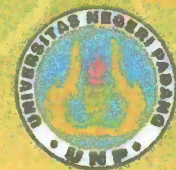


# PROCEEDING

2014 EDUCATION INTERNATIONAL SEMINAR

**"Strengthening Teachers & Education Personnel  
Competence in Scour Change"**



**Universitas Negeri Padang** in collaboration with **IPG Kampus Ilmu Khas Cheras**  
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# OPERATION MANAGEMENT INCLUSIVE SDN 06 PADANG CITY

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## ABSTRACT

Through Permendiknas 70 of 2009 on Inclusive Education, regular schools the opportunity to receive and educate children with special needs. Implementation of the implementation of inclusive education in most of the regular school can not take place effectively caused by several factors, including the limited special tutor for children with special needs as well as lack of awareness and support of parents and the community that is hindering the process of implementation of inclusive education. Nonetheless school with all keterbatasannya still trying to serve children with special needs in an optimal fit with the management suptansi inclusive education that includes aspects of the curriculum, workforce, student affairs, finance, infrastructure, public relations and special services.

**Keywords:** Management, inclusive education.

The process of quality education will yield maximum results and relevant to the times. In order to realize a quality education, should be formulated and implemented educational programs capable membelajarkan learners on an ongoing basis. With optimal quality of education is expected to yield advantage of human resources who can master the knowledge, skills and expertise in accordance with science and technology that continues to berkembangn in accordance with the progress of time. In order to achieve a required quality management pendidikan yang able to mobilize all the resources of education.

School management will be effective and efficient if it is supported by professional human resources, curriculum appropriate to developmental level and student characteristics, ability and task commitment (responsibility for the task) educational personnel that are reliable, adequate infrastructure to support teaching and learning activities, sufficient funds to hire staff according to function, as well as a high public participation. If any of these things are not as expected and / or not working properly, then the effectiveness and efficiency of school management is less than optimal. Management schools provide principals full authority to plan, organize, direct, coordinate, supervise, and evaluate the components of a school education that includes student input, education power, infrastructure, funding, and teaching and learning environment (Subroto, 2003).

In connection with the issuance Permendiknas number 70 of 2009 on the inclusive education for students with special needs, all schools should be able to accept the existence of a child with special needs with all the variety and condition limitations. Children with special needs can attend school together with her friends at school although it requires regular adjustments or modifications to the curriculum, the learning system, infrastructure, teacher evaluation and support for children with special needs (Tarsidi, 2008). Thus there is no reason for rejecting school children with special needs attend public school or regular.

Based on observations of researchers in some inclusive schools are still not optimal characterized by the absence of teachers GPK, unavailable means or special media SBK. This indicates that the management system in inclusive schools need to be fixed. Received a limited school children with special needs to attend school but have not provided the services in accordance with the needs of children. Children follow the system that has been determined by the school, while ideally implemtasi inclusive, schools are required to adjust the education system according to the needs of children with special needs. In line with the management concept of inclusive education that inclusive education should be able to accommodate and provide services according to the needs of children regardless of their differences. Children with special needs in public schools can be schools and schools can accommodate or provide services that fit the needs of the child (Tarsidi, 2008). Therefore, research is needed on the management of the school organizers organizers inclusive inclusive.

Inclusive education is an education that accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. In the implementation of education as well as the flexibility of such require adjustments to the curriculum, learning systems, medium / media and evaluation. If these components are already able to accommodate a flexible and children are no exception then all children with special needs can be a school with children in general in the regular school.

According to UNESCO (in Tarmisi, 2008) that the inclusion of education is a process of focusing on and responding to the diversity of needs of all participants didikmelalui participation in learning, cultures and communities, and reducing exclusion within and from education. Inclusive education to accommodate all learners regardless of the physical, intellectual, social, emotional, their linguistic and other conditions. This means include disabled and gifted children, street and working children, children from remote and nomadic populations (sedentary), children belonging to linguistic, ethnic or cultural, and the children of the group or region with a regular other. school termajinalisasikan inclusive orientation is a very effective means for combating discrimination, creating a warm community relations, building inclusive communities, and educational success for all. Inclusive education aims to enable teachers and learners to feel comfortable in diversity, and see diversity not as a problem but as a challenge and penngayaan for the learning environment.

