

## **COMMUNICATION COMPETENCY FOR TEACHERS OF YAKUT SPECIAL SCHOOL PURWOKERTO: POTENTIAL AND CHALLENGES**

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### **ABSTRACT**

The language skills of teachers in special schools (Sekolah Luar Biasa/SLB) possess specific characteristics and must be continuously improved. This study employed a qualitative approach to answer the clinical-pedagogical analysis conducted. The subjects in this study were special school teachers involved 12 teachers, five observers, and five note-takers. The analytical instruments include (1) analysis of vocal abilities such as tone, articulation, pronunciation, and application of intonation in learning; (2) analysis of self-expression abilities such as mimics and gestures in learning; and (3) the attitude and mentality of communication in learning. Based on the results of the learning analysis shows that the teacher's language skills still need to be improved. On a scale of 10, the results of the analysis of four language skills in SLB teacher learning comprise communication skills which are 8.2, and class management, 7.8. The development of communication and interaction-based learning media acquired 7.0 by implementing learning media technology to initiate creative ideas from teachers of SLB B Yakut Purwokerto, which later can be a good atmosphere for other schools. Teachers improve pedagogic knowledge and competence in optimizing learning situations through quality and fun interactive learning.

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## INTRODUCTION

The importance of learning that meets various aspects of skills refers to communication skills. The concept of children with special needs is categorized into children who have temporary special needs and permanent special needs<sup>1</sup>. Children with temporary special needs experience learning barriers and developmental barriers caused by external factors; for example, children who are traumatized because they have witnessed firsthand unpleasant events experience emotional disorders that cause learning difficulties.

Inclusive education is an effort to fulfill the need for education by providing quality educational opportunities to all children without exception so that all children possess the same opportunities to develop their potential in the same environment actively. Inclusive education also aims to help accelerate the compulsory basic education program and help improve the quality of primary and secondary education by reducing the number of class stays and dropouts for all citizens. Students with special needs or special students have talents that must be explored through communication between teachers, students, and teachers<sup>2</sup>. One of the conveniences of learning for special students is the teacher's ability to deliver learning materials in an effective and fun form. Furthermore, teachers also need to know specifically about the pedagogical principles met during learning.

Special places do not limit special education. Modern thinking suggests that services should be provided in a more natural and normal environment that suits the needs of the children<sup>3</sup>. Such a setting can be implemented in a home service program for children with special educational needs in preschool, special classes in public schools, or special schools for students with specific talents. The teacher's role is increasingly central, seeing the learning needs of teachers are still the dominant thing to continue to be improved. The learning atmosphere built by the teacher is the comfort of the learning process in a school. On the other hand, students' dependence on the learning process, which is still high, requires communication competencies that must be continuously updated. A good school has a solid atmosphere to support the ideal learning process.

SLB B Yakut Purwokerto has more than 100 students with special specifications for the deaf. Hence, these students need special treatment in their

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<sup>1</sup> Nandiyah Abdullah, "Mengenal Anak Berkebutuhan Khusus," *Magistra* 25, no. 86 (2013): 1; Barbara Mujica, "Teaching Literature: Canon, Controversy, and the Literary Anthology," *Hispania*, 1997, <https://doi.org/10.2307/345879>.

<sup>2</sup> Marilyn Friend and William D Bursuck, *Including Students with Special Needs: A Practical Guide for Classroom Teachers* (ERIC, 2002); Tom E C Smith et al., *Teaching Students with Special Needs in Inclusive Settings*, vol. 6 (Pearson Upper Saddle River, NJ, 2014).

<sup>3</sup> Ishartiwi Ishartiwi, "Implementasi Pendidikan Inklusif Bagi Anak Berkebutuhan Khusus Dalam Sistem Persekolahan Nasional," *JPK (Jurnal Pendidikan Khusus)* 6, no. 2 (2010).

speech. This special school is a school that is intended for children who have hearing impairments or are deaf. The learning media provided at this school should refer to interactive learning media such as reading speech through lip movements combined with cued speech, which is hand movements to complete the movements of the lips. In addition, other media is through hearing aids, that is, cochlear implants.

A deaf person has lost the ability to hear, hindering the process of language information through hearing, whether using a hearing aid. In contrast, someone who is less hearing usually uses hearing aids, and the remaining hearing is sufficient to allow the success of language information processing through hearing. Language skills are supervisors in communication that must be continuously honed in an integrated manner in every student's lesson. Therefore, as natural capital, speaking skills are a learning process each child owns at a different baseline. The portrait of successful learning in special schools is excellent and correct student communication<sup>4</sup>. A good criterion in the learning context of special students is their ability to interpret every utterance from others according to their understanding. Moreover, special students are required to produce utterance/speech that is clear, acceptable, meaningful, concrete, fluent, and proficient.

