Volume 39 Nomor 2 Tahun 2024
https://ppjp.ulm.ac.id/journal/index.php/JVK/index
p-ISSN: 0215-9619
e-ISSN: 2614-7149

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The Teacher's Role as A Motivator in Instilling The Disciplinary Character of Students with Special Needs

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Abstract. This study aims to analyze the role of teachers as motivators in forming disciplined characters in special needs students in grade 4 of SDN 1 Gunungsari Dalam. This study employed a descriptive method with a qualitative approach to deeply understand the role of teachers in this context. Data collection was carried out through direct observation and unstructured interviews. Observations involved observing daily interactions between teachers and students during learning, while interviews with teachers provided an in-depth understanding of the role of teachers as motivators. The interviewees were one teacher in grade 4 of Elementary School, the principal, and two students with special needs who were the subjects in this study. The study results indicate that students with special needs are granted accommodations during the learning process. In inclusive classrooms, teachers also serve as directors, motivators, and observers. They monitor students' development and offer guidance tailored to each student's requirements and potential. Teachers also establish a positive and inclusive learning environment and motivate students through various methods, such as establishing achievable objectives, dispensing praise, and guiding students based on their interests. Furthermore, the education of children with special needs is significantly influenced by parental support. Parents actively engaged in their children's education can enhance their emotional development and academic performance. At SDN Gunungsari Dalam, parents of students with special needs often communicate with teachers and provide additional support at home. The role of teachers as motivators has proven effective in forming disciplined characters in children with special needs. This study improves discipline in children with special needs and offers a broader range of advantages in inclusive education.

Keywords: children with special needs; disciplined character; inclusive schools; teachers as motivators

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DOI : https://doi.org/10.20527/jvk.v39i2.21386
Received: 23 December 2024 Accepted: 14 January 2025 Published: 2 February 2025

How to cite: Ismuwardani, Z. & Sholeha, H. H. (2024). The teacher's role as a motivator in instilling the disciplinary character of students with special needs. *Vidya Karya*, *39*(2), 180-189.

INTRODUCTION

Education is a critical component of the nation's character development. Teachers, as educators, play a critical role in the development of student character, particularly in the area of discipline. Discipline is a critical component that must be imparted to children, including those with special needs, from a young age (Anyon et al., 2016; Grusec et al., 2017; Francisco et al., 2020). Children with special needs require a different approach to the learning process, and the teacher's role as a motivator is very important in helping them develop disciplinary character,

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especially in doing school assignments (Gage et al., 2018; Hebbeler & Spiker, 2016; Nadia et al., 2024; Wakhidah & Khamidun, 2018).

Nur'asiah et al. (2021) posits that teachers serve a dual role as educators and mentors who impart knowledge and influence students' character. The teacher's role as a motivator is crucial in fostering students' disciplined behavior. According to Permatasari et al. (2022) research, teachers who can effectively motivate students can enhance their enthusiasm for learning and foster discipline during the learning process.

Children with special needs who attend SD Negeri Gunungsari Dalam are unique individuals who require specialized instruction. Nevertheless, parents want their children with special needs to be regarded as similar to their peers regarding their learning ability. Children with special needs frequently encounter challenges during the learning process, including a reduced ability to concentrate, a delayed comprehension rate, and a greater susceptibility to emotional stimuli when confronted with learning challenges. Therefore, teachers need to make a little difference in providing learning to children with special needs.

This study aims to analyze the role of the teacher as a motivator in shaping the disciplinary character of children with special needs in class 4 of SD Negeri 1 Gunungsari Dalam. First, this study analyzes how the role of the teacher can motivate and shape the character of discipline in students with special needs. Second, this study also aims to discover teachers' methods to motivate children with special needs in learning. Understanding these methods is important to know the most effective approach to the learning process. Third, this study identifies teachers' challenges in motivating children with special needs to be disciplined in learning. Identifying these challenges is important to find the right solutions to overcome the existing obstacles. Fourth, this study assesses the effectiveness of the teacher's role as a motivator in improving discipline in children with special needs. This assessment is conducted to measure the extent to which the motivation provided by the teacher can improve student discipline in the learning process in the classroom. Through these objectives, this study significantly improves the quality of education for children with special needs.

