need; respect for differences, namely the attitude of accepting diversity in society; involvement in social activities, such as mutual cooperation or volunteering; social responsibility, by playing an active role in maintaining the common good; avoiding discrimination against others; and helping each other and sharing in achieving common goals. These indicators are essential in promoting a socially caring character within both schools and communities. The focus of this study is to explore the role of teachers in developing an inclusive elementary school environment, the strategies they employ to foster a socially caring character in students within the context of inclusive education, and the obstacles the teachers face in their efforts to nurture this character in students at inclusive elementary schools.

Previous research was conducted by Kurniaman et al. (2021) with the aim of providing an overview of the learning carried out by teachers in educating deaf students

in elementary schools. The results of this study illustrate that not too many methods are used in teaching but the approach is carried out by solving problems and providing concrete examples by maximizing voice and facial expressions in the voice to train the hearing of deaf students. relevance to this study can be seen in the object of the study, namely children with special needs and the location of the school, namely in elementary schools. previous studies focused on learning in schools, while this study focuses on the role of teachers in developing student character.

METHOD

The method used in this study is descriptive qualitative. Sugiyono (2021) stated that the descriptive qualitative research method is an approach that aims to describe and understand social phenomena or realities in depth based on narrative or descriptive data, not numbers. This study aims to explain certain phenomena in detail, including processes, patterns, and interactions in relevant contexts. The subjects in this study were four teachers, one school principal and students from three classes at SD Negeri Sukasirna, Sukabumi City. The research subjects were selected purposively according to the criteria that support the focus of the research, it is in school that provide inclusive education, and the three classes observed was classes which have students with special needs.

The data collection techniques in this study used in-depth interviews, direct observation, and document analysis. Data analysis in this study was through reduction, presentation, and drawing conclusions to find relevant patterns, themes, or relationships. The results of this study are in the form of detailed descriptions of the phenomena studied, such as the role of teachers in building students' socially caring character and the obstacles faced. This method is suitable for understanding complex social phenomena, such as the role of teachers in the context of inclusive education, because it provides an in-depth understanding of the processes and dynamics that occur.

RESULT AND DISCUSSION

This research was conducted in one of the State Elementary Schools in Sukabumi City, this school is not an inclusive referral school but has several students with special needs, in the 2024/2025 academic year there were four students with special needs who were spread across different classes. The implementation of inclusive education in this school is not easy, the principal said that not all teachers or friends understand the conditions of students with special needs around them, but with good cooperation with all school personnel it will greatly affect the quality of services to students with special needs. In this study, the main focus can be seen in three main areas, namely the role of teachers in inclusive elementary schools, teacher strategies for building students' socially caring character in inclusive elementary schools, and the obstacles faced by teachers in efforts to develop students' socially caring character in inclusive education in elementary schools.

1. Role of Teachers in Inclusive Elementary School Environment

Sardiman in Faulina (2017) stated that there are nine roles of teachers in teaching and learning activities, namely: informant, organizer, motivator, director, initiator, transmitter, facilitator, mediator, evaluator. The following are the results of interviews and observations related to the role of teachers in inclusive elementary schools:

- a. Teachers role as Informants or sources of information: The role of teachers as informants in inclusive elementary schools is very important in creating adaptive and inclusive learning. Based on data obtained in elementary schools, teachers are

responsible for delivering material clearly and easily understood, including for students with special needs, by simplifying concepts, using various learning media, and adapting methods according to individual needs. In addition, teachers provide additional information, such as concrete examples or other supporting materials, to deepen students' understanding. For example, when explaining the water cycle, teachers use animated videos and simple experiments so that visual and kinesthetic students can understand the material better.

