

# Social Interaction of Special Advisor Teachers with Children with Special Disabilities in Primary Schools in Lamongan Regency, East Java

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0267>

Received: 25 April 2025; Accepted: 29 April 2025; Published: 12 June 2025

## ABSTRACT

Social Interaction of Special Advisor Teachers (GPK) with Children with Special Disabilities (ABK) in Primary Schools in Probolinggo Regency, East Java. abstract This study aims to describe the forms of social interaction between teachers and children with special needs (ABK) in inclusive educational institutions and to describe the meaning of social interactions between teachers and children with special needs in inclusive elementary schools. This study uses a social definition paradigm with a case study research type. Data collection was carried out by using interview, observation and documentation techniques. The results showed that: 1) the form of social interaction between GPK and ABK was carried out in the form of cooperation. In this collaboration, GPK provides psychological and social support. Psychological support is provided in the form of support, positive thinking and grace with the destiny of God Almighty. GPK advised crew members not to give up on the situation. GPK also provides social support in three dimensions, namely (a) Emotional support, which includes feeling comfortable, valued, loved, and cared for. (b) Cognitive support, including: information, direction, and advice. (c) Materials support, including assistance / easy access to services for ABK; 2) The meaning of social interaction between teachers and children with special needs in inclusive educational institutions. GPK means that students with special needs are God's creations who must be guided, educated, taught and trained with all their limitations, b) GPK is a person who is grateful, patient and sincere, 3) GPK has a distant sense of sympathy, caring, and humanity higher, and 4) GPK finds uniqueness in each of the children with special needs that every human lacking will become an advantage when trying seriously.

**Keywords:** Social Interaction, Children with Special Needs (GPK ), Special Advisor Teachers (GPK)

## INTRODUCTION

Education is a basic need for every human being to ensure his survival. With education, humans will be able to increase their knowledge and skills to develop better and have an impact on a better life as well. Education is the right of every citizen. The state has an obligation to provide quality education services to every citizen without exception, including those with disabilities / children with disabilities. Based on survey results from the Central Statistics Agency (BPS) and the National Socio-Economic Survey (SUSENAS) in 2012, the number of people with disabilities in Indonesia reached 2% of the 244,775,796 Indonesian population. or about 3,654,356 people. Increasingly compared to 1996 with a disability rate of 1,601,005 people or about 0.8 of the total population of Indonesia.

Along with the increasing number of people with disabilities, the government continues to strive to fulfill the rights of persons with disabilities. Constitutionally, the rights of persons with disabilities are regulated in the 1945 Constitution Article 27 paragraph (2) and Article 34 paragraph (3) as well as Law Number 4 of 1997

concerning persons with disabilities. It is clearly stated in the law that people with disabilities or disabilities have the same rights as other Indonesian citizens. Among them is the availability of proper education services by the government for all citizens.

In Law Number 20 of 2003 article 5 paragraph (2) concerning the National Education System (SISDIKNAS) it is stated that every citizen who has physical, emotional, mental, intellectual, and / or social disabilities has the right to receive special education. The government has facilitated education for children with special needs with the existence of educational service institutions for children with special needs (ABK) in inclusive educational institutions. Inclusive education is the provision of education that combines regular education with special education in a unified system. In the learning process it is the same, except for students with special needs who receive guidance from Special Advisors (GPK). GPK in accordance with the guidebook for implementing inclusive education in 2007 are teachers who have a special education background / special education or who have received training on special / special education, who are assigned to inclusive schools. GBK has a very important role in the existence of inclusive educational institutions as explained in PP 17 of 2010 Article 171 (j) that special guidance teachers as professional educators have the duty and function of guiding, teaching, assessing, and evaluating students with disabilities in general education units , vocational education unit, and / or religious education unit. In addition, in the Special Guidelines for Inclusive Education Organizers in 2007, it is stated that the duties of GPK include: compiling educational assessment instruments, building a coordination system between teachers, schools and parents of students, providing assistance to children with special needs in learning activities together with classroom teachers. / subject teachers / subject teachers, providing special service assistance for children with special needs who experience obstacles in participating in teaching and learning activities in class, providing ongoing guidance and making special notes to ABK during learning activities, providing assistance (sharing experiences) to class teachers and / or subject teachers so that they can provide educational services to children with special needs.

