

Teacher competency improvement training program for inclusive education in DKI Jakarta Province

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Abstract: Since the issuance of Governor Regulation Number 40 of 2021 concerning the Implementation of Inclusive Education, all schools in DKI Jakarta Province have been mandated to become Inclusive Education Providers. However, the availability of Special Advisor Teachers is still very limited. Therefore, in order to reduce the gap for the lack of Special Advisor Teachers, the DKI Jakarta Provincial Education Office organized a teacher competency improvement training program to improve the competence of educators in supporting teaching and learning activities at Inclusive Education Providers. This study aims to analyze the Teacher Competency Improvement Training Program for Inclusive Education in the Province of DKI Jakarta. The method used in this research is descriptive qualitative with literature study, observation and in-depth interviews with informants. The results of this study is the training methods have been well coordinated so that between UPTs there are no differences in methods. The enthusiasm of the participants varied in each region, due to the online training, some of the participants were still assigned to teach so they did not focus on the training. The evaluation of the training by participants for the organizers and instructor has been carried out through a questionnaire instrument, but the evaluation results are not coordinated with the instructor.

Kata Kunci: Inclusive Education Teachers; Training Program; Special Needs Student..

INTRODUCTION

All citizens have the right to get quality education as mandated in Republic of Indonesia Law No. 20 of 2003, not least for Children with Special Needs (Special Needs Student). Education for Special Needs Student in DKI Jakarta Province is facilitated through Special Education Schools and the Inclusive Education in Regular Schools. Inclusive Education in DKI Jakarta is regulated based on Governor's Regulation 40 of 2021 concerning the Implementation of Inclusive Education which replaces Governor's Regulation 116 of 2007 as well as a derivative of Minister of National Education Regulations Number 70 of 2009. With the issuance of Pergub 40/2021, a legal basis was born for the DKI Provincial Government to mandate all schools in DKI Jakarta Province become Inclusive Education Schools.

Along with this mandate, there are responsibilities that must be carried out by the

Education Office as the regional apparatus for education affairs, one of which is stated in Article 4 paragraph (1), namely the Education Office and the Education Unit according to their authority are responsible for providing supervising teachers. Special Advisor Teachers, Educators and Education Personnel who have the understanding and competence in providing educational services for Students with Special Needs in the inclusive education schools.

As mentioned by Alhassan (2014) in several studies it was found that students with special needs who attend inclusive education in general classes are not handled effectively because teachers have minimal knowledge about inclusive education. Whereas the achievement of inclusive, equitable, quality education and the opportunity to obtain education for all learners ultimately depend on continuous training and quality teachers in developing countries (Nketsia, W., Opoku, M. P., Saloviita, T., & Tracey, D., 2020).

Educators or commonly called teachers are one of the important factors in improving the quality of education. According to Spencer and Spencer in Musfah (2011) the competence of educators is one of the factors that influence the achievement of learning and education goals in schools. Teachers are considered as important actors in the education system in general and in inclusive education in particular (Loreman, 2007). Therefore, inclusive education schools needs to be supported by teachers with special competencies and expertise in the learning process and special needs student development in general (Zakia, 2015).

The number of Special Advisor Teachers in DKI Jakarta Province is currently still limited, where not all schools have them, even though all schools are required to receive students with special needs. The number of special advisor teachers currently available is 189 teachers, when compared to the number of schools in DKI Jakarta as many as 8845 schools from early childhood education to senior high school levels, only 2% of education units already have special advisor teachers (Data Pokok Pendidikan, 2022). Whereas in the implementation of inclusive education, curriculum adjustments are needed, as has also been supported in the mandate of the independent learning curriculum that learning can be adapted to the learning needs and interests of students. Zakia (2015) said that inclusive education allows for adjustments from the method to the material, in this case, it is the special advisor teachers that plays a role in helping class teachers and subject teachers to make these adjustments. Therefore, the role of special advisor teachers is very necessary in the implementation of inclusive education. Recognizing the gap in the availability of special advisor teachers, DKI Jakarta Provincial Education Office, in addition to trying to procure special advisor teachers through recruitment, also seeks to improve the competence of educators in supporting teaching and learning activities at inclusive education schools through teacher competency improvement training programs.

With regard to teacher competence at inclusive education schools, previous research conducted by Cooc (2019) showed that teachers in classes with a

high percentage of students with special needs tend to have the lowest qualifications and the need for competency development is greatest. In his study it was also found that the shortage of teachers with special educational competencies and the professional development needs of teachers currently affect inclusive education programs.