At SLB B Yakut Purwokerto, students are taught to sensitively master lip reading so that every learning process requires prime conditions from the teacher in reciting every idea through good speaking techniques. The teacher's role is even more critical to facilitating special students' learning in the integrative curriculum. Especially during the pandemic, every learning process becomes a challenge for teachers to maintain the pedagogical dignity that must be fostered<sup>5</sup>. Some of the conditions experienced by SLB B Yakut Purwokerto include (1) the use of the teaching method, which is still strong, (2) the development of learning methods for deaf students, (3) the technique of delivering subject matter which is always combined with the speech therapy method, that is the SIBI (*Sistem Isyarat Bahasa Indonesia* or Sign System of Indonesian Language) method, the lips reading method, and the Maternal Reflective (MMR) method. Teachers at SLB B Yakut Purwokerto need to develop their pedagogical potential, especially in building learning chemistry.

Some of the weaknesses and less than optimal integrative language learning at SLB B Yakut Purwokerto, among others, consist of (1) instructional mastery, which is still weak shown through learning traditions that do not optimize speaking skills as a thinking supervisor context, (2) weak language

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<sup>4</sup> Ni Gusti Ayu Sintadewi, Sang Ayu Putu Sriasih, and I Nyoman Sudiana, "Teknik Penilaian Keterampilan Berbicara Dalam Pembelajaran Bahasa Indonesia Di SMA Negeri 4 Denpasar," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha* 7, no. 2 (2017).

<sup>5</sup> Hudzaifah Hudzaifah, Muhammad Akhyar, and Siti S Fadhilah, "Analisis Kebutuhan Anak Tunarungu SDLB Di SLB-B YRTRW Surakarta Dalam Memahami Materi Pembelajaran Jarak Jauh," *Jurnal Orthopedagogik* 2, no. 1 (2021): 16–26.

adaptation based on the use of modern technology, (3) learning which is less than optimal during the pandemic, and (4) lack of technological, pedagogical, media renewal, and the introduction of language arts in teaching<sup>6</sup>. Based on current conditions, it is essential to increase the intensity of active learning and the accuracy of methods that specifically emphasize the ability to communicate, speak, convey, and explain messages to special students with different abilities. This pedagogical clinic can bridge the needs of teachers in updating integrated pedagogical competencies with language skills at SLB B Yakut Purwokerto through clinical methods such as observation, assessment, seminary, and in-depth interviews to find the most accurate solution to answer the problem formulations encountered by teachers to teach special students at school. Teachers will receive training in using the media as a supervisor for speaking, centralizing active learning plans, and mastering the latest technology.

### Methods

This study used a qualitative approach to solve the problems that have been formulated. The data collection technique is through observation, interviews, and interrater assessment of the teacher's ability to manage the classroom through the communication/interaction process in learning as the data<sup>7</sup>. The research instruments consisted of (1) observation instruments, (2) non-test assessment instruments, and (3) interview instruments. The three instruments were examined for validity with the validity content of Aiken. The research subjects were teachers at SLB B Yakut Purwokerto. The learning analyzed is the interaction and communication between teachers and students and how teachers build communication between students. The data analysis technique used is the interactive analysis of Miles and Huberman<sup>8</sup>. Critical analysis is used to explain the results of the study, which are (1) the achievement of communication standards in learning at SLB B, which requires special treatment in managing the class, (2) integrated discussion to find teacher interaction needs, and (3) clinical methods to see the challenges encountered by teachers by looking at the suitability of competencies possessed by SLB teachers.

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<sup>6</sup> Sari Rudiwati, Bayu Pamungkas, and Diajeng Tyas Pinru Phytanza, "Enhancing the Pedagogical Competence of Inclusive School Teachers in Handling Children with Special Needs," *KnE Social Sciences*, 2021, 680–88; Mumpuniarti Mumpuniarti et al., "Teacher's Pedagogy Competence and Challenges in Implementing Inclusive Learning in Slow Learner," *Cakrawala Pendidikan* 39, no. 1 (2020): 217–29.

<sup>7</sup> Memet Sudaryanto, Djemari Mardapi, and Samsul Hadi, "Applying Item Response Theory In Validating An Indonesian Language Proficiency Test," in *First International Conference on Advances in Education, Humanities, and Language* (Malang: EAI, 2019), 32–41, <https://doi.org/10.4108/eai.23-3-2019.2284880>.