All the above characteristics of inclusive education has implications for changes and modifications to the materials, approaches, structures and strategies, with a

common vision to accommodate the needs of all learners and a recognition or realization that the responsibility of the regular system to educate all learners (UNESCO, 1994). Pendidikan is the inclusion of human rights, in addition to a good education and can foster a sense of social. That phrase is used to describe the importance of inclusive education. There are several arguments behind the assertion that inclusive education is a human right: (1) all children have the right to learn together; (2) children should not be rewarded and discriminated against in a way excluded or excluded simply because of their disability and learning difficulties; (3) adults with disabilities, who describe themselves as a school superintendent, wants out of the end of segregation (social separation) that occurred during this time; (4) there is no valid reason to separate children from their education, children belong together with the advantages and benefits for everyone, and they do not need protection from each other.

The term school management is often juxtaposed with the administration of the school term. Accordingly, there are three different views; First, define the wider administration of the management (the management is at the core of the administration; the second, a broader look at the management of the administration (the administration is at the core of the management); and the third assumes that management is synonymous with administration (Suryabroto, 2010). Meanwhile, based functions principally, management and administration have the same function, namely: planning (planning), organizing (organizing), directing (directing), coordinate (coordinating), and evaluate (evaluation). the substance of the management and administration of the curriculum includes learning management, student, energy, finance, infrastructure, public relations, and special services (Rohiyat, 2008).

Management curriculum covers the national curriculum and local curriculum. The national curriculum merupakan national standards developed by the Ministry of Education, while the local curriculum is a curriculum tailored to the circumstances and needs of the environment, which is compiled by the Department of Education and the Provincial or Kabu [patent / City. Rohiyat (2008) promoted that that student management include accepting new students at school should be a member of inclusion and opportunity to children with special needs to be accepted and enroll in inclusive schools nearby. For the first phase, in order to facilitate the management of the class, each class inclusion should be limited to no more than two (2) types of special needs children, and the second number is not more than 5 (five) children. Management student aims to organize a variety of student activities so that teaching and learning in schools can be run smoothly, orderly and organized, as well as achieve the desired goal. Meliputu student management, among others: (1) new admissions; (2) a program of guidance and counseling; (3) the classification of student learning; (4) the presence of students; (5) The transfer of students; (6) statistical board students; (7) student registration books.

Workforce management include education personnel (teachers), educational unit managers, librarians, laboratory technicians and learning resources. Teachers involved in inclusive schools are classroom teachers. Teachers of subjects (religious education



and PE), as well as conducting special tutor teaching, training, researching, developing, managing, and / or providing technical services in the field of education. Financial management is a component of production that determine the implementation of learning activities along with other components. Denagan other words, every activity of school costs. In the framework of the implementation of inclusive, need to be allocated a special fund for the purpose, among others: (1) activities identifikakasi students, (2) modification of the curriculum, (3) incentives for academic staff involved, (4) provision of facilities and infrastructure (5) empowerment of community participation and (6) the implementation of teaching and learning activities (Tarsidi, 2008). Meanwhile, mamajemen infrastructures facilities, special needs children need to use a specific infrastructure in accordance with the type of barriers and needs of children. Thus the need for the availability of infrastructures is urgent in order to support an inclusive process effectively.

Management of relations with public schools is necessary because the school is an integral part of the larger social system, ie society. Reciprocation of human resources (HR) in an area, not just rely on the efforts done school, but are very dependent on the level of community participation in education (Rohiyat, 2008). The higher level of community participation in the education sector in the region, will also be more advanced human resources in the area. Conversely, the lower the level of community participation in education in the region, will be backwards too human resources in the area. Therefore, people should always be involved in the development of education in daerah. Masyarakat should be grown so that they have thought of having a school in the surrounding area. Reciprocation of schools in the neighborhood is also a shared responsibility of the local community. So that not only the Principal and Teachers Council reciprocation of school thinking, but also think about engaging the local community. Mana gement special services that the students understood the inclusive school consists of children in general and children with special needs, so that children in general, not be overlooked, it can be done by the management of special services. Management of special services include management of student affairs, curriculum, staff, facilities, finance and the environment. These services are provided to children with special needs by special education teachers in cooperation with teachers regularly to provide services according to the needs of children.

## **METHODS**

This study used a qualitative approach to the design of the type of case study. Moleong (2005) suggested a qualitative approach is research that aims to understand the phenomenon of what is experienced by the subjects holistically and by means of a description in the form of words and language, in a specific context by utilizing a variety of natural and scientific methods. The case study is a detailed study of the sector in the background, an object, or a pedestal of a certain event (Miles and Huberman, 2007). With can be understood that the case study include: (1) target can be either human research, events, settings, and documents, (2) those goals ditealah in depth as a

totality according to the background and / or context of each in order to understand the linkages that exist between the variable-variable.