According to Dedy Kustawan (2013), schools that provide inclusive education should be able to provide adequate educators and education personnel to be able to provide good services for all students. The presence of GPK with academic qualifications of PLB (Special Education) graduates, is expected to be able and ready to handle students with special needs in inclusive educational institutions. In addition to having academic qualifications, competencies should also be as described in the Guideline for *Tendik* Guidance for the Director of PSLB (2007) that GPK competencies are based on four main competencies (pedagogic, personality, professional, and social), and are specifically oriented towards three main abilities, namely: (1) general ability (general ability) is the ability needed to educate students in general (normal children), (2) basic ability (basic ability) is the ability needed to educate students with special needs, and (3) ) special ability (specific ability) is the ability needed to educate students with special needs of certain types (specialists).

### **Statement of the problems**

Researchers are very interested in revealing how GPK interacts with ABK and how does GPK interpret their interactions with ABK. Researchers hope that the results of this study can provide a source of inspiration for teachers in general and GPK in particular in providing services to all students, especially students with special needs. Based on the background that has been described above, the problems to be examined in this study are as follows: 1. What is the form of social interaction between teachers and children with special needs in inclusive education institutions 2. What is the meaning of the social interaction between teachers and children with special needs in the inclusive education institution?

## **RESEARCH METHODOLOGY**

### **Research paradigm**

To study the problems in this research, the researcher used a social definition paradigm. This paradigm rests on the behavior of an active individual who is able to create a separate social reality for a specific purpose.

## Research Type and Approach

This research uses a qualitative approach. The type is a case study research or case study. A case study is a research that focuses on one particular object that is appointed as a case to be studied in depth so that it is able to uncover the reality behind the phenomenon. Case studies are used to provide an understanding of something that attracts attention, social processes that are happening, concrete events, the experience of someone who is the background of a case. Case studies are expected to reveal the complexity of a case. There are two types of case study research according to Endraswara (2012). The first case studies of deviations or also called retrospective case studies (retrospective case studies) are curative in nature which allows the need for follow-up healing but not necessarily done by researchers. Researchers are only giving suggestions. The two case studies towards development are also called prospective case studies (Prospective Case Studies) are case studies to find a trend towards the development of a case and the follow-up is carried out with action research. This research can be conducted by a competent person.

Data collection techniques in this study were carried out by means of interviews, observation and documentation. The data analysis technique used in this case study research uses the Robert K. Yin model. The data analysis described by Robert K. Yin contained 3 data analysis techniques, including pattern matching, explanation making (explanation), and time series analysis. (Yin, 2008).

## RESEARCH RESULTS

### Efforts to understand

Efforts to understand students' moods to receive messages or subject matter are always made. ABK has a special character, so GPK should be able to know and understand all ABK with all their disabilities. In this humanist approach, Mrs. Anita develops students' positive feelings towards herself and leads to positive personality development. A positive personality has a very important meaning which in turn will support the education and learning process it is undergoing. Not only for ABK, the development of positive feelings is also given to non-ABK students. Because with positive feelings, non-ABK students are directed to respect others without distinguishing their origin, socio-economic background, race, ethnicity and religion.

Flexibility is required in communicating and providing teaching. Given that each ABK has different characteristics so that the treatment given will be different from one ABK to another. The following is a summary of how Ms. Anita interacted with the ABK students based on the researchers' observations and interviews; Interaction of GPK with Dimas Bayu Saputra, class 1, age 10, the type of mental disability. Dimas has the disorder of not being able to speak clearly but understands what other people are talking about. This child has a late language development disorder because it cannot speak. Posture when walking is less perfect (tends to slouch); development of gross and fine motor skills is hampered; prefer to be outside the classroom; can not maintain their own cleanliness and neatness and tends to be aggressive.

The results of the interview explained that what was done with ABK was like the interactions carried out to students in general, only that it was clarified with hand movements and facial expressions to clarify what the GPK wanted to convey. These ABK also need concrete objects to clarify the subject matter. Psychologically, Mrs. Anita always encourages Dimas. Dimas who couldn't differentiate between the teachers and the teachers or couldn't distinguish between a man and a woman. Mrs. Anita taught this understanding for one year. The method used by Mrs. Anita to provide an understanding of the differences between men and women was done by collecting pictures of women wearing buns, wearing headscarves, without headscarves and men wearing sarongs, pants, shorts and wearing hats. Then the crew members are asked to group the pictures that are classified as male and which are classified as female. After one year, it is possible to differentiate between male and female. Now these crew members are able to develop themselves, can wear shoes and go to the bathroom by themselves. ABK's extraordinary progress can also be seen from the ability to study for 5 minutes or even 10 minutes. Because previously this ABK had difficulty focusing on learning even though it was only 5 minutes.

