

REFERENCES

- Adnyani, N. L. S. P., Wisudariani, N. M. R., Suarcaya, P., Barustyawati, A. A. S., Paramarta, I. M. S., Adijaya, M. A., & Armawan, I. K. (2025). Penggunaan Media Pembelajaran Bahasa Inggris Interaktif Bilingual Bahasa Inggris-Bahasa Isyarat (LESAINDO) Berbasis Web Bagi Guru-Guru Bahasa di SLB. *Seminar Nasional Pengabdian Kepada Masyarakat*, 10(1), 1635–1641.
- Ahmed, S. K. (2024). The Pillars of Trustworthiness in Qualitative Research. *Journal of Medicine, Surgery, and Public Health*, 2, 0–3.
<https://doi.org/10.1016/j.glmedi.2024.100051>
- Anidi, & Anlianna. (2022). Permasalahan Anak Disabilitas Intelektual dan Disabilitas Mental di Sekolah. *Arus Jurnal Pendidikan (AJUP)*, 2(3), 233–243.
- Archana, S. S. D. (2022). Analysis of Inclusive Practices of Regular Schools for Promoting Inclusive Education. *Journal of Research & Development*, 14(19), 44–48.
- Armianti, A. S., & Taufan, J. (2024). Meningkatkan Kosakata Expressing Feelings Menggunakan Metode Modelling pada Siswa Disabilitas Grahita Ringan. *Jurnal Penelitian Pendidikan Kebutuhan Khusus*, 12(2), 202–206.
- Ayomsari, S. W., & Azizah, N. (2024). A Case Study on the Implementation of Inclusive Education for Hearing-Impaired Students in Primary Schools. *Jurnal Ilmiah Sekolah Dasar*, 8(4), 728–738.
- Ayton, D., Tsindos, T., & Berkovic, D. (2023). Qualitative Research – A Practical Guide for Health and Social Care Researchers and Practitioners. In D. A. T. T. and D. B. COVER (Ed.), *The Council of Australian University Librarians Open Educational Resources Collective in 2023*. (2023rd ed.). Monash University. <https://oercollective.caul.edu.au/qualitative-research/>
- Chairunnisa, C., & Rismita. (2022). Educational Challenges for Children with Special Needs in Inclusive Primary Schools. *Jurnal Ilmiah Sekolah Dasar*,

6(1), 48–56.

Gading, I. K., Sujana, I. W., & Pratiwi, N. P. A. (2024). Media Interaksi: Menembus Batas Penyandang Disabilitas di SLB Negeri 1 Gianyar. *Jurnal Ilmiah Ilmu Pendidikan*, 7(12), 13865–13873.

Glory, I., & Ngenwie, O. G. (2024). Teachers' Variables as Predictors of Effective Inclusive Classroom Instructional Practices in Owerri Municipal, Imo State, Nigeria. *African Journal of Inclusive Education*, 6(April), 128–146.

Hidayati, N. (2023). Evaluation of Implementation of Inclusive Education Program for Early Children. *JKP | Jurnal Kepemimpinan Pendidikan*, 6(1), 785–793. <https://doi.org/10.22236/jkpuhamka.v6i1.13156>

Hulu, N. A. (2024). Teachers' Difficulties in Teaching English to Young Learners in 5 Schools at Nias. *JEEYAL (The Journal of English Teaching for Young and Adult Learners)*, 03(01), 21–27. <https://ejournal.stkippacitan.ac.id/ojs3/index.php/jeeyal/article/view/1004>

Khofifah, M., & Anugerahwati, M. (2024). Teaching Strategies to Cope High School Students with Special Needs in EFL Class. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 8(1), 255. <https://doi.org/10.26858/eralingua.v8i1.61160>

Laila, F. N., Prastiwi, Y., & Fauziati, E. (2023). Challenges of Teaching English for Elementary School Student in Indonesian Rural Areas. *JPI (Jurnal Pendidikan Indonesia)*, 12(3), 436–443. <https://doi.org/10.23887/jpiundiksha.v12i3.57804>

Malata, L. N., & Muzata, K. K. (2022). Lesson preparation for inclusive teaching of learners with disabilities from grade 1 to 7 at Kankumba Primary School. *International Journal of Educational Innovation and Research*, 1(2), 149–162. <https://doi.org/10.31949/ijeir.v1i2.2492>

Miles, M. B., & Huberman, A. M. (2014). Qualitative Data Analysis. In B. L.