<sup>8</sup> Imam Gunawan, "Metode Penelitian Kualitatif," *Jakarta: Bumi Aksara* 143 (2013): 32–49; Matthew B Miles and Michael A. Huberman, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru*, Universitas Indonesia\_UI Press, 2012.

## RESULT AND DISCUSSION

The most appropriate teaching method in SLB-B schools is TCL (Teacher-Centered Learning). With this method, for students who lack motivation, if left alone and tell them to study independently, these students will play with their friends. With teacher-centered learning, the teacher can guide students with these classroom learning deficiencies. Then, the teacher focuses on the student's behavior, directing the students. What is meant by directing is to praise students who do something good and forbid students when they do something terrible.

The objectives of learning in schools for deaf students are (1) to help deaf children develop their abilities, (2) to help deaf children not to be left behind, (3) to provide work opportunities, and (4) to help restore their hearing using existing facilities, (5) tell them that they are not alone and they have friends, (6) teach them about life, and (7) give them the knowledge that can be used for their future. Of the seven goals above, the learning needs for deaf children are particularly in adapting to the surrounding environment, including developing their potential to be more beneficial both for themselves and for the future and others.

Pedagogic competence is the ability of teachers to manage students, which includes an understanding of the characteristics of students; learning theory, and learning principles; developing a curriculum; organizing learning; utilizing information and communication technology for learning purposes; facilitating the development of the potential of students to actualize various existing potentials; communicate effectively, empathically, and politely with students; conducting assessments and evaluations of learning processes and outcomes; utilizing the results of the assessment and evaluation for the benefit of learning; and taking reflective action to improve the quality of learning<sup>9</sup>. As a distinctive competence for educators, pedagogic competence is not obtained suddenly but through continuous learning efforts through the pre-service period and during the position supported by interests, talents, and other teacher potential.

Table 1. Achievement of Teacher Communication Competence in Learning

Competence/Ability/Skills	Achievement
Mastery of Teachers' Vocabulary	7.3/10
Mastery of Speaking Techniques	8.2/10
Mastery of the Art of Speaking	7.1/10
Learning Media Development	7.2/10
Instructional Skills	
a. Open-Close Learning	7.4/10
b. Asking	8.15/10
c. Explaining	8.27/10

<sup>9</sup> Pupun Nuryani, "Penerapan Model Pemetaan Konsep Dalam Peningkatan Pembelajaran Bermakna Pada Mata Kuliah Landasan Pendidikan," *Paedagogia* 13, no. 1 (2015): 183–97.

d. Movement variations	6.6/10
e. Strengthening	7.0/10

Teachers must emphasize language sensitivity integrated into learning, especially active communication in the classroom. One clinic that needs to be managed in an integrated learning class is a continuous and consistent development of sound and rhythm perception (BPBI), auditory-verbal, and speech development treatments. Some learning concepts must be adequately delivered are teaching skills that conduct the communication process. In this digital era, teaching is seen as a person (lecturer) who helps others (students) achieve progress in various aspects as optimally as possible according to their potential.

Nonverbal communication is essential in delivering information between students and teachers, deaf children in the community, or their families at home. Nonverbal communication is the most dominant contribution to communication in deaf students. Nonverbal communication usually involves body language (kinesthetic), and body touches. Body language in communicating with the deaf, the goal is to clarify the meaning when communicating. While touches on the limbs are the same as understanding the use of sign language, namely as an explanation of the meaning of communication messages. Listening skills in the learning process are a form of interaction in verbal listening activities with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and the meaning of communication to be conveyed by the speaker through speech or spoken language.

Table2. Teacher's Ability to Listen to Information in Class

The teacher's ability to listen to students with special needs during learning
The teacher's ability to listen to communication between students during learning
Mastery of students in listening to the technological media used by the teacher
The teacher's ability to design learning so that students' listening skills increase

In learning, the teacher's ability to listen to students is critical, so not all learning achievements are measured by the student's ability to listen to the material presented by the teacher. On the other hand, communication cannot be balanced if speaking skills do not accompany the listening skills of teachers and students. The speaking skill shown by the teacher is a form of interaction that is used to convey the material. To convey thoughts effectively, the speaker should understand the meaning of everything he wants to combine, evaluate the effects of communication on his listeners, and know the principles that underlie all speech situations, generally and individually.