Positive understanding of ABK makes ABK happy and excited in learning. The same understanding is also given to other ABK so that all ABK realize and understand that what happened is God's will and must be accepted gracefully. With positive thoughts, this can make students excited and not inferior. Interaction with Dita Regia Putri grade 1, 7 years old. This student is classified as slow learning (Slow Learner). Interaction with children with special needs who are classified as slow learners is carried out by providing assistance that is longer than students in general. Repetitive explanations are required in delivering course material to the ABK.

Interaction with Maulana Ridwan Hidayatulloh grade 2, 8 years old. This child is classified as deaf. Interaction with deaf children requires sign language. GPK must be able to make ABK see facial expressions and lip movements when communicating so that ABK can imitate GPK's lips. GPK interaction with ABK takes place through verbal and non-verbal communication. Non-verbal is done through body style, body language, and movements that support messages so that it is easier for children to understand.

The teacher also inserts stories that can motivate students to continue learning. The teacher tries to arouse students' confidence with praise and appreciation when students are deemed capable of carrying out instructions given by the teacher. Praise and motivation so that the crew members have more confidence in doing it too. The effect is, students with special needs feel comfortable, and are able to accept the message conveyed by the teacher and further carry out what is ordered.

Idris Ibnu Shale, a grade 2 student aged 10 years, is classified as deaf. Interaction with deaf children requires sign language. GPK must be able to make ABK see facial expressions and lip movements when communicating so that ABK can imitate GPK's lips. According to Mrs. Anita, this form of interaction with children with special needs is done with body movements (sign language). Sign language is used to facilitate communication so that what the teacher says is easy for students to understand. Lip movements, body language, facial expressions, eye gaze and gestures are used to clarify the delivery of material to these ABK students.

## **LITERATURE REVIEW**

Listi Ideria Pulungan (2012) The title of the research is "Social interaction between teachers and students in the learning process at SD Al-Azhar Pontianak" The results of the study show that excellent social interaction is in the form of empathy or suggestion which motivates students to be more active in effective learning in the process. with a learning pattern in which there is a two-way interaction between teachers and students. So that with a two-way interaction pattern between teachers and students it is hoped that the learning process can take place well. Sugiarmun (2009) The title of the research is "Improving the Interaction and Communication Skills of Autistic Children through the Interaction and Communication Development Stages of Autistic Children". The purpose of this study was to find a development and communication model for children with autism.

Uswatun Hasanah (2011) The title of the research is "Social Interaction of Children with Special Needs (ABK) in the Inclusive Class of Symbolic Interactionism Study on Student communication at SMK Negeri Malang. The results of the study concluded that the similarity of understanding in interacting in the class of inclusive educational institutions occurs when the sender of the message communicates concrete objects while for abstract objects there tends to be a difference in understanding.

Ulfa (2015) Research title "Social Interaction of Autistic Students in Inclusive Schools". The purpose of this study was to determine the social interactions of children with autism that are formed in inclusive schools. The similarity with the research conducted by researchers is social interaction with children with special needs in inclusive educational institutions. The difference is that the interaction only emphasizes one type of ABK Latifah, Umi (2012) Research title "Social Interaction of Autistic Students: A Case Study in Inclusion Class at SMPN 29 Surabaya". The results of this study indicate that the subject has not been able to carry out social interaction in an inclusive classroom, both with the teacher and with his friends while in class, because



of the subject's lack of interest in social interaction, unable to communicate reciprocally, unable to initiate or initiate communication. both verbally and non-verbally, unable to make direct eye contact.

Dahni Swasti Laras, Izhar Salim, Sulistyarini (2017) The title of the research is "Associative Social Interaction of Children with Special Needs with Disabilities in the Special School of Dharma Asih, Pontianak City". The results of this study indicate that the interaction between shadow and children with autism in inclusive schools is part of the symbolic interaction. The symbolic interaction process between shadow and autistic children is mediated by symbols used to represent an object. The symbols used are in the form of spoken language, body, signs and pictures

Achmad Syarifudin, Ardhie Raditya (2016) The research title is "Symbolic Interaction between Shadow and Autistic Children in Surabaya Creative School". The results of this study indicate that the interaction between shadow and children with autism in inclusive schools is part of the symbolic interaction. The symbolic interaction process between shadow and autistic children is mediated by symbols used to represent an object. The symbols used are in the form of spoken language, body, signs and pictures.