Salmon Helen, Perry Kaitlin, Koscielak Kalie (Ed.), *Sage Publication* (3rd ed.). Sage Publication Inc.

Mishra, S. (2024). Attitude of Elementary School Teachers Towards Inclusive Classroom at Elementary Stage. *Turkish Journal of Computer and Mathematics Education*, 15(2), 147–154.

Nur, D. R. K., Dwirisananda, D. A., MarlinMinarsih, N. M., Ekasari, D., Widajati, W., & Mahmudah, S. (2023). The Effect of Class Teachers' Self-Efficacy on Inclusive Education Services for Special Needs Children in Inclusive Schools. *International Research-Based Education Journal*, 6(1), 1321–1328. https://doi.org/10.2991/978-2-38476-152-4_134

Nurfitriani, R., & Hidayat, M. A. (2020). Strategi Pengelolaan Siswa ABK Jenis Tunagrahita di Kelas Inklusi. *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(2), 78. <https://doi.org/10.30736/atl.v4i2.193>

Nzuza, Z., & Chitiyo, M. (2024). Cooperative Learning as an Approach to Enhance the Implementation of Inclusive Education. *INTERNATIONAL JOURNAL OF WHOLE SCHOOLING VOL.*, 20(2), 1–15.

Padmadewi, N. N., & Artini, L. P. (2024). Teaching An Inclusive Education in EFL Setting : A Phenomenological Study. *The Art of Teachin English as a Foreign Language (TATEFL)*, 5(2), 186–195.

Padmadewi, N. N., Artini, L. P., Suarcaya, P., Ramendra, D. P., Dewi, K. S., & Yuniari, N. M. (2025). Penggunaan Media Berbasis Teknologi “Educaplay” Dalam Pembelajaran Literasi Untuk Sekolah Dasar di Kelas Inklusif. *Seminar Nasional Pengabdian Kepada Masyarakat*, 10(1), 441–447.

Padmadewi, N. N., Sukma, I. M., Sukadana, A., Artini, L. P., Ana, I. K. T. A., Lesmana, K. Y. P., & Susiani, K. (2024). Inclusive Education : Survey on Teachers ' Perception of Its Implementation. *Indonesian Journal of Instruction*, 5(3), 315–330.

