

## REFERENCES

- Boelens, R., Voet, M., & De Wever, B. (2018). The design of blended learning in response to student diversity in higher education: Instructors' views and use of differentiated instruction in blended learning. *Computers & Education, 120*, 197–212. <http://doi.org/10.1016/j.compedu.2018.02.009>
- Chauchan, M. S. (2011). Slow Learners: their psychology and educational programmers. *International Journal of Multidisciplinary Research*, 1(8), 279-289.
- Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4<sup>th</sup>ed). United States, America: Pearson Education, Inc.
- Ediyanto, Atika, I. N., Kawai, N., & Prabowo, E. (2017). Indonesia From the Perspective of Widyaiswara in Centre for Development and Empowerment of Teachers and Education Personnel of Kindergartens and Special Education. *Indonesian Journal of Disability Studies*, 4(2), 04-116. <https://doi.org/1.21776/ub.ijds.2017.004.02.3>
- Efendi, M. (2018). The Implementation of Inclusive Education in Indonesia for Children with Special Needs: *Expectation and Reality Journal of ICSAR*, 2(1), 142-147.
- Gaitas, S., & Martins, M. A. (2016). Teacher Perceived Difficulty in Implementing Differentiated Instructional Strategies in Primary School. *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2016.122310.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). Educational Research Competences For Analysis and Applications (10<sup>th</sup>ed). United States, America: SAGE Publication Inc.

Government Regulation. (2010). Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010 Tentang Pengelolaan dan Penyelenggaraan Pendidikan.

Hassan, M. U., Hussain, M., Parveen, I., & De Souza, J. (2015). Exploring Teachers' Experiences and Practices in Inclusive Classrooms of Model Schools. *Journal of Theory and Practice in Education*, 11(3), 894-915. (Retrieved in March, 5, 2020)

Hayes, A. M., & Bulat, J. (2017). Disabilities Inclusive Education Systems and Policies Guide For Low and Middle Income Countries. RTI Press Publication.

Ismaji, H., & Morina, I. (2018). Differentiated Instruction: Understanding and Applying Interactive Strategies to Meet the Needs of All the Students. *International journal of Instruction*, 11(3), 2007-218.

Jahan, A., Khan, I. A., & Asif, F. (2017). Relevance of Differentiated Instructions in English Classrooms: An Exploratory Study in the Saudi Context. *International Research Journal of Human Resources and Social Sciences*, 4(9), 274-294.

Lyons, W. (2016). Principal Preservice Education For Leadership in Inclusive Schools. *Canadian Journal of Action Research*, 17(1), 36-50.

Machu, E. (2014). Analyzing Differentiated Instructions in Inclusive Education of Gifted Preschoolers, 17(20), 1147-1155.  
<https://doi.org/10.1016/j.sbspro.2015.01.24>

Mfuthwana, T., & Dreyer, L. M. (2018). Establishing Inclusive Schools Teachers' Perceptions of Inclusive Education Teams. *South African Journal of Education*, 38(4), 1-10. <https://doi.org/10.15700/saje.v38n4a1703>

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2<sup>nd</sup>ed). SAGE Publication Inc.

Ministry of Education and Culture. (2009). Permendiknas Nomor 70 Pasal 3 & 4 Tahun 2009 Tentang Pendidikan Inklusif bagi Peserta Didik yang

Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa.

- Molster, t., & Nes, K. (2018). To What Extent Does Information and Communication Technology Support Inclusion in Education of Students With Learning Difficulties? *Universal Journal of Educational Research*, 6(4), 598-612. <https://doi.org/10.13189/ujer.2018.060403>
- Moosa, V., & Shareefa, M. (2019). The Impact of Teachers' Experience and Qualification on Efficacy, Knowledge, and Implementation of Differentiated Instruction. *International Journal of Instruction*, 12(2), 587-604.
- Mulyadi, E. (2017). Policy of Inclusive Education for Education for All in Indonesia. *Policy & Governance Review*, 1(3), 201-212.
- Osero, P. O. (2015). Challenges Teachers Encounter In Implementing Inclusive Education in Public Primary Schools in Nyamira Country, Kenya. *International Journal for Innovation Education and Research*, 3(3), 217-230.
- Padmadewi, N. N., & Artini, L. P. (2017). Teaching English to a Student with Autism Spectrum Disorder in Regular Classroom in Indonesia. *International Journal of Instruction*, 10(3), 150-176.
- Pozas, M., Letzel, V., & Schneider, C. (2019). Teachers and Differentiated Instruction: Exploring Differentiation Practices to Address Student Diversity. *Journal of Research in Special Educational Needs*, 2(2), 1-14.
- Ramlakshmi, T. B. (2013). Slow Learners: Role of Teachers in Developing the Language Skills. *Shanlax International Journal of English*, 2(1), 21-28.
- Rasmitadila. (2018). Readiness of General Elementary Schools to Become Inclusive Elementary Schools: A Preliminary Study in Indonesia. *International Journal of Special Education*, 33(2), 366-381.

- Shareefa, M., Zin, R. A. M., Abdullah, N. Z. M., & Jawawi, R. (2019). Mainstream and Special Education Teachers' Implementation of Differentiated Instruction. *International Journal of Education, Psychology and Counseling*, 4(31), 260-268. DOI: 10.35631/IJEPC.4310022
- Siam, K., & Natour, M. (2016). Teacher's Differentiated Instruction Practices and Implementation Challenges for Learning Disabilities in Jordan. *International Education Studies*, 9(12), 167-181.
- Steven, A., Utami, A., Sahidin, R. A., & Desetyadi, V.H. (2016). Teaching and Learning Method in Inclusive Classroom; A Case Study in EAP Class at Sampoerna University. *Journal of Education and Learning*, 10(4), 301-3017.
- Sunardi, Yusuf, M., Gunarhadi, Priyono, Yeager, J. (2011). The Implementation of Inclusive Education for Students with Special Needs in Indonesia. *Excellent in Higher Education*, 2(1), 1-10. <https://doi.org/10.5195/ehe.2011.27>
- Thakur, K. (2014). Differentiated Instruction in the Inclusive Classroom. *Research Journal of Education Sciences*, 2(7), 10-14.
- Thwala, S. (2015). Challenges Encountered by Teachers in Managing Inclusive Classroom in Swaziland. *Mediterranean Journal of Social Sciences*, 6(1), 495-500.
- Tomlinson, C. A., & Allan, S. D. (2000). Leadership for Differentiating Schools and Classrooms. Alexandria, USA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A., Moon, T., Imbeau, M. B. (2015). Assessment and Student Success in a Differentiated Classroom. Alexandria, USA: Association for Supervision and Curriculum Development (ASCD).

Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, USA: Association for Supervision and Curriculum Development (ASCD).

Turner, W. D., Solis, O. J., & Kincade. D. H. (2017). Differentiating Instruction for Large Classes in Higher Education. *International Journal of Teaching and Learning in Higher Education*. 29(3), 490-500.

Vasudevan, A. (2017). Slow Learners-Causes, Problems, and Educational Programmes. *International Journal of Applied Research*, 3(12), 308-313.