Davis R P. Dkk with the article title "Teacher Communication Patterns with Students with Special Needs (Case Study of Autistic Children Education at the Learning Support Center, Bogor Nature School)" The results of the study concluded that communication has a very important role in the teaching and learning process for both general students and students. with special needs in this case autism. The pattern of communication takes place in one direction from teacher to student, communication messages are conveyed repeatedly using the No No Show teaching method. Through the teaching method No No Snow delivers messages verbally, non-verbally and uses visual media as a tool for students to help students understand the material presented.

## **Symbolic Interactionism**

Theory The social theory used to identify social interaction problems in this study is symbolic interaction theory. By knowing symbolic interactionism as a theory, it is easier to understand social phenomena through individual scrutiny. George Herbert Mead is an important thinker in symbolic interaction with his most important work in the book *Mind, Self and Society*. For Mead, people respond to stimuli in the social environment by reflecting on what constitutes "meaning" and selecting the limits of behavior that they think are appropriate in that situation. Mead's interest in mental processes such as mind and self was not aimed at recording a person's unique subjective experiences. More than that, he sees them as the key to understanding which individuals and society they should be (Demartoto, 2007).

In order to better understand the symbolic interactions that exist between GPK and ABK, it is necessary to understand the principles of symbolic interactionism theory. The basic principles of this theory according to (Ritzer, Goodman: 2008) are: (1). Humans have the ability to think that differentiates them from animals; (2). The ability to think is formed through social interaction; (3). The ability to think allows humans to learn meaning and symbols in social interactions; (4). Meanings and symbols enable people to carry out unique human actions and interactions. (5). Meanings and symbols can be changed and modified by humans who are used to act and interact according to their interpretation of the matter. (6). The process of modification and change is in accordance with the human ability to think about and choose the desired action. (7) The relationship between this pattern of action and interaction then creates groups and society. Symbols can indeed represent or represent something. Likewise with the symbolic behavior carried out by ABK. They often use symbols to communicate themselves. For example, when ABK is bored in class, they tend not to want to stay in their seat. GPK can understand this symbol along with the interactions that exist with ABK. Basically, GPK also strives for ABK to be able to use their thinking skills to be able to understand the subject matter even though not completely. Social interaction with symbols between GPK and ABK varies greatly according to the disorders and needs of the children who are assisted.

Meanings and symbols are important to learn during the interaction. To know the meaning of a symbol requires the ability to think. This meaning cannot be concluded through a short process of interaction. The ability to think will sort out which meaning is more precise than a symbol. The more symbols that are represented and can be understood, the more it will encourage human thinking ability. This ability will be able to represent things including social objects that want to be represented appropriately. (Layder: 2004)

According to Polama (2007) Blummer's symbolic interactionism contains a number of basic ideas, including: 1. Society consists of interacting humans; 2. Interaction consists of various human activities related to other human activities. Language is a symbol that has a general meaning; 3. Objects, meanings, are products of symbolic interaction; 4. The view of self and object is born from the process of symbolic interaction; 5. Human actions are interpretive actions created by humans themselves; 6. Such actions are linked to and adjusted by group members which are referred to as collective action which is limited as "the social organization of the behavior of various human actions; 7. The interaction between GPK and ABK is relevant to Herbert Blumer's theory of interactionism. The general form of social process is social interaction, interaction is a condition for social activity. According to symbolic interaction, important and interconnected aspects are: socialization, meaning, symbols, self, interaction and society. Society is a formation of interactions between individuals and interactions between actors, not between the factors that connect them, or that make them interact (Setyowati, 2013). Symbolic interactionism sees the importance of social interaction as a means or a cause of expression of human behavior. Built for the first time by George Herbert Mead, which was later modified by Blummer, it contains a relationship that occurs naturally between humans in society and the relationship between society and individuals develops through the symbols they create that are consciously related to gestures, including sounds or vocals, physical movements, body expressions, all of which have the meaning, are called symbols (Wirawan, 2012).

Symbolic interaction theory emphasizes two things: first, humans in society can never be separated from social interaction; second, the interaction in society embodies certain symbols which tend to be dynamic. Interaction requires symbols in the form of language, writing, and other symbols that are dynamic and unique. The uniqueness and dynamics of symbols in the process of social interaction requires humans to be more critical, sensitive, active, creative, in interpreting symbols that appear in social interactions (Rohim, 2009).