The research problem can be identified in a variety of significant ways. Initially, this study aims to investigate how the teacher's function as a motivator influences the character of discipline in children with special needs in class 4 of SD Negeri 1 Gunungsari Dalam. This comprehension is crucial because teachers significantly impact students' discipline development by guiding and motivating them. Secondly, this study aims to determine teachers' strategies to encourage students with special needs to complete their academic assignments. These methods may encompass various strategies and techniques to motivate students to maintain enthusiasm and discipline in completing their assignments. Thirdly, this study investigates teachers' obstacles when encouraging children with special needs to adhere to discipline. These obstacles may be internal or external and can impact the learning process.

Teachers have a central role as motivators in education, especially for students with special needs who face unique challenges in the learning process (Sholeha et al., 2020). Teachers' roles as motivators encompass not only imparting knowledge but also providing emotional support and inspiration that enable students to realize their maximum potential (Sholeha et al., 2020). Teachers establish a secure and inclusive atmosphere where students are acknowledged and appreciated,

irrespective of their limitations, by consistently offering emotional support. Students with special needs can learn in a manner that is consistent with their learning style and requirements by incorporating modifications to learning methods, such as the use of visual, auditory, or kinesthetic approaches. Additionally, the positive reinforcement and praise that teachers provide to their students for their modest accomplishments contribute to their development of self-confidence, which is frequently a significant obstacle for them.

This is evident in developing students' character traits, including resilience, independence, and responsibility. Students are more likely to develop social skills, interact with peers, and confront challenges when supported. In the end, teachers' motivation assists students in surmounting learning obstacles and cultivates strong, resilient, and empathetic personalities that will benefit their future endeavors. ADHD symptoms are typically classified into three primary categories: inattentive, hyperactive, and impulsive. The role of the teacher as the motivator and the impact on student character are listed in Table 1.

Table 1 The role of the teacher as the motivator and the impact on student character

Role of the teacher as a motivator	Description	Impact on student character
Providing emotional support	Teachers create a safe, comfortable, and inclusive learning environment for students.	Enhances self-confidence, a sense of security, and self-esteem.
Adapting teaching method	Using teaching methods tailored to the unique needs of students, such as visual or kinesthetic approaches.	It helps students understand the material better and boosts their confidence.
Giving positive reinforcement	Offering praise, rewards, or acknowledgment for students' efforts and achievements, no matter how small.	Builds intrinsic motivation, perseverance, and enthusiasm for trying new things.
Building strong relationships	Demonstrating empathy, care, and attention to students' personal needs.	Strengthens students' trust in teachers and others around them.
Encouraging independence	Teaching students to take responsibility for their tasks and decisions.	Fosters independence, discipline, and a sense of responsibility.
Providing positive challenges	Encouraging students to face challenges by assigning tasks appropriate to their abilities.	Develop resilience, courage, and problem-solving skills.

This research is expected to provide significant benefits. For teachers, it will provide new insights and strategies for motivating children with special needs to develop disciplined character. This is crucial because teachers are essential in the educational process, particularly for students who require a unique approach. Ultimately, this research aims to enhance students' learning outcomes by fostering a sense of motivation and discipline in completing assignments.

With the appropriate methods and encouragement, students with special needs can more easily surmount learning obstacles and achieve academic success. Furthermore, this research can offer schools valuable recommendations for developing programs and policies that promote inclusive education. Therefore, schools can establish a more suitable learning environment for all students, including those with special needs,

establishing a more equitable and just education system.

At SD Negeri 1 Gunungsari Dalam, the role of the teacher as a motivator in shaping the disciplinary character of children with special needs is a relevant topic for research. This study aims to understand the extent of the teacher's role in motivating children with special needs in grade 4 to be disciplined in the learning process. Based on the aforementioned explanations, this study analyzes the teacher's role as a motivator in instilling the disciplinary character of students with special needs in class IV SDN 1 Gunungsari Dalam.

METHODS

The researchers employed a qualitative approach in this descriptive research method. The qualitative approach enables researchers to deeply comprehend the sub-effective experience and the context of the teacher's role as a motivator in shaping the disciplinary character of children with special needs. Interviews and observation were implemented as data collection methods. This research was conducted at one of the inclusive elementary schools in Cirebon, namely SD Negeri 1 Gunungsari Dalam.