Furthermore, in previous studies, it was found that teacher knowledge of children with special needs also affects the success of inclusive education. As in the study conducted by Tometten, L, et.al (2021) whose study results show that teachers' knowledge of children with special needs due to behavioral and emotional difficulties affects the social participation and academic achievement of children with special needs.

According to Ghorbani, Jafari & Sharifian (2018), skills and practices relevant to inclusive education help teachers to design diverse educational materials and approaches that suit the diverse needs of students' physical and psychological developmental characteristics. Therefore, inclusive pedagogical practices are very important for the achievement of sustainable development and with relevant inclusive knowledge teachers can handle inclusive education in a sustainable manner (Forlin & Sin, 2010).

Based on the results of the studies above, the lack of competent educators in facilitating student with special needs can be identified as one of the problems that inclusive education schools faces in DKI Jakarta. As this has also been included in the Regional Action Plan Document and the Action Plan Matrix Year 2023-2026 which serve as guidelines for the implementation and monitoring of evaluations of respecting, protecting, and fulfilling the rights of persons with disabilities for Regional Apparatus and Units. Work on Regional Apparatus within the DKI Jakarta Provincial Government (DKI Jakarta Governor's Regulation Number 25 of 2022 concerning RAD 2023-2026).

This is also because inclusive education materials and how to teach students with various disabilities have not been intensively included in the material in the Teacher Professional Education (PPG) curriculum and Advance Professional Development (PKB). In fact, based on a study

conducted by Poernomo (2016), teachers who teach at inclusive education schools still have difficulty in formulating a flexible curriculum, and determining objectives, materials and learning methods. Therefore, the competence of teachers at inclusive education schools is one of special concern to the Education Office, so it is also included as one of the Education Office's Action Plan programs in order to improve the competence of regular teachers in order to understand how to handle and facilitate special needs student at inclusive education schools.

Based on the results of previous studies which found that teacher competence related to special education affects the implementation of inclusive education, and there is no research yet that discusses training programs to improve competence in providing educational services for Students with Special Needs, the authors are interested in conducting research on how to design inclusive teacher training programs in an effort to increase the competence of regular teachers in the inclusive education schools.

METHODS

In this study, the researcher uses a qualitative approach because the researcher tries to build meaning about a phenomenon based on the views of the participants. As explained by Creswell (2016) that qualitative research is a method to explore and understand the meaning that a number of individuals or groups of people consider to be derived from social problems.

This type of research is descriptive research, namely research conducted to provide a more detailed description of a symptom or phenomenon (Prasetyo and Jannah, 2005). This is in accordance with the purpose of this study, which is to thoroughly describe the design of the inclusive teacher training program in an effort to increase the competence of regular teachers at inclusive education schools in DKI Jakarta.

Data collection techniques used in this research are literature studies and field studies through in-depth interviews and observations. According to

Bungin (2007) in-depth interviews are the process of obtaining information for research purposes by means of question and answer while face to face between the interviewer and the informant. While observation according to Creswell (2016) is when researchers go directly to the field to observe the behavior and activities of individuals at the research location. In this study, the researcher observed the course of the training by participating in the training class for 2 (two) days.

The researcher also interviewed each informant through face-to-face conversation for 30-60 minutes based on the interview guidelines. The informants consisted of various parties involved in the inclusive education teacher training program in DKI Jakarta, as shown in Table 1.

The development of teacher competence at the primary until senior high school level in DKI Jakarta Province is carried out by the Technical Implementation Unit (UPT) of the Center for Competence Development for Educators, Educational and Vocational Personnel or commonly abbreviated as P2KPTK2 which is under the auspices of the Education Office. UPT P2KPTK2 is located in each area of DKI Jakarta, namely P2KPTK2 Central Jakarta (Jakpus), P2KPTK2 East Jakarta (JT), P2KPTK2 South Jakarta (JS), P2KPTK2 West Jakarta (JB) and P2KPTK2 North Jakarta & the Thousand Islands (JUKS). Then for teachers at the early childhood education programs level, it is carried out by the UPT Center for Training and Development of Early Childhood Education and Community Education (P3PAUD Dikmas). These six UPTs have the task of organizing training programs to increase teacher competence at Inclusive Education Schools. Therefore, 3 of the 6 UPTs were used as informants by the researchers. In addition, there are elements of the Elementary School and Special Education Special Services (SD PKLK) Department of Education, Academics, Training Teachers/Instructors, and the Chair of the East Jakarta Inclusion Working Group as elements that are also involved.