Soekanto (2012) argues that social interaction is the key to all social life because without social interaction, life together will not be possible. The meeting of individuals will result in the association of living in a social group. Such life association will occur when individuals or groups of people work together, talk to each other, for a common goal, hold competition, fight, and so on, it can be said that social interaction is the basis of social processes, which refers to dynamic social relationships. Social interaction is the basis of social processes, referring to dynamic social relationships.

In social interaction, it is necessary to have social skills that are socially acceptable or valuable at the same time which have advantages for individuals and others (Imanuddin, 2013). As for Basrowi (2015), social interaction is a dynamic relationship that brings people together, groups with groups, and people with Ahuman groups. The form is not only cooperative, but also in the form of action, competition, dispute and the like. Communication is an effort to convey information to other humans. Without communication, it is impossible for a social interaction process to occur (Syahrial Syarbaini, 2009). Communication is that someone who gives interpretation to others (in the form of speech, bodily movements or attitudes), what feelings that person wants to convey. The person in question then reacts to the feelings to be conveyed. With the communication of group attitudes and feelings, it can be seen by other groups or other people. This then is the material to determine what reaction it will do.

In communication it is very likely that there are various kinds of interpretations of the behavior of others. A smile, for example, can be interpreted as hospitality, friendly attitude or even as cynicism and an attitude of wanting to show victory. Thus communication allows cooperation between individuals and or between groups. But besides that, communication can also result in disputes that occur because of misunderstandings

that each one does not want to give in (Soerjono Soekanto, 2005). An interaction. social occurs when it meets two requirements (Handayani, 2013), namely: (1) Contact. social (social contact), the occurrence of contact is basically an action. of individuals or groups. and has meaning for the doer. which is then captured by individuals or other groups. physically, social contact occurs because of a physical relationship as a social symptom, not just a bada relationship. Well, because social relations occur, you don't have to touch someone, but people can relate to people. others without having to touch; (2) Communion, the process by which the verbal and non symbols. verbal sent, sent, received, and given. meaning.

## DISCUSSION OF RESEARCH OF RESULTS

Based on the findings in the field as described above, the meaning of social interaction between GPK and ABK can be summarized and summarized as follows: 1) Being a grateful person. GPK serves more than one disabled person with disabilities. By seeing the various deficiencies in children with special needs, GPK is grateful that Allah gives physical and psychological perfection. GPK's gratitude is manifested by providing maximum service to ABK students; 2) Become a more patient and sincere person. Educating children with special needs is different from normal children. Serving ABK requires more patience than normal students. Students with learning difficulties face GPK on a daily basis. Often times ABK show behavior that is difficult to control. Sometimes students also run away from class. There are also students who are easily emotional and angry. With the different behavior of children with special needs, patience, patience and tenderness are needed. This is what makes GPK more patient and sincere; 3) Has a much higher sense of sympathy, care and humanity. ABK is God's creation that must be loved, guided, educated, taught and trained. ABK have the same rights, need to be treated fairly; 4) Understanding that humans are born unique has their respective strengths and weaknesses. As well as the shortage of ABK students, each child also has their own talents. This is where GPK's job is to continue to explore the potential talents and interests of ABK students.

## CONCLUSIONS

GPK social support is given in three dimensions, namely: 1. Emotional support, namely GPK provides a feeling of comfort when interacting with children with special needs, appreciates every action and thought taken, loves wholeheartedly, and pays attention to their needs. 2. Cognitive support is carried out by providing important information according to the needs of the children with special needs, providing direction especially regarding self-development so that children with special needs can be independent, and giving advice to always be grateful and excited. 3. Materials support which includes assistance and youth access in providing services to crew members. The meaning of social interaction between GPK and ABK in inclusive educational institutions at Tongas Wetan 1 Public Elementary School, Probolinggo Regency is; a) GPK means that students with special needs are God's creations who must be guided, educated, taught and trained with all their limitations, b) GPK is a person who is grateful, patient and sincere, 3) GPK has a distant sense of sympathy, caring, and humanity higher, and 4) GPK finds uniqueness in each of the children with special needs that every human lacking will become an advantage when trying seriously.

## RECOMMENDATIONS

Research on Social Interaction of Special Guidance Teachers (GPK) with Children with Special Disabilities (ABK) in Elementary Schools in Lamongan Regency, East Java "has received recommendations from the local education office and is supported by the Research Institute of the University of Muhammadiyah Malang.

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