



Inclusion Class Management Model for Children with Special Needs in SLBN Penukal Abab Lematang Ilir District

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Abstract: Education is a right for all Indonesian children without exception, both normal children in general and children who have special needs. Children with special needs need unique methods, materials, services, education, and equipment to achieve optimal development because they may learn at different speeds and in various ways. This study aims to see the classroom management model applied in inclusion classes for children with special needs in Penukal Abab Lematang Ilir District Public Special School. This research is expected to provide a comprehensive picture of the application of the inclusion class management model. Qualitative research with a descriptive design and case study approach was used in this study. Data was collected through interviews, observation, and document analysis. The study subjects involved SLBN Penukal Abab Lematang Ilir district school principals and teachers. Data analysis techniques are done through data reduction, data presentation, and conclusions, providing an in-depth understanding of the inclusion class management model. The inclusion class management model is based on three aspects: physical environment management, socio-emotional condition management, and organizational condition management.

Keywords: Classroom Management, Inclusion, Children`s Special Needs.

Introduction

Education is one of the crucial efforts planned to improve the quality of human resources of the Indonesian nation so that they can become independent individuals (Hisbollah et al., 2023). Humans need education because it is with education that they can develop their potential through a learning process recognized by the community (Ibrahim et al., 2023; Mintarsih, 2017; Sirozi et al., 2022).

Regarding education, the government not only prioritizes students who have abilities like students in general and prioritizes blue blood type students, but must also prioritize children whose parents are middle to lower income, considered disabled or have special needs from children in general by what is stated in article 31 paragraph 1 of the Constitution "every citizen has the right to education" (Ikramullah & Sirojuddin, 2020) and also stated in Law Number 23 of 2003 concerning Child Protection which states that: (1) Every child has the right to education and teaching in the context of his personal development and level of intelligence by his interests and talents; (2) Every child has the right to be able to live, grow, develop, and participate reasonably by human dignity and dignity and to be protected from violence and discrimination (Law on National Education and Education, 2003). So, based on these two laws, it can be concluded that education is the right of all Indonesian children without exception, both normal children in general and children who have special needs.

Theory

The National Early Childhood Specialist Team (NEST) explains that children with special needs have differences with children in general or the average child their age (NEST, 2007). Children with special needs need unique methods, materials, services, education, and equipment to achieve optimal development because they may learn at different speeds and in

various ways. Although children with special needs differ from children in general, they have the same rights and opportunities as children in general. Children with special needs still have potential and abilities that can be honed and developed through education (Adiarti, 2014).

According to Santoso, children with special needs must be considered normal humans with the same rights as others (Hargio, 2012). Therefore, children with special needs have the right to receive formal education; the educational services differ slightly from ordinary formal education. Salim and Yusuf in Zuniar and Chamdani explained that education services for children with special needs in Indonesia have been implemented through three types of educational institutions, namely Special Schools (SLB), Extraordinary Elementary Schools (SDLB), and Integrated Education (Zunair & Chamdani, 2017).

Along with the times, the model of educational services for children with special needs has changed and evolved. The oldest particular education model is the segregation model, where this educational model will place children with special needs in certain schools and separate them from their peers. Schools that adopt this segregation system have curricula, teaching methods, learning facilities, evaluation systems, and exceptional teachers for students with special needs. This segregation model looks profitable in management and makes it easier for teachers to manage their students. The weakness of this segregation education model is that the financing is quite expensive (Hermanto, 2010).

The subsequent development in the education service model for children with special needs is the mainstreaming model. This model of education appeared in the middle of the twentieth century. Reflecting on the weaknesses of the segregation education service model, the mainstreaming model exists as an alternative educational service for children with special needs. This model provides unlimited freedom for children with special needs to develop their potential according to their needs or disorders. However, this mainstream education service did not run long in Indonesia (Hermanto, 2010).

Education services for children with special needs that are currently widely applied in schools are inclusive education services. Inclusion education is the latest formal development of the educational model for children with special needs. Inclusion education is an education management system that provides opportunities for all students who have disabilities and have exceptional intelligence and talent potential to participate in education or learning in one educational environment together with students in general (Natalia & Mundilarno, 2019).

Education providers for children with special needs in formal and vocational education units are held inclusively. Then, in implementing learning activities, improving the quality of learning and the level of professionalism of educators is one of the fundamental aspects that must be met to realize the learning atmosphere desired by students. Therefore, it requires good classroom management skills from a teacher, especially when managing classes with an inclusive learning model for children with special needs, because there will be differences between ordinary formal classroom management and inclusion class management.