- b. Teachers role as organizers: Elementary school teachers as organizers in inclusive schools play a role in designing flexible and inclusive learning, arranging a supportive classroom environment, and coordinating with assistant teachers, parents, and experts to meet the needs of all students, including students with special needs. They prepare Individual Learning Programs (PPI), monitor student development, and evaluate the effectiveness of learning. In addition, teachers also play a role in building an inclusive culture in schools through education and socialization that instills values of empathy and respect for diversity. For example, teachers group students based on their abilities in an art project, so that students with special needs can work in groups that support their abilities.
- c. Teachers role as motivators: Teachers play a role in motivating students to be enthusiastic about learning and believe in their abilities, including students with special needs. Teachers give appreciation for students' efforts, not just the end result, and encourage students to keep trying despite difficulties. For example, teachers praise a student with dyslexia who successfully completes a reading even though it takes longer, and encourage them to continue learning by providing additional tutoring time.
- d. Teachers role as Directors: Teachers act as directors who provide clear guidance and instructions in the learning process so that learning objectives are achieved effectively. In inclusive schools, teachers ensure that all students understand the rules and steps of learning according to their needs. For example, during experiment-based science learning, teachers provide simplified step-by-step directions for students with information processing disorders and provide additional individual instructions if needed.
- e. Teachers role as Initiators: Elementary school teachers in inclusive schools initiate creative and innovative learning activities by developing methods that are appropriate for all students, including students with special needs. They design programs that encourage active participation, build self-confidence, and support the development of each student's potential optimally. For example, teachers design group projects that involve students with different abilities to contribute to each other according to their respective potential, such as creating a poster together that explains the theme of the lesson.
- f. Teachers role as transmitters: Teachers play a role in conveying knowledge, values, and skills in a way that is easy for all students to understand. By using various learning media, simple language, and multisensory methods, teachers ensure that students with diverse abilities can effectively grasp the subject matter. For example, using visual presentations, audio, and simple physical activities to explain math concepts so that students with different learning styles can follow the lesson.
- g. Teachers role as fasilitators: Teachers create a conducive learning environment by providing resources, technology, and learning aids that support the needs of all students. They also provide individual support as needed and encourage students to

- actively participate in the learning process. For example, providing a magnetic board with letters and numbers to help students who have difficulty reading or arithmetic.
- h. Teachers role as Mediators: Teachers must be able to mediate or liaise in the learning process. In inclusive classes, teachers mediate the relationship between regular and special needs students to create a conducive and harmonious classroom atmosphere. Teachers also facilitate communication between students, parents, and the school. Teachers help resolve conflicts between students and bridge differences in learning needs. For example, when a student feels uncomfortable with the attitude of his/her group mates, the teacher facilitates a discussion to find a solution that benefits all parties.
 - i. Teachers role as Evaluators: Teachers as evaluators play a role in evaluating the learning process and outcomes to determine the extent to which students achieve learning objectives. In inclusive classes, evaluations are carried out flexibly by considering the individual abilities of students, especially those with special needs, using various appropriate assessment methods. Teachers assess student development holistically using various assessment methods. For example, teachers use portfolios, observations, and formative tests to measure student achievement based on their respective abilities, then provide appropriate feedback to support further development.

A teacher has a very important role in understanding Children with Special Needs in schools. The diversity of student characters must be well understood in relation to the abilities and learning needs of students, and in this case the role of the teacher must be applied optimally (Mukti & Harimi: 2021). If teachers have implemented the nine roles optimally in elementary schools, learning will be more inclusive, structured, and effective. Students feel motivated, valued, and supported to learn, with an approach tailored to their needs. A harmonious classroom environment is created through collaboration and effective conflict resolution, while assessments that focus on individual development ensure the progress of each student. Creative and organized learning allows all students, including those with special needs, to participate actively and develop optimally.

2. Teacher Strategies for Building Students' Socially Caring Character in Inclusive Elementary Schools

Sanoto and Prastania (2022) stated that the educational process will basically lose its meaning without the role of a teacher, because teachers have a very important role in the learning process. In learning activities, educators are considered as elements that greatly influence the course of the learning system, one of which is in providing the best strategies to improve student character. The strategy of inclusive elementary school teachers in optimizing students' socially caring character involves five main aspects that focus on forming positive attitudes towards others and the environment. The following is an explanation of each strategy: Empathy towards Others: Teachers can teach empathy by involving students in activities that help them understand the feelings of others, such as discussions about personal experiences, role-plays, or situation simulations. Teachers can also encourage students to help friends in need, for example by providing emotional support or practical assistance to students with special needs.