Table3. Teacher's Ability to Convey Ideas

The teacher's ability to convey ideas so that students with special needs easily understand the material
The teacher's ability to convey information so that students do not get bored easily
The teacher's ability to design learning so that it can trigger students' speaking skills
The teacher's ability to control learning so as not to get out of the context of the teaching material

Linked to communication skills in the classroom, one of the applications of listening and speaking skills is classroom management skills that teachers must possess. Class management is the responsibility of the teacher. At the end of each lesson, the teacher reports on learning activities in the link book given to parents and decision-makers at the school. This is a record of the child's development and information to parents to help maximize the programs implemented at school and can also be applied at home. Therefore, class mastery is an essential point that teachers in special schools must master.

Table4. Teacher's Ability to Master Learning in the Classroom

The teacher has difficulty interacting with students for the first time
Teachers can adapt to classroom interactions easily
The teacher has a learning team to communicate in solving problems in learning
The teacher can manage the class with good communication interactions
Vocabulary owned by the teacher can support good learning
The teacher uses the art of good speaking to achieve the learning indicators to be achieved
The ability of teachers to open learning varies significantly so that students are interested
The teacher's ability to close the lesson can be performed smoothly so that students are impressed
The learning variety of movements presented by the teacher supports more interaction.

Based on the observations and needs analysis results, learning needs are essential points that must be developed. Instructionally, the learning interaction process, it is not only emphasized on the ability of the teacher to teach. Apart from that perception, the teacher must master language skills relevant to the student's condition<sup>10</sup>. Based on this analysis, several important things that must be addressed during community service at SLB B Yakut Purwokerto encompass the ability to increase vocabulary, speaking techniques, and other additional speaking skills. Furthermore, instructional teaching needs to be improved in various ways that emphasize learning activities in children.

The pedagogical competence of the SLB B Yakut Purwokerto teacher is still weak, judging from the standards of (a) regulating the position of students in learning activities, (b) managing learning in providing opportunities for students, (c) supervising students, (d) understanding student behavior deviations, (e) ) routine measurement, (f) varied activities, (g) mastery and

<sup>10</sup> Memet Sudaryanto et al., "Case Study of Problem-Based Teaching Material Development Simulation in School," in *MICOSS 2020: Proceedings of the 1st MICOSS Mercu Buana International Conference on Social Sciences, MICOSS 2020, September 28-29, 2020, Jakarta, Indonesia* (European Alliance for Innovation, 2021), 343.

achievement of learning indicators for special school students, (h) use and optimization of learning approaches, (i) measurement of understanding, (j) management of learning resources, and (k) elaboration of learning. Based on these aspects, teachers' weakness in pedagogic management is caused by a lack of assistance, external motivation, and support from outside parties<sup>11</sup>. As a follow-up to the initial observation, the community service team felt that the urgency of the service needed to be facilitated to emphasize the active, productive, fun, and affective aspects of learning.

One interactive communication function is creating a good environment and providing full psychological support for students. The communication created by the teacher can build ideal interactions and make it easier for students to recognize the environment they encounter. One of the inseparable needs for deaf students is to need fair treatment, participation in community activities, and being part of the activities as part of the community. Deaf children do not always want to be tied to other people or certain boring situations because they always need to be involved in family activities and the wider environment and have the freedom to interact with the surrounding environment.

Some of the supporting elements that need to be improved by SLB teachers include (1) facial expressions, giving additional meaning/pressure to the conditional message conveyed. In general, it symbolizes the seriousness or intensity of the message conveyed, for example, when it implies feeling happy, sad, or cheerful. (2) Body movements, such as the shoulders, give additional impressions or messages, such as a sign of not knowing, plus the raising of both shoulders is interpreted as really not knowing or not knowing at all. (3) The speed of movement is an additional emphasis on meaning. Signs to leave quickly can be interpreted to go quickly. (4) Flexibility of motion marks the intensity of the meaning of the signal conveyed; angry gestures that are conducted stiffly can be interpreted as very angry. Likewise, a gesture that is performed rigidly can be interpreted very seriously.

Total communication is a philosophy that includes ways of communicating using a combination of aural, manual, and oral so that there is effective communication between the deaf and the broader community so that mutual understanding occurs between the recipient and the sender of the message so that there is no misunderstanding and tension. Total communication is an approach in education for the deaf that advocates using various forms of communication media, namely aural, manual, and oral, to improve language skills. Total communication is a concept that aims to achieve effective communication between deaf or deaf fellows and the wider community by using the media to speak, read lips, listen, and sign in an integrated manner.

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<sup>11</sup> Nurul Hikmah, "Strategi Peningkatan Kompetensi Paedagogik Guru Pendidikan Agama Islam SMA Di Kabupaten Sumbawa" (Universitas Islam Negeri Maulana Malik Ibrahim, 2013).