Sunhaji said that classroom management skills are one of the essential teaching skills that aim to create and maintain an optimal learning atmosphere, meaning that this ability is closely related to the teacher's professional ability to create favorable conditions, please students, and develop healthy learning discipline (Sunhaji, 1970). The classroom environment will significantly affect students' focus on absorbing the information given to them. In addition, most of the time students spend learning is spent in the classroom. Students who feel

happy and comfortable in the school will undoubtedly be pleased to follow the learning process (Suranto et al., 2022). The classroom can be the most comfortable place for students if appropriately managed (Wikantari et al., 2022; Mulyadi et al., 2022). Conversely, the classroom can become a place of torture for students if not handled properly. The classroom is not only a place to accommodate students but also a place where the socialization process between fellow students occurs, a place to build character, and a place where students discover and develop their talents and interests (Potter, 2000).

Classroom management is now essential for all teachers to pay attention to. Classroom management is critical because there will always be dynamics of changes in student behaviour in the classroom. It may be that students today can learn well and calmly, but tomorrow, the exact condition will not necessarily occur. It may be that in this subject students have high enthusiasm but in other subjects do not. The classroom will always be dynamic in the form of behaviour, deeds, attitudes, and mental and emotional learners (Jannah, 2018). Especially in teaching in classes with students with special needs, of course, classroom management is critical for teachers to pay attention to, especially about children who are said to be different from children in general, so of course, there will be differences in planning and implementing the management system or classroom management.

Based on the description above, the author is interested in examining how the inclusion class management model is related to the management of the physical, socio-emotional, and organizational conditions, as well as the impact of inclusion class management on the learning of children with special needs in the State Special School (SLBN) Penukal Abab Lematang Ilir district. Therefore, researchers will conduct a study entitled Inclusion Class Management Model for Children with Special Needs in SLBN Penukal Abab Lematang Ilir Regency.

Methods

This type of research is descriptive qualitative research. Namely, the data is collected in words and images, not numbers (Danim, 2013). This research uses a case study approach where research is carried out by examining a case seriously, deeply, in detail and thoroughly (Faisal, 1992). The research was conducted at SLBN Penukal Abab Lematang Ilir Regency at Jl. Raya PALI-MUBA Talang Kerangan, Talang Ubi Utara, Talang Ubi District, Penukal Abab Lematang Ilir Regency. The reason for choosing the location of this study is because the school is the only SLB located in the PALI district, so it is very by the problems raised in this study. Data collection in this study used several techniques: observation, documentation, and interviews. The stages of data analysis used are 1) collecting data using triangulation (observation, documentation, and interviews), which is also carried out to test the credibility of the data; 2) tabulating the data obtained; 3) interpreting and analyzing data; and 4) drawing conclusions to answer existing questions (Help, 2016). Data analysis in this study was carried out through several stages: data reduction, data presentation, verification, and conclusion drawing (Ibrahim et al., 2023). Data validity was tested using triangulation techniques, including time triangulation, method triangulation, and source triangulation (Moleong, 2019);(Ibrahim et al., 2021).



Results and Discussion

Findings

Physical Environmental Management Inclusion Class

Based on the results of interviews, documentation, and observations, it is known that the management of the physical environment of the classroom at the Penukal Abab Lematang Ilir District State Special School has been managed in several aspects, including classroom arrangements, student seating arrangements, ventilation and light arrangements, and storage arrangements that are arranged according to the conditions of students with special needs in the school.

Management of the Socio-Emotional State of the Inclusion Class

Based on the results of interviews, documentation, and observations, it is known that the management of the socio-emotional condition of the classroom includes aspects of the type of leadership applied by teachers in the school and teacher attitudes when dealing with students with special needs in the inclusion classroom. In teaching inclusion classes, teachers at Penukal Abab Lematang Ilir District Public Special School apply the democratic leadership type to their students. This is because in teaching students with special needs, a more emotional approach is needed between teachers and students in the classroom. Then, the teacher must prioritize the condition of students who are comfortable attending lessons, especially in the morning, and teachers must ensure students are physically and emotionally ready to follow the class lessons.