This approach strengthens students' ability to feel and understand the conditions of others. For example: 1) in learning activities, teachers give students the opportunity to observe friends who need help, for example in reading and writing activities, then the teacher invites students to take turns helping classmates who have difficulty reading or

writing, 2) Appreciating Differences: In inclusive classes, teachers teach students to accept diversity by emphasizing that each individual is unique, both in abilities, backgrounds, and ways of thinking. Teachers can use stories, films, or collaborative activities that show the benefits of diversity in everyday life. In addition, teachers create an inclusive classroom environment, where every student feels accepted without discrimination. For example: Teachers teach students to appreciate the diversity of abilities and different backgrounds by not mentioning students' grades or rankings in the class so that both high and low grades are considered the same, even when there are students who know their grades are low, their friends are directed not to criticize but they will encourage the student, 3) Social Responsibility: Teachers instill social responsibility by involving students in activities that have a positive impact on the environment and community, such as keeping the classroom clean, planting trees, or community-based projects. Teachers provide an understanding that each individual has an important role in creating the common good. This is also done by giving individual or group responsibilities in daily activities at school. Teachers invite students to participate in social activities, such as cleaning the school environment or raising funds for charity. For example, when there is a school activity, students are asked to help and it is surprising that one of the special needs students in this school enthusiastically helps the teacher without being asked, even he helps more and more enthusiastically than his classmates, 4) Avoiding Discrimination Against Others: Teachers actively prevent discriminatory behavior by instilling values of justice and equality. Teachers can approach this through stories or discussions that show the dangers of discrimination and the importance of treating others with respect. When discriminatory actions occur, teachers immediately address them by educating students to understand their mistakes and correct them. Teachers model inclusive attitudes and teach the importance of respecting every individual regardless of differences. For example, when a student is teased because of a physical or ability difference, the teacher immediately explains that everyone deserves to be respected and the impact of this is seen in that no student bullies a child with special needs at this school, 5) Helping and Sharing in Achieving Common Goals: Teachers encourage cooperation between students through group assignments or collaborative projects that require active contributions from each student, including regular and special needs students. In this process, students learn the importance of helping each other and sharing ideas or resources to achieve common goals. Teachers also praise positive behavior that shows cooperation and mutual support among students. Teachers organize group activities where students work together to achieve a common goal, such as completing an art project or group assignment. For example, students are asked to work together to create a presentation, where each group member contributes according to their abilities. In its implementation, students in this school already understand the abilities of each of their friends, including children with special needs, so that the division of group assignments will not be burdensome for all students, including students with special needs.

The above character education development strategy is applied not only in learning activities, but also outside learning activities and integrated into all subjects. This is in line with Cahyanto, et al. (2022) who stated that character education is applied in schools by integrating character values into every subject matter taught at various levels of education to students. Based on interviews with teachers and principals, to provide the best service for students with special needs, teachers must be able to organize the best strategies, and by implementing the strategies above, teachers not only support academic

learning, but also shape students into individuals who care about others and are able to contribute positively to society.

3. Obstacles faced by teachers in efforts to develop students' socially caring character in inclusive education in elementary schools

Teachers who teach in inclusive elementary schools often face various challenges in trying to instill socially caring characters in students. Some of the main obstacles include: not all teachers have sufficient knowledge of the concept of inclusive education, including how to manage student diversity to form a socially caring character. This is usually caused by minimal training related to inclusive education and the lack of openness of parents to convey their child's real condition to the school. Many teachers feel less confident or do not have adequate skills to support the needs of students with special needs, both in academic and social aspects. This can hinder efforts to create an environment that supports socially caring values. Based on the results of observations, it can be seen that there are some teachers who slightly ignore students with special needs, but the principal and other teachers continue to strive to hone their abilities so that they are more ready to provide the best service for students.

Obstacle also can be seen from the limited number of Special Assistant Teachers (GPK) is a serious challenge. The absence of GPK makes it difficult for regular class teachers to provide sufficient attention to ABK, while ensuring the involvement of other students in character formation. At this research location, there is not a single Special Assistant Teacher, while all services for students in general and students with special needs are fully served by class teachers, subject teachers, and also assisted by the principal. Beside, the lack of supporting facilities, such as relevant learning media, inclusive classrooms, and teaching materials designed to build social care values, is an obstacle for teachers in implementing character building programs. Based on observations and documentation that have been carried out, the school studied does not have special facilities for students with special needs, all facilities are still general but can still be used.

Parental support is also a needed, but not all parents of students, both regular students and ABK, fully understand the importance of social care character education. Lack of cooperation and communication between teachers and parents can hinder the success of the student character building process. Based on interviews with teachers and principals, cases related to lack of parental support are very pronounced, especially for students who do not live with their parents, of course showing something very different from students who live with intact families. Tight learning schedules and administrative burdens often make it difficult for teachers to design and implement activities that specifically focus on the formation of socially caring characters. Therefore, support from other parties, especially classmates, to be able to help other students in serving students with special needs in the school environment is very much needed. Last, it is related to student behavior which shown that some students may show a lack of concern for other friends, including students with special needs. Teachers need time and a special approach to change this behavior to be more positive and ensure that students understand the importance of caring for the social environment to improve the quality of services for students with special needs.