Table 1. Informant Data

No	Code	Informant
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1.	P1	Head of Institutional and Learning Resources Section for Elementary Schools and Special Education for Special Services (SD PKLK) DKI Jakarta Education Office
2.	P2	Head of the South Jakarta P2KPTK2 Educator Competency Development Implementing Unit
3.	P3	Head of the East Jakarta P2KPTK2 Educator Competency Development Implementation Unit
4.	P4	Head of the Central Jakarta P2KPTK2 Educator Competency Development Implementing Unit
5.	P5	Training Program Lecturer (Foundation Bina Insani)
6.	P6	Academic & Training Program Supervisor (Lecturer of Special Education, State University of Jakarta)
7.	P7	Head of East Jakarta City Inclusive Education Working Group

Data analysis techniques in research use qualitative data analysis techniques as described by Creswell (2016) starting from processing and preparing data for analysis, reading the entire data, starting coding all data, coding process, creating narrative, and finally, making interpretations. The validation of the research results was carried out by triangulation.

RESULTS AND DISCUSSION

UPT P2KPTK2 DKI Jakarta Province has the task of carrying out the guidance and development of educator competencies at all levels of education and vocational training, starting from planning, preparing activities, implementing, as well as monitoring and evaluating competency development activities. The results of this study are divided into several activities and sub-activities based on interview questions as shown in Table 2. According to Noe (2016) program design refers to organizing and coordinating training programs where there are several steps to designing training programs, namely determining needs, ensuring readiness participants, creating a learning environment, applying training, developing evaluation plans, determining training methods, and monitoring and evaluating programs.

Table 2. Activities and Sub-Activities

No	Activity	Sub-Activities
1.	Planning	Determine needs, determine goals, determine methods, determine training materials, determine participants, determine schedules, prepare infrastructure, select instructors, coordinate programs
2.	Implementation	Creating a learning environment, enthusiastic participants, interaction, communication
3.	Monitoring and Evaluation	Determine evaluation methods, program evaluations and follow-up plans

Planning

Needs assessment is useful for determining the appropriate training method. Needs assessment is the first step in the training design process and if it is not done properly, it could be that the training program has the wrong content, objectives or methods (Noe, 2016). If a needs assessment is not carried out, it is likely that the training will also not provide the expected learning, behavior change, or expected outcomes. Based on the results of interviews with P1, P2, P3 and P4, the need assessment carried out is only limited to the organizational level. It is not held to the individual level due to the large number of teachers who reach tens of thousands. The needs assessment was performed by P1 by identifying the gap between the current number of special advisor teachers and the number of inclusive education schools. In order to reduce this gap, beside trying to procure GPK through recruitment, another strategy used is to increase the competence of educators in supporting teaching and learning activities at inclusive education schools through teacher competency improvement training programs.

Based on the results of interviews with P2, P3, and P4 it is known that the purpose of the inclusive education training program for teachers is so that teachers at inclusive education schools can provide educational services that are suitable with the needs of the special needs student. In addition, P7 also

added that the purpose of this training program is so that teachers can independently prepare Learning Implementation Plans (RPP) in accordance with the characteristics of the special need student. P1 also gave an opinion that the training was carried out so that regular teachers could carry out the roles that special advisor teachers should have. Based on the statements of the informants, it can be concluded that the purpose of this training is to prepare the competence of regular teachers at inclusive education schools so that they can provide services to special needs student according to their respective needs and characteristics. As explained in research conducted (Marujo, 2020; Jetly & Singh, 2019) that inclusive education requires a learning approach that is responsive to individual differences and ensures that all students are given equal learning opportunities and allow their active participation in the classroom.

The determination of the training method is carried out by P2, P3 and P4 in coordination between regions, where each region agrees to determine the training is carried out synchronously with the number of Lesson Hours which is 40 Lesson Hours which is divided into 5 (five) meeting days virtually through Zoom Meeting media. This training program was previously conducted offline since 2017, but since the Covid-19 pandemic in 2020, training has begun to be carried out online.