Management of the Organizational State of the Inclusion Class

Based on the results of interviews, documentation, and observations, it is known that organizational condition management includes aspects of the lesson change system in inclusive classes, teacher system arrangements that are unable to attend and how teachers deal with conflicts among students with special needs. The change of the lesson system in inclusion classes, exceptionally high classes, is almost the same as in regular education; when class hours are over, the teacher will leave the class and change to another teacher. So, in setting organizational conditions in the classroom, inclusion requires responsibility and attitude from wise and gentle teachers when dealing with problems.

The Impact of Inclusion Classroom Management on Learning for Students with Special Needs

Various aspects of inclusive classroom settings that are implemented in the classroom have an impact on the learning of students with special needs, such as a comfortable feeling when learning that adapts to the unique needs that students have, an individual approach that allows these students to understand better what the teacher teaches in the classroom, and increased confidence of students with special needs. So, implementing inclusion classroom arrangements for students with special needs positively impacts student learning, especially in providing a sense of comfort for students with special needs and teachers who teach in inclusion classes.

Discussion

Penukal Abab Lematang Ilir District Public Special School has managed or managed inclusion classes for students with special needs. Although the condition of the school is still simple, the school, especially the teachers, can manage the condition well enough to provide learning. The inclusion class management process at SLBN Penukal Abab Lematang Ilir district includes three main aspects, namely the management of the physical environment of the classroom, the management of the socio-emotional condition of the class, and the management of the organizational condition of the school where these three aspects have an impact on the learning of students with special needs in SLBN Penukal Abab Lematang Ilir district.

Physical Environmental Management of Inclusion Class in Special Schools of Penukal Abab Lematang Ilir District

The condition of the physical environment as a place for teaching and learning activities must be appropriately managed in terms of classroom management, student seating arrangements, ventilation and light arrangements entering the classroom, and storage arrangements for goods (Syukrina et al., 2022). In SLBN Penukal Abab Lematang Ilir district, classrooms have been arranged quite well, and classrooms are differentiated based on student's unique needs and grade level groups. In SLBN Penukal Abab Lematang Ilir district, students are divided into class B for deaf and speech-impaired students and class C for students with intellectual impairment, Down syndrome and autism. Divining classes like this aims to make the learning process more effective. As explained in the abomination theory, children with special needs have a character that is quite different from children in general. The classroom arrangement is arranged according to the needs of students with special needs in the room.

The next aspect that needs to be managed in terms of managing the physical environment is the regulation of ventilation and the regulation of light. Ventilation affects the health of students. Classrooms that are places for the teaching and learning process generally have windows large enough to allow the light and heat of the morning sun that is good for health to enter and provide good lighting so that students can see clearly in the classroom (Annur et al., 2024). Ventilation also allows air to enter well into the school to nourish students by breathing fresh air. The ventilation and classroom light in SLBN Penukal Abab Lematang Ilir district are arranged so that the incoming light can provide good lighting in the classroom and ensure that air circulation in the school runs well.

Management of Socio-Emotional Conditions of Inclusion Class in Special Schools of Penukal Abab Lematang Ilir District

Socio-emotional conditions are components that benefit one's intelligence if using emotions. Socio-emotional condition management factors are an essential component in managing inclusion classes. Moreover, teachers must manage each student's emotional condition (Ahmad, 2021; Prastiwi & Abduh, 2023). In managing socio-emotional conditions, inclusion classes include aspects of teacher leadership types and attitudes.

The next aspect in managing the socio-emotional condition of the inclusion class is the teacher's attitude in the classroom. Teachers' attitude in managing classes demands always patience and warmth towards all students (Alfiyanto et al., 2021, 2022). Appreciation and punishment must be based on what students do, not excessive,

especially if punishing students who violate by using physical violence. Moreover, children with special needs need more patience to regulate their emotions. In this case, in SLBN Penukal Abab Lematang Ilir district, the teachers prioritize the emotional bond between teachers and students, considering that for students with special needs, particular disclosure is also needed, which is different from teaching in regular classes. Such teachers must be able to put themselves as comfortable friends for students, be more patient with students and approach them individually with their students.

Management of Organizational Conditions of Inclusion Class in SLB Penukal Abab Lematang Ilir District

Management of the organizational condition of inclusion classes is used to anticipate problems in managing classes. With clear, directed and regular activities through communication to students openly and clearly, students will also be self-cultivation with good habituation, have a high level of discipline and regularity of behavior obtained in class and school. Managing organizational conditions includes three aspects, namely the lesson change system, teacher solutions that have obstacles to attend to, and problems between students.