The obstacles faced by this school are in line with previous research conducted by Sari and Hendriani (2021), which stated that the obstacles faced in implementing inclusive education are inadequately trained teaching staff, negative stigma, less applicable authority policies, lack of knowledge of teaching staff, accessibility barriers,

limited learning resources, and financial limitations. To overcome these obstacles, support is needed from various parties, such as training and mentoring for teachers, cooperation with parents, provision of adequate facilities, and policies that support the success of inclusive education.

CONCLUSION

The teacher's role is essential in fostering an inclusive and effective learning environment, especially in elementary schools with diverse student populations, including children with special needs. Teachers fulfill various roles, such as informants, organizers, motivators, directors, initiators, transmitters, facilitators, mediators, and evaluators, to create an inclusive, supportive, and adaptive learning environment. These roles ensure that all students, regardless of their abilities, are provided with the necessary guidance, encouragement, and resources to succeed. When teachers implement these roles effectively, they promote a learning atmosphere that is collaborative, respectful of diversity, and tailored to the individual needs of each student.

Teachers play a crucial role in developing socially caring character in students within inclusive elementary schools. By implementing various strategies, such as promoting empathy, appreciating differences, instilling social responsibility, preventing discrimination, and encouraging collaboration, teachers can effectively nurture positive attitudes towards others and the environment. These strategies help students develop an understanding of diversity, respect for others, and a sense of social responsibility. In doing so, teachers create an inclusive classroom where all students, including those with special needs, feel valued and supported. Through these efforts, students not only learn academic content but also important life values that contribute to a harmonious and compassionate society.

Teachers in inclusive elementary schools face several obstacles in their efforts to develop students' socially caring character. These challenges include a lack of sufficient knowledge and training on inclusive education, limited support from Special Assistant Teachers (GPK), inadequate facilities, and insufficient communication with parents. Teachers also encounter difficulties in managing diverse student needs and creating an inclusive environment that fosters social care values. Additionally, students' behavior and a lack of parental support can hinder the success of character-building programs. To address these challenges, it is essential to provide teachers with proper training, improve collaboration with parents, offer necessary resources and facilities, and implement supportive policies. With the right support and resources, inclusive education can effectively nurture socially caring attitudes in students.

REFERENCES

- Asrial, A., Syahril, S., Kurniawan, D. A., & Saputri, J. (2021). Karakter Peduli Sosial: Komparasi Modul Elektronik dan Paper Modul Kearifan Lokal Ngubat Padi di Sekolah Dasar. *Prosiding Konferensi Nasional Pengabdian Kepada Masyarakat Dan Corporate Social Responsibility (PKM-CSR)*, 4, 866–877. <https://doi.org/10.37695/pkmcscr.v4i0.1230>
- Cahyanto, Salsabilah Mukhtar, A., Ba'da Mawlyda Iliyyun, Z., & Faliyandra, F. (2022). Penguatan Pendidikan Karakter di Sekolah Dasar: Studi Implementasi di SD Brawijaya Smart School. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 10(2), 202–213. <https://doi.org/10.22219/jp2sd.v10i2.22490>
- Causton, J., & Tracy-Bronson, C. P. (2015). *The Educator 's Handbook for Inclusive*