The subject of this study is the Principal and teachers are terinteraksi directly with ABK in learning. Furthermore, to obtain the data management techniques used in the implementation of inclusive education participant observation, in-depth interviews, and Suti documentation. Observations participate regularly conducted on the teacher's role in learning in an inclusive classroom, the teacher's role specifically in connection with an inclusive classroom and teacher collaboration special and regular teachers in the implementation of inclusive schools when teaching in the classroom. Meanwhile, in-depth interviews carried out openly against the structured data source that is fist school, special counselor, classroom teachers (regular teachers), parents of children with special needs, and parents of children regularly. Documentation is done to gather data in the form of a written curriculum, assessment results, learning programs to be conducted, the results of the evaluation, teachers, and special services in implentasi inclusive education.

Data analysis was performed together during and after data collection, it is because the data collection and analysis is a process of interrelated and complementary, then end up simultaneously at the time of data collection (Miles and Huberman, 2007). Researchers conducted according to the model data analyst Miles and Huberman (2007), carried out by stages, namely (1) data reduction, (2) display of data, (3) verification. Meanwhile, to analyze the validity of data through triangulation techniques, member checking and peer discussion. Data reduction is defined as the process of selecting, focusing on simplification, pengabstrakan, transformation of raw data, which arises from the notes field so that final conclusions can be drawn and verified. Reduced data includes some coverage of management education provision inklusif. Display the data, researchers conducted a presentation of the data in order to facilitate researchers to draw conclusions. Miles and Huberman (2005) stated that the presentation of the data is to present a set of structured information that gives the possibility of drawing conclusions and taking action. Presentation of the data shown are from interviews, observations and documents. Verification shows the data obtained from the beginning sought to do with the things that often arise later searched themes and conclusions drawn. This conclusion is still vague, but the increasing of data, the conclusion should always be verified during the study. Wahyudi (2005) stating that the verification of the formulation from the beginning to the end of a research activity to deal loosely conclusion, keep an open and skeptical, in order to reach a final ability.

## RESULTS

The results of research on the management of inclusive education in the City of SDN 06 dugunakan Padangmenunjukkan that curriculum is the curriculum modifications which the curriculum is based on the results of the capabilities of the child so that the curriculum is adjusted to the needs of children. Process pemodifikasian curriculum activities carried out before learning takes place, this is done when the initial



entry. Besides using a modified school curriculum also use regular curriculum and special curriculum but the most widely used at this school is curriculum modification.

The admission process of students ABK performed in the new academic year .. Students are accepted to the school must include a letter of recommendation from a psychologist or more dokteruntuk know the type of barriers barriers experienced by children. Aside from these results as a responsible GPK crew also conducted an assessment to find out more about the barriers experienced by learners ABK so teaching programs provided in accordance with its capabilities. Number of students in the school crew is 10 people scattered in classes 1 to 4 which consists of: class 1 comprises three crew members were identified slow learner and ADHD, class 2 consists of 4 crew members identified with autism and ADHD, grade 3 consists of 3 ABK identified with autism and mild hearing impairment, class 4 consists of two crew members were identified slow learner.

Teacher Special Assistants (GPK) in schools amounted to 4 people. who has a background in special education. GPK role here is to help classroom teachers to deliver lessons according to the children that needed help GPK modification process to provide learning curriculum that fits the needs of students and GPK always accompany the students in the class are fullkarena to instill the concept. If another class teacher only occasionally get into classes other than class 6. When sudden tantrums ABK students in the class then GPK help calm him down or if you can not calm the crew brought to the resource room to be given a special appeasement by GPK. Senua number of teachers in schools consisting of 10 classroom teachers, subject teachers, and concurrent tasks eg management or other parts of the curriculum. But nevertheless that is responsible for handling crew is GPK.

School facilities required in order to provide services in accordance with the maximum considered sufficient crew because crew in schools categorized not too heavy. So media such as manic-beads, symbol numbers and repair tools for deaf existing speech. Supporting tools other than the media learned thats enough to accommodate all the needs of students in the school.