The lesson change system in inclusive classrooms is supervised by teachers and homeroom teachers to anticipate poor interaction between students with special needs. The lesson change system at SLBN Penukal Abab Lematang Ilir district for lower grades, especially the mentally impaired class, at the time of changing lessons, the previous teacher will wait in class until the next teacher arrives. This is to avoid the possibility of unwanted interactions among learners. As for the change of lessons in high grades, it is almost the same as regular education where when class hours are over, the teacher will leave the class and change to another teacher. This is because high-grade students are used to their lesson schedules and are more discipline than low-grade students.

The second aspect in setting the organizational conditions of the inclusion classroom is the condition of teachers who are unable to attend. Teachers who have obstacles to attend class hours will result in a vacancy in activities for students, for example in cases of illness, meetings, or even being on duty out of town. To avoid this, teachers who are unable to attend are required to ask for help from other teachers to replace them temporarily or can also give their students assignments so that the class looks conducive. Similar is the case with the condition in SLBN Penukal Abab Lematang Ilir district, where if there is a teacher who is unable to attend, then the solution is that the teacher must ensure that his class remains in a safe condition by asking for help from other teachers to supervise the class. Especially at the elementary level that implements a class teacher system, it is very important to keep the class in a controlled condition even if the teacher is unable to attend.

The last aspect in managing the organizational conditions of inclusion classes is the condition of conflict among students with special needs. The problems that occur certainly occur because of emotional feelings that cannot be controlled between students. Teachers must also understand and recognize the characteristics of each student so that when problems arise teachers will have the right solution to overcome these problems. In this case, in SLBN Penukal Abab Lematang Ilir district, in resolving conflicts that arise among students, teachers must not take sides with one of them but must provide understanding to students who are in conflict. In setting organizational conditions in



the classroom, inclusion requires responsibility and attitude from wise and gentle teachers in dealing with problems that occur among students with special needs.

This aspect of managing the organizational condition of inclusion classes in SLBN Penukal Abab Lematang Ilir district is in line with the results of previous research in the journal Firanti ddk, entitled Implementation of Inclusion Class Management in Elementary Schools, which explains that to overcome the obstacles of teachers who are unable to attend is to mandate picket teachers to replace them temporarily. The solution applied by teachers when there is a conflict between students with special needs is to provide understanding and modeling of conflicts that are occurring. Trace the source of the problem and intervene in the student privately in the teacher's room to avoid further risks. Thus, it is expected to maintain the organizational conditions of inclusion classes for students with special needs.

The Impact of Inclusion Classroom Management on Learning for Children with Special Needs in Special Schools of Penukal Abab Lematang Ilir District.

Through the arrangement of various aspects in classroom management, inclusion applied in the classroom has an impact on the learning of students with special needs, such as a comfortable feeling when learning that adapts to the unique needs that students have, an individual approach that allows these students to understand better what the teacher teaches in the classroom, and increase the confidence of students with special needs. By implementing inclusive classroom arrangements for students with special needs, it has a positive impact on learning for both students with special needs and teachers who teach in inclusion classes.

Conclusion

Based on the results of research and discussion on the management of inclusion classes for children with special needs at the State Special School of Penukal Abab Lematang Ilir district, several things were concluded, namely 1) The management of the physical environment of inclusion classes at the LSBN School of Penukal Abab Lematang Ilir district includes classroom arrangements which are divided into class B for speech impaired and space impaired students, and class C for students with intellectual disabilities, autism and Down syndrome, student seating arrangements that adjust to student conditions, ventilation and light arrangements, and well-managed luggage storage arrangements with the aim of providing comfortable learning conditions for students with special needs at the school; 2) Regulation of the socio-emotional condition of the inclusion class at Penukal Abab Lematang Ilir District Public Special School includes aspects of teacher leadership types that apply democratic leadership types in the classroom, and teacher attitudes that prioritize emotional bonds between teachers and students with special needs in the school; 3) Management of the organizational conditions of inclusion classes in Penukal Abab Lematang Ilir District Public Special Schools include aspects of the lesson change system for lower classes, especially the mentally impaired class which requires teachers to wait for the next teacher to enter the classroom before the teacher leaves the classroom, solutions for teachers who are unable to attend to remain responsible for ensuring their classes are safe by asking for help from other teacher friends to supervise the class as long as the teacher is unable to attend, and problems between students are resolved wisely and meekly by the teacher; and 4) Through the

arrangement of various aspects of classroom management, inclusion for children with special needs has a positive impact on student learning in the classroom, which provides students with a sense of comfort in learning and increases the confidence of students with special needs.

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