- School Practices. *Prookes*. <http://www.brookespublishing.com/educators-handbook%0Ahttp://archive.brookespublishing.com/documents/Causton-collaborating-with-others.pdf>
- Endelta, I., Chan, F., & Zahyuni, V. (2022). Strategi Guru dalam Menanamkan Karakter Peduli Sosial pada Pembelajaran Tatap Muka Terbatas di Sekolah Dasar. *Journal On Teacher Education*, 3(2), 228–233. <https://journal.universitaspahlawan.ac.id/index.php/jote/article/view/3709>
- Fajra, M., Jalinus, N., Jama, J., & Dakhi, O. (2020). Pengembangan Model Kurikulum Sekolah Inklusi Berdasarkan Kebutuhan Perseorangan Anak Didik. *Jurnal Pendidikan*, 21(1), 51–63. <https://doi.org/10.33830/jp.v21i1.746.2020>
- Fakhiratunnisa, S. A., Pitaloka, A. A. P., & Ningrum, T. K. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq*, 2(1), 26–42. <https://doi.org/10.58578/masaliq.v2i1.83>
- Faulina, S. (2017). Peran Guru Sebagai Pembelajaran Dalam Memotivasi Peserta Didik Usia SD. *Prosiding Diskusi Panel Pendidikan*, 144–146.
- Herlina, H., Wardany, O. F., Sani, Y., & Maharani, R. Z. (2023). Kendala Dan Kebutuhan Guru Sekolah Dasar dalam Implementasi Kurikulum Merdeka Bagi Peserta Didik Berkebutuhan Khusus di Lampung. *Jurnal Basicedu*, 7(5), 2928–2941. <https://doi.org/10.31004/basicedu.v7i5.6086>
- Kurniaman, O., Fauziah, E., & Noviana, E. (2021). How To Teach Deaf Students In Elementary Schools? *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 9(1), 48–58.
- Lalak Muslimin, L. L. Y., & Muqowim, M. (2021). Peran Kepala Sekolah Terhadap Kebijakan Pendidikan Inklusi di Tingkat Sekolah Dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(3), 708. <https://doi.org/10.33394/jk.v7i3.3468>
- Lickona, et al. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*.
- Minsih, M., Rusnilawati, R., Mujahid, I., Kaltsum, H. U., Tadzkiroh, U., Raisia, A., Uslan, U., & Triwahyuni, E. (2024). Pendampingan Kurikulum Modifikatif bagi Guru di Sekolah Dasar Inklusi. *Buletin KKN Pendidikan*, 6(1), 110–118. <https://doi.org/10.23917/bkkndik.v6i1.23453>
- Mukti, P. Y., & Harimi, A. C. (2021). Manajemen Pendidikan Karakter Bagi Anak Berkebutuhan Khusus Pada Kelas Inklusi di SD Terpadu Putra Harapan Purwokerto. *Jurnal Pemikiran Dan Pengembangan ...*, 9(1), 74–83. <https://ejournal.umm.ac.id/index.php/jp2sd/article/view/15561>
- Ni'mah, N. U., Istirohmah, A. N., Hamidaturrohmah, & Widiyono, A. (2022). Problematika Penyelenggara Pendidikan Inklusi di Sekolah Dasar. *Jote*, 3(3), 345–353.
- Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M., & Florian, L. (2020). Inclusive school leaders – their role in raising the achievement of all learners. *Journal of Educational Administration*, 58(5), 521–537. <https://doi.org/10.1108/JEA-10-2019-0190>

- Rahmatika, N., Ratrianasari, D., & Widodo, H. (2020). Implementasi Kurikulum 2013 Di Sekolah Inklusi Sekolah Dasar International Islamic School (Intis) Yogyakarta. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 12(1), 55–61. <https://doi.org/10.17509/eh.v12i1.18596>
- Ramadhana, R. N. (2020). Tantangan Pendidikan Inklusi Dalam Mendidik Anak Berkebutuhan Khusus. *Program Studi Pendidikan Bahasa Inggris Universitas Lambung Mangkurat*, 1–10. <http://dx.doi.org/10.31219/osf.io/n8rxu>
- Sanoto, H., & Shafa Prastania, M. (2022). Korelasi Supervisi Kepala Sekolah Terhadap Kompetensi Pedagogik dan Kompetensi Profesional Guru Sekolah Dasar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 10(1), 88–95. <https://doi.org/10.22219/jp2sd.v10i1.20559>
- Sari, C. N., & Hendriani, W. (2021). Hambatan pendidikan inklusi dan bagaimana mengatasinya: Telaah kritis sistematis dari berbagai negara. *Jurnal Ilmiah Psikologi Terapan*, 9(1), 97. <https://doi.org/10.22219/jipt.v9i1.14154>
- Sugiyono. (2021). *Metode penelitian kuantitatif kualitatif dan R dan D*. Bandung: Afabeta.
- Tyas Pratiwi, L., Nur Maghfiroh, M., Septa Andika, D., Nur Marcela, I., & Faza Afifah, A. (2022). Permasalahan Yang Dihadapi Dalam Pelaksanaan Sekolah Inklusi Di Indonesia. *Jurnal Pendidikan Dasar Flobamorata*, 3(2), 314–318. <https://doi.org/10.51494/jpdf.v3i2.704>
- Undang-Undang Nomor 20 Tahun 2003. (2003). *Undang-Undang*, 19(8), 159–170.