Both P2, P3 and P4 said that the training materials were designed by the instructor in accordance with the specified training subjects. However, P6 added, in contrast to P2KPTK2, UPT P3PAUD Dikmas was more active and participated in the design of training materials, where the committee was also involved and corrected each other before the training was carried out. Based on the results of the interviews, the researchers also found that the instructors assigned by each UPT were different. This shows that although each UPT coordinates in determining the training subjects, the content of the training materials taught is not necessarily the same between UPTs because the materials are made by different instructors in each

region. Details of the training subjects are listed in Table 3.

Table 3. Courses

No	Training Course	Time Allocation
1.	Opening	1 Lesson Hour
2.	Pretest	1 Lesson Hour
3.	Inclusive Education Policy	2 Lesson Hours
4.	Inclusive Education Concept	2 Lesson Hours
5.	Special Need Student Diversity and Characteristics	2 Lesson Hours
6.	Special Need Student Identification, Assessment and Profile	8 Lesson Hours
7.	Management of Inclusive Education Learning	8 Lesson Hours
8.	Mentoring to Special Need Student's Parents in Learning Assistance	8 Lesson Hours
9.	Special Need Student Study Results Assessment	3 Lesson Hours
10.	Follow up plan	2 Lesson Hours
11.	Post test	2 Lesson Hours
12.	Closing	1 Lesson Hour
Amount		40 Lesson Hours

Based on information from P2, P3 and P4, the maximum participants are 30 teachers in one class or class which are divided based on the level of the education unit (schools). Each year there are 3 to 6 group depending on the level of the schools. The higher the level of the school, the less the group follows the number of schools. Training participants are determined by each school principal. The committee at UPT P2KPTK2 and UPT P3PAUD Dikmas socializes the training program and invites training participants based on suggestions from the schools. The socialization is carried out through coordination with the Regional Sub-Department and the Head of the Implementing Unit in the education unit who proposes several educational units consisting of public and private

education units. Some regions limit the number of teachers from private education units because many teachers from public education units have not attended training, but some do not limit them because the quota is still sufficient. Most of the participants who were sent from the education unit were counseling guidance (BK) teachers.

According to the explanation above, it can be seen that the absence of specific criteria related to the selection of participants is also closely related to the need assessment carried out. Because the need assessment is not carried out at the individual level and only at the organizational level, the training program committee also cannot determine which participants are eligible for the training and is only waiting for the participants' proposals from the education unit.

In terms of training facilities, the committee prepared a room in the Zoom application with break room facilities to make it easier for instructors when the class is divided into several groups. The committee did not provide internet quota in the form of pulses or reimbursement of quota in the form of money to training participants because the budget was only allocated for payment of instructor fees.

Implementation

The training program lasts for 5 days starting at 8 AM to 4 PM with a break for 1 hour from 12 PM to 1 PM. Based on the researcher's observations during the inclusive education training at UPT P2KPTK2 JS for the vocational high school level, the trainees were enthusiastic during the implementation of the program. This is evidenced by the many interactions through questions and answers between the instructor and the trainees. The enthusiasm of the participants was also felt by P5 and P6 who said the same thing while teaching at UPT P2KPTK2 JS. P6 also added that at UPT P3PAUD Dikmas all participants were enthusiastic and enthusiastic during the question and answer session. However, P6 revealed the opposite when teaching at UPT P2KPTK2 JB, the enthusiasm of the participants was still lacking, because the participants tended to be passive and the interaction between participants and instructors

was still low. Even though the instructor has tried to invite the participants to be active. P2 and P3 said that the possibility of passive participants was because some participants were not released from their duties during the training. This means that there are some participants who are also still teaching in class while attending the training. As a result, participants are not focused and may not listen to the material presented by the instructor. Based on the observations of the researchers, during the training some participants did not turn on the camera, so it was not known whether the participants listened and focused to the material or not. But most of the participants were active and turned on their cameras. during the training some participants did not turn on the camera, so it was not known whether the participants listened to the material or not. But most of the participants were active and turned on their cameras. This is also one of the limitations caused by the implementation of online training, where not all participants can catch what is conveyed by the instructor. They may be able to reread the material that is distributed in the form of a document, but they may not be able to capture the material that is conveyed only verbally or based on the experience of the instructor or other participants. As explained by Noe (2016) the characteristics of formal training and development programs, such as the relatively short time or duration of online training and limited time to practice, can limit the extent to which tacit knowledge can be acquired.