Paramartha, W. E., Sari, N. M. D. V. S., & Idris, M. (2025). Implementasi

- Pelatihan dan Pendampingan Kelas Inklusif Digital untuk Guru Sekolah Dasar. *Jurnal Pengabdian Dan Peningkatan Mutu Masyarakat*, 7(1), 38–48.
<https://doi.org/10.22219/janayu.v7i1.42515>
- Putri, M. S., & Ain, S. Q. (2022). Teacher Readiness in Handling Inclusive Students in Elementary School. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 197–203.
<https://doi.org/10.23887/jisd.v6i2.46845>
- Rahmi, I., Desvianti, E., Mufitasari, D., & Ariyanti, T. D. (2024). Evaluation of Inclusive Education in Indonesia: Elementary School Teachers' Perspective. *Jurnal Riset Aktual Psikologi*, 15(1), 75–97.
<https://doi.org/10.24036/rapun.v15i1>.
- Sari, Z. P., Sarofah, R., & Fadli, Y. (2022). The Implementation of Inclusive Education in Indonesia: Challenges and Achievements. *Jurnal Public Policy*, 8(4), 264. <https://doi.org/10.35308/jpp.v8i4.5420>
- Shilvani, S., Yuliana, Y. G. S., & Sada, C. (2024). Teaching English in Inclusive Primary School: Teachers' Challenges and Coping Strategies. *Lectura : Jurnal Pendidikan*, 15(1), 15–26.
<https://doi.org/10.31849/lectura.v15i1.16217>
- Suhardi, M., & Sholihah, M. (2025). Implementation of Learning Management for Children with Special Needs in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, 9(2), 213–219.
- Suharyati, H., Novita, L., & Rahmawati, Y. (2025). Enhancing Community Trust and Collaboration in Inclusive Education : Addressing Challenges , Policies , and Teacher Competence. *Jurnal Pendidikan Dan Pengajaran*, 58(1), 1–11.
- Sulistiyaningsih, R., Mubarak, A. S., Dwiastuti, I., Hidajat, H. G., Fatmawiyati, J., Windraguri, H. A., Hardinata, J. R. P., Rozi, C., Prasetyo, O. B., & Hasan, A. F. (2025). Improving the Skills of Implementing Inclusive Education at PAUD RA Khadijah Tabanan Bali. *Journal of Community Engagement*, 6(1), 19–39.

- Sumarsih, I., Sobarningsih, I., & Marliyani, T. (2022). Inclusive Education Design At 263 Rancaloe State Elementary School, Bandung City. *Jurnal Scientia*, 11(2), 597–602.
<http://infor.seaninstitute.org/index.php/pendidikan/article/view/957%0Ahttp://infor.seaninstitute.org/index.php/pendidikan/article/download/957/764>
- Sumesari, N. L., & Suartama, I. K. (2022). Multimedia Pembelajaran Pada Mata Pelajaran Bahasa Inggris. *Jurnal Edutech Undiksha*, 10(2), 244–252.
- Susanto, D., & Jailani, M. S. (2023). Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah. *Jurnal Pendidikan, Sosial & Humanoria*, 1(1), 53–61.
- Tiraeni, N., Irawan, L. A., & Rahman, A. (2024). Teaching Strategies Applied by EFL Teachers at Inclusive Classroom: An Learning Experince Learnt from Inclusive Classes. *Journal of Language and Literature Studies*, 4(1), 181–194. <https://doi.org/10.36312/jolls.v4i1.1801>
- Trisnanti, I. A. N., Tirtayani, L. A., & Putra, I. K. A. (2018). Pengaruh Media Flashcard Bilingual Terhadap Kemampuan Kosakata Bahasa Inggris Permulaan Anak Kelompok B TK Gugus Mawa. *E-Journal Pendidikan Anak Usia Dini Universitas Pendidikan Ganesha*, 6(3), 344–352.
- Utami, K. H. D., & Rismadewi, N. W. M. (2022). Investigasi Kemauan Berbicara Bahasa Inggris Pada Mahasiswa; Studi Kualitatif. *Jurnal Bimbingan Dan Konseling Indonesia*, 7(3), 1–9.
- Wisudariani, N. M. R., Adnyani, N. L. P. S., Sriasih, S. A. P., Seniwati, N. P., & Wisnugiri, I. M. (2023). Problems of Teachers in Inclusive Class Learning in Public Elementary School Bengkulu. *Advances in Social Science, Education and Humanities Research*, 1, 200–207. <https://doi.org/10.2991/978-2-494069-29-9>
- Yaasmin, L. S. (2024). Mengoptimalkan Manajemen Kurikulum untuk Pendidikan Inklusif di Sekolah Dasar. *Jurnal Papeda*, 6(3), 370–380.
- Yuliawati, Permana, J., & Lasmawan, W. (2023). Issues and Problems of

Implementing Inclusive Education Policies in Elementary Schools. *Mimbar PGSD Undiksha*, 11(2), 184–190.