Budget funds in this school come from BOS, scholarships specifically for crew there scholarships that are just down to 9 students who number as many as 10 students ABK students. In addition there are dues parents of at least Rp. 200.000, - to 250.000, - per month to support the learning process. All operational costs at the school are from all funds. Cost includes media, equipment that supports the school as well as for its own operations.

Parents crew has associations for mutual discussion of the problems of children in the society so that the parents ABK can share knowledge and experience of the crew baaik education at home and at school. The school also follows these activities so parents can share experiences and to share both the parents and the principal or GPK.

The school does not provide special services to the crew, when the crew needed a special service to the Center of the school suggested / school resource



## DISCUSSION

The curriculum is a subject that must be taken and studied by students to gain some knowledge. Courses (subject matter) is seen as smart people experience the past, which have been arranged in a systematic and logical. The subject fills the subject matter presented to the students so as to obtain a number of useful knowledge for him. Indeed, much needed in the school curriculum. The curriculum needs to be prepared to provide services to diverse learners. The curriculum is a cog in the school from entering the school until all students back home. If the curriculum is not prepared, the school is less ready to accept the diversity of the crew at the school. The curriculum used in the inclusive school should be able to accommodate all the needs of the students in the school that the school make modifications to lower the learning objectives or indicators, modifications to the contents of, or the time. This is in accordance with the disclosed oleh Directorate of Primary Education (2010) about the curriculum in inclusive schools stating that the curriculum used in the implementation of inclusive education is basically using the applicable national standard curriculum in public schools. However, because of various barriers experienced by participants didk mmaka the implementation needs to be modified to fit the needs of learners.

Curriculum developed an impact on learning in the classroom that can accommodate all the needs of learners. Teaching heterogeneous classes require fundamental changes in the implementation kurikulumsecara inclusive classroom learning will shift from cooperative learning approach that involves collaboration between learners and learning materials that are thematic (Tarsidi, 2008). For lesson plans, curriculum is an educational program provided for students membelajarkan. With the program the students perform a variety of learning activities, resulting in the change and development of students' behavior in accordance with the objectives of education and learning. In other words, the school provides for students who provide learning opportunities. Therefore, the curriculum should be structured in such a way that the purpose can be achieved. The curriculum is not limited to the number of subjects only, but includes aegala something that can affect the development of students, such as school buildings, school yard image, and others, which in turn provides the possibility to learn effectively. All opportunities and activities that will be performed by the students and planned in a curriculum.

Ministerial Regulation no. 70 of 2009 states that schools receive a minimum of one crew for the study groups. Inclusive essence itself of the management school students should not merely accept the crew, but has set the start of the students go to school until graduation. This is similar to that expressed by Knezevich (Suyanto, 2010) The management of students or pupils personal administration as a service for a service that is focused on the regulation, supervision and service learners in the classroom and outside the classroom such as: introduction, registration, individualized service such as the overall development of abilities, interests, needs until he graduated from sekolah. Thus it is in conformity with the theory that learners are structuring the management and regulation of activities related to the learners, starting to get up to the

release of students from school. Thus learners are not taken for granted but limited set from learners in school until graduation.

Management of teachers in the school in accordance with the dimensions of teacher management includes recruitment. Placement, development and evaluation (Rohiyat, 2008). Based on these objectives, teacher management is enabling organizations to obtain and maintain a workforce that is competent, trustworthy, have high MOTIVATE, enhance and improve the capacity of which is owned by the employee, develop a working system with the performance of tinggiyang include perekrytan procedures and strict selection. In addition, compensation and incentive systems that are tailored to the performance, management development and training activities related to the needs of organizations and individuals, develop management practices with a high commitment to realize that a teacher is a valuable internalyang stakeholders and help develop the climate of cooperation and mutual trust, and create harmonious working.

Schools in need of attention in important components in schools, one of which is a means of covering the media and the accessibility of school learning. Media prepared with respect to inclusion. The number of students who received need to be planned and lead diverse media required, eg; its media planning school for children who have problems with vision (slate stylus). According Trisnawati (2009), learning media is a tool used to demonstrate the facts, concepts, principles, or specific procedures in order to seem more real / concrete. Assistive devices were intended to provide a more concrete experience, motivate and enhance absorption and memory learners in learning.