During observing through participating in the training for 2 days and meeting with 4 different instructors, the researcher also found that each instructor was interactive in teaching, supported by quite good and clear communication. Each instructor also prepares interesting materials and simple training instruments to help participants understand the training subjects. Instructors are also open to questions outside the classroom by sharing their personal contacts in chat rooms to

make it easier for participants if there are questions in the future regarding materials or about inclusive education practices.

Overall, based on the results of interviews and observations during the training, the enthusiasm of the participants varied in each region. Some participants did not focus because they were still given the task of teaching. Instructors are quite interactive and communicative in building a learning atmosphere. The ability to answer questions is quite good according to their field and is open for discussion outside of training hours.

Monitoring and Evaluation

Based on observations, during the training, the committee monitors the course of the training by participating in joining the room to ensure the program runs well, so that if there are technical or non-technical obstacles, they can be addressed immediately. During the training, the technical problems that occurred were around the network which was sometimes disconnected due to unfavorable weather, or the participants were sometimes still unfamiliar with technology. Overall these constraints are still within reasonable limits.

Judging from the results of interviews with P2, P3 and P4 the evaluation was carried out by distributing questionnaires to participants on the last day of training. The evaluation instrument includes evaluation of instructors and organizers. The evaluation of the organizers consists of the readiness of the service from the provider, the suitability of the material with the training objectives, the readiness of the facilities. Evaluation of instructors includes pedagogic abilities, ability to answer questions, learning methods and communication and interaction of instructors. According to the narrative of P2, P3 and P4 there has never been a complaint regarding the service from the committee, but there are some suggestions from the participants regarding the instructor. If there are some bad evaluations of teachers, it is likely that the committee will replace them for the program next year.

However, according to P5 and P6 the evaluation results from the participants had never been coordinated by the committee with the instructors, so the instructors carried out a separate evaluation with other fellow instructors. According to P5 and P6, the training is more effective if it is done offline, because some participants are still given the task of teaching when participating in online training. Both also said that if the training was conducted offline, the interaction would be more intensive and it would be easier for participants to carry out teaching practices and guide students with special needs. This is because during online practice examples are only shown through videos prepared by the instructor. This is in line with Nketsia, W., Opoku, M. P., Saloviita, T., & Tracey, D. (2020) which states that teacher training for inclusive education in the future should provide more opportunities for trainees to get hands-on practice in inclusive education. Examples include direct teaching assignments that are monitored in observing, identifying, assessing, planning and teaching students with special needs, besides that the involvement of various parties can increase the effectiveness of training.

The instructor also gave an evaluation regarding the participants who were sent to attend this training. Most of the participants sent were counseling teachers, especially at the junior high and high school/vocational school levels who had counseling teachers. In fact, the purpose of this training is to train teachers who teach in the classroom so that they can prepare a Learning Implementation Plan (RPP) that has been adjusted based on the results of the assessment of students with special needs, so that the assessment of special need students is also adjusted based on the Learning Implementation Plan that has been prepared. Therefore, P5 and P6 suggest that the teachers sent for training are classroom teachers for elementary school or subject teachers for junior high and high school / vocational school. The evaluation and suggestions have been conveyed informally to the committee but no follow-up has been made.

CONCLUSION

In planning the training program, needs assessment has been carried out, although limited to the organizational level. However, because it was not carried out at the individual level, there were no specific criteria related to the selection of training participants so that the participants sent may not be suitable for the training objectives. The training courses that have been arranged have also been in accordance with the stated objectives, although the material is prepared by each instructor, the reference is the same. The training methods have been well coordinated so that between UPTs there are no differences in methods. The enthusiasm of the participants varied in each region, due to the online training, some of the participants were still assigned to teach so they did not focus on the training. The evaluation of the training by participants for the organizers and instructors has been carried out through a questionnaire instrument, but the results of the evaluation have not been coordinated by the committee with the instructor and there has been no follow-up on the results of the evaluation.

Need assessment at the individual level should be done, so that training can be more targeted and effective. Materials and practices on adjusting the curriculum, syllabus and lesson plans can be additional training courses so that all educators have the skills and knowledge to create learning materials, lesson plans, and disability-friendly learning measurements. Training participants should be relieved of their duties during the training so that they can focus more on the duration of the program, so that the training is more effective and interactive. Evaluation should also be carried out every day after completing the training with the instructors, so that improvements can be made the next day and the results of the evaluation can be immediately followed up in the future.

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