This research was conducted for one semester for approximately 6 months. One teacher and one principal were interviewed. Students with special needs were not given questions in the interview but only observed during the learning process or outside of learning activities. Likewise, parents of children with special needs were not given interviews but observed all the behavior and treatment of students during learning or outside the learning process. Information related to parents was obtained from interviews with teachers and principals at SD Negeri Gunungsari Dalam.

The data collection methods employed were observation and unstructured interviews. Observation is one of the data collection techniques that researchers employ to observe the daily interactions between students and teachers during the learning process. Learning activities and ongoing learning materials were analyzed using documentation. Simultaneously, interviews were conducted with teachers to acquire a comprehensive comprehension of the role of teachers as motivators in the development of disciplinary character in children with special needs. Interview guidelines are not implemented during interviews conducted with teachers and administrators. Information is gathered through interview techniques, such as engaging in conversation and conducted casually to create a more relaxed environment. However, information is still obtained from this unstructured interview activity.

Thematic data analysis was conducted to identify patterns of challenges, such as the presence of motivators from teachers, as well as successes, such as the ability to enhance the disciplinary character of children with special needs. By adopting this methodology, this study contributes to enhancing the discipline of children with special needs at SD Negeri Gunungsari Dalam. It has the potential to offer a broader range of advantages to the education of children with special needs.

RESULTS AND DISCUSSION

Students with special needs in grade 4 at SDN Gunung Sari Dalem have various characteristics, such as ADHD, speech delays, attention deficit disorder, and limitations in social control. Due to their unique characteristics, each student's learning process requires a unique approach. Students possess potential and actively participate in cultivating this potential as the subject of education.

Student Task Management

In order to ensure that learning objectives are met, the classroom is populated by a diverse array of students with varying characteristics (Tanjung, & Namora, 2022). Effective classroom administration is essential for teachers, particularly in the context of student assignments. Similarly, in inclusive classes, the teacher fosters a sense of acceptance among students and the significance of effective classroom management. In inclusive classes, students with disabilities and regular students are grouped to facilitate mutual assistance (Maulyda et al., 2021). It is anticipated that regular students can assist their peers in lessons and appreciate other individuals' diverse forms of individuality. Conversely, students with disabilities are anticipated to adjust to their surroundings. Therefore, teachers must oversee how students with disabilities can effectively engage in learning.

As the head teacher and principal state, inclusive classrooms allow flexibility in implementing learning (Ro'fah et al., 2021).

"In inclusive schools, the curriculum is flexible. In the interview, it adjusts to the student's condition," said the school principal.

One example of curriculum flexibility at Gunungsari Dalam inclusive school is that students with disabilities are granted leniency in completing assignments. For instance, if regular students are required to solve ten problems, students with disabilities can solve only three, provided they receive specific notes and guidance from the teacher.

"They have to be guided; we have to sit (by their side)," responded the teacher in the interview.

This is designed to give students the necessary guidance to complete the task correctly. Nevertheless, not all students require direct supervision. Some students with mild disabilities are more independent and can easily complete the task as directed.

"If someone cannot do it, they run to me (to ask questions), " the teacher responded in the interview.

Learning cannot be compelled upon students with disabilities, as each has a unique condition. Consequently, flexibility is crucial to ensure that children with disabilities feel at ease while learning (Sarita, 2022). Nevertheless, after the class concludes, the children with disabilities are provided with additional learning, which is frequently referred to as "additional therapy ".

"The therapy is, for example, if they are taught material about who, where, I will give them additional material. Later, I will ask again. (to make sure the student understands well)." The teacher responded in the interview.

Offering therapy or additional time to children with disabilities can help teachers better understand their learned material (Ndek et al., 2023).

Learning attitudes of students with disabilities

The academic abilities and social skills of students with disabilities are not generalizable, as each condition is distinct. For instance, a fourth-grade student in Gunungsari Dalam has been diagnosed with ADHD. The homeroom teacher noted that the student exhibited a temper prone to erupting at any moment, particularly when he was fatigued or distressed.

"Do not let Gio (not his real name) get angry. If he gets angry, all his friends become targets, and he will hit them all. Even the class decorations get damaged," the teacher responded in the interview.