Finance is required in connection with the implementation of inclusive education inclusive schools which resulted in many well known by the public is too expensive. To provide such educational services must be supported by instructional media that are tailored to the needs of diverse learners Tarsidi (2008). Thus, it takes a lot of budget funds resulting in learners experiencing barriers to pay lebihke school. Nevertheless the financial halnyakondisi schools do not become a reason learners experiencing barriers to be accepted because it pays more. If so then the school does not implement inclusive values but to make the school as a farm business for the benefit of the institution or foundation because its essence to the receiving crew learners do not see more shall pay to the school, but students need to get a service crew in school education. All activities at the school operated as closely as possible to fit the budgets of existing funds. The number of shopping needs in inclusive schools or activities should not be a burden on parents of learners ABK sematamelainkan government should provide financial assistance to support learning for students in the school.

In the interest of obtaining the support of the public schools, to coordinate with the school community and school environment that aims to introduce the importance of the school to the community, and support as well as financial bantuanmoral necessary for the development of schools, providing information to the public about the content and implementation of school programs, expand the appropriate school programs with the development needs of the community, develop a close cooperation between families



and schools in educating children (Rohiyat, 2008). Relations with the public schools is required in order to create cooperation between the school and community. If a good relationship with the public schools, it will automatically be promoted by public schools around the revitalized school. Successful schools are not spared from the support of the community. Communities are people who are around the school. Society is not only limited to people who live in the school district, but parents of learners. According Wasliman (Tarsidi 2010) community participation is crucial realized in the implementation of special education, because people have a variety of resources needed at the same school and also the owner of the school community in addition to the government. Thus, society has an important role in the success and progress of schools, because the public to provide input and criticism that aims to develop into a better school, from which the school can improve it. In relation to the inclusiveness of the school accepts diversity of learners, should be a good relationship between the community and the school. This is done because of the success of the existing school participation and community support (Tarsidi, 2008). For that we need forged relationships with the school community to be any school program and if it can advance, people can accept and support these programs.

Management of special services at the school auatu an important part of an effective school-based management and efficient. The school is one tool that can be used for improving the quality of the population of Indonesia. Schools not only have the responsibility to carry out the duties da learning process in the development of science and technology, but also should be able to maintain and improve the health of students both physically and spiritually. In order to fulfill its duties and responsibilities, the school requires a special service management that can manage all the needs of their students so that educational goals can be achieved.

From the description it can be said that the management of special services at the school is a special service that its existence is support for learners crews in carrying out the process or activity and learning in schools in order to achieve an appropriate and desirable for the students themselves. In other words, the management of special services are services that should be provided to students in addition to academic service but the service is very help smooth the process of learning.

## **CLOSING**

### **Knot**

The study comes from the fact that many are still limited to inclusive schools receive only registration but have not been able to provide educational services that meet their individual needs. This study aims to uncover about management education in SDN 06 Padang includes curriculum management, student management, infrastructure management, financial management, management of school and community relations and special in-class service management. The study resulted in seven main conclusions include: (1) Kerikulum used SDN 06 Padang is a modified curriculum SBC, in this case the regular curriculum rearranged to fit the conditions and needs of learners. The

curriculum used learners more done by way of modification, using a bit of the regular curriculum and curriculum, (2) Students who attend some 10 scattered from grade 1 to grade 6. Type ABK include slow learner, autism and ADHD. School requires all students ABK letter from a psychologist and physician stating that the student is experiencing barriers, (3) the means and prasaranayang provided and utilized learners at the school felt was enough for learners lightweight crew in the category, while the learners need special media for students, (4) the number of GPK in school as much as 4 people, educational background and GPK PLB has the task to assist the crew in the full study, while the regular teacher some 16 people comprising of teachers, classroom teachers, teacher sports, (5) the operational costs of education and school students ABK all obtained from BOS, special scholarships and tuition parents ABK between 200.000, - to 250.000, -, (6) parents have a crew of students association could be a variety of experiences on handling crew in runah and ways of education provided in schools. This society is also followed by the class teacher, GPK, and thus became the principal arena for mutual discussions provide an opinion about handling ABK, (7) The school does not provide special services in school. If crews need special services, the school refer to the institution where the school therapy sources.

## ADVICE

Based on the results of the study, researchers member advice to schools and teachers for inclusive education providers: (1) manage the implementation of programming persemester teaching and learning plan preparation, (2) conduct an evaluation that the programs according to the needs of learners, (3) there is no type ABK is excluded in the new student in school, (4) instructional media used should be tailored to the needs of the students, for example, there are students with low vision provides a slate and stylus, as well as braille typewriters, (5) need to provide a special budget provision of facilities and ABK learning media, (6) parents, school committees and local communities should be encouraged to participate to promote the school.

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