Therefore, communication is an essential means for humans, including teachers, in organizing the teaching and learning process, where teachers will build students' understanding of the material being taught. Through communication, the teacher as a source conveys (verbal, written, or non-verbal) information about the learning material. In contrast, students will convey various messages in response to the teacher so that two-way communication occurs to increase the success of communication to achieve learning objectives, namely changes in students' behavior. The nature of communication is divided into two kinds, namely verbal and non-verbal communication. Verbal communication is carried out using symbols or words, both spoken and written. Humans can only do this communication. Verbal communication is said to be effective if the message intended by the communicator is well received and understood by the communicant; in other words, there is a similarity in perception between the two.

In oral communication, information is conveyed orally or verbally through what is said by mouth and how to say it. SLB B Yakut teachers can build communication by paying attention to several aspects, including clarity, accuracy, context, and culture. Hence, the teacher always; (1) involves the exchange of symbols or signs, both verbal and nonverbal, and (2) conducts the establishment of a togetherness relationship between the communicator and the communicant, verbal symbols or signs such as spoken language and written language, while nonverbal symbols or signs such as expressions, gestures, and sounds. Building this togetherness relationship is not always a positive relationship such as intimacy, but the formation of a contact relationship between the sender of the message and the recipient of the message through certain symbols or signs that are verbal or nonverbal<sup>12</sup>. The application of this symbol of contact is either done with oneself or with other parties.

Quality learning is determined by curriculum renewal, available facilities, sympathetic teacher personality, impressive learning, and broad teacher knowledge of all fields, and teachers must also manage classes well. Good classroom management refers to communication, media interaction, learning tools, and a learning environment created by teachers, especially for special-needs students. The teacher should plan the communication built by the teacher through various reinforcements in and outside the classroom<sup>13</sup>. Teachers need to plan to learn so that its implementation uses particular strategies to adapt to the abilities possessed by each student in SLB B. Classroom management must

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<sup>12</sup> Rizki Amalia Sholihah, "Praktik Pembelajaran Keterampilan Berbicara Di Masa Pandemi Covid-19," *Naturalistic: Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran* 5, no. 1 (2020): 705–17.

<sup>13</sup> Laura Greenstein, "Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning," *Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning*, 2012; Sudaryanto et al., "Case Study of Problem-Based Teaching Material Development Simulation in School."

be performed so that teaching and learning activities can run well<sup>14</sup>. Learning for children with special needs requires the knowledge and teaching skills teachers must possess, but more than that, which is the ability to provide a warm sense of affection to children with special needs and not differentiate them from other children.

Children with special needs require a safe, accessible, and calm learning atmosphere following their emotional state. This need is challenging to meet if the children feel unable because a sense of being able can provide satisfaction and trust. Satisfaction and trust can provide a strong motivation for success in the teaching and learning process. As the most essential form of teacher-student interaction in teaching and learning activities, communication requires a competency match between listening, speaking, and good classroom management skills.

## CONCLUSION

Children with special needs require specific services, unlike other children. Likewise, with teachers' ability in SLB, teachers need special abilities, especially in communication in the learning process. The teacher's ability is described in communication skills which are presented in listening skills, speaking skills, and classroom management. Teachers at SLB B Yakut have communication skills of 8.30 out of a scale of 10, while class management skills are 7.8. This ability is reflected in the teacher's ability to listen to interactions between students, the teacher's ability to design learners so that students' listening skills can improve, the teacher's ability to convey ideas, the teacher's skills in triggering students' speaking skills and control learning through effective communication. Moreover, in classroom management, teachers are not expected to encounter difficulties in interacting with students; teachers are also required to adapt quickly during learning and solve learning so that the interactions between teachers and students and between students can effectively be performed well.

In receiving messages, the speech-impaired still use the senses of sight and hearing like humans in general. However, when they are in the position of communicators or giving feedback, they give more portion to nonverbal messages such as expressions, intonations, or gestures. It refers to nonverbal communication in other communication processes besides using words, assuming words are the verbal element. Speech-impaired people generally have difficulty hearing and pronouncing words well, so their pronunciation becomes incomplete and clear. Edge for most people who are deaf/speech, this is not a big problem. They try to develop other sensory abilities to cover their physical shortcomings. This is a form of their adaptation because, in the end, everyone

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<sup>14</sup> Ishartiwi Ishartiwi, "Kompetensi Guru Pendidikan Khusus Dan Model Pengembangannya Dalam Upaya Peningkatan Kualitas Generasi Bangsa Penyandang Difabel," *JPK (Jurnal Pendidikan Khusus)* 9, no. 1 (2012).

needs to communicate somehow. Other people's recognition of themselves becomes essential, in addition to their shortcomings.

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