In inclusive schools, teachers act as knowledge transferors, observers, directors, and motivators (Faturohman, 2022). Teachers, as observers, are responsible for observing students'

development and understanding each student's needs and potential (Rahma & Khamidi, 2020). One of the student needs and conditions that is a factor of the flexible curriculum is the necessity for teacher observation, as experienced by Gio (not his real name), a student with ADHD characteristics.

ADHD has three main characteristics, namely inattention, hyperactivity, and impulsivity. Attention difficulties are characterized by an inability to concentrate on a specific activity for an extended period, frequent errors due to a lack of attention to detail, easy distractions, and difficulty completing tasks or following instructions properly. Individuals with this difficulty frequently lose important items and avoid high-concentration tasks. Hyperactivity is characterized by behaviors that exhibit excessive energy, such as difficulty sitting still, constantly moving, excessive talking, and appearing "always on" in situations that necessitate calmness. On the other hand, impulsivity is characterized by the inability to delay action, such as answering questions before they are completed, frequently interrupting other people's conversations or activities, and taking actions without considering the consequences, which can be risky.

ADHD can present in three forms: the inattentive type, in which symptoms of attention difficulties are predominant; the hyperactive-impulsive type, in which hyperactivity and impulsivity are more prominent; and the combined type, which involves all symptoms. These characteristics can affect an individual's daily life, including learning ability, social relationships, and emotional management, so special environmental support is needed to help them develop optimally.

"If he is already tired of learning, already feels tired, and his face changes, I tell him, 'Are you tired?' or what... if you want to go home, you can go home. Do not let him throw a tantrum first," responded the classroom teacher in the interview.

In addition to Gio, Arief also experiences challenges in engaging in classroom learning and social interactions. However, he exhibits an extraordinary interest in assembling objects, prompting the class teacher to enroll him in robotics lessons. Students with ADHD characteristics require a structured learning environment to optimize their concentration.

"I noticed Arief (not his real name) had an interest in tinkering with objects, so I gave directions to his parents to be given robotics lessons," responded the teacher in the interview.

Teachers are expected to guide students in completing assignments, complying with school regulations, and serving as observers (Salma et al., 2024). The initial step is to ensure that students comprehend the regulations they are required to adhere to.

"Yes (they can understand the class rules)." responded the teacher in the interview.

This case requires a significant amount of time to accomplish. Students' daily habits will influence their understanding and discipline (Amalia, 2024). Nevertheless, it is well-known that students with disabilities encounter challenges in the classroom regarding following language and precise learning. Consequently, teachers must recognize that students possess strengths that must be nurtured. By offering appropriate direction and support, teachers can assist students in cultivating a sense of responsibility and learning discipline.

Teacher's Role as a Motivator

Teachers are crucial in the educational process, as they serve as motivators who offer students encouragement and enthusiasm (Rahmiati & Aziz, 2023). This is particularly crucial in inclusive classes at Gunung Sari Dalem Primary

School, where numerous students with special needs require additional assistance to achieve their full potential. Motivation can take on various forms, including external motivation, which involves praising students for their accomplishments and learning encouragement.

Motivating in the classroom is not limited to verbal communication; it can also take positive actions and approaches (Amalia, 2024), such as establishing realistic and achievable objectives. In this instance, the mayor has implemented this as a manifestation of a flexible curriculum.

"For giving exercise questions, the questions are still the same, but usually, for example, for regular children,

There are 10 questions; students with disabilities only need to do 3-5 questions," as the teacher responded in the interview.

Understanding the various needs of children with disabilities and their different characteristics is also a form of support to motivate students. By knowing these characteristics, teachers will be better equipped to determine the appropriate course of action and how to facilitate students' learning.

In this instance, the homeroom teacher of grade 4 at the inclusive primary school prioritizes students' academic pursuits and motivates them to pursue their interests (Purnawanto, 2023).

"Interest in learning is not that prominent, but some students I direct to join extracurricular activities at school or tutoring outside school," as responded by the teacher in the interview.

Teachers are responsible for establishing a positive and inclusive learning environment that fosters a sense of acceptance and support among all students (Budianto, 2023). This can be achieved by employing teaching methods that are both engaging and tailored to the needs of students with disabilities. In this instance, the homeroom teacher indicated that on numerous occasions, the teacher would implement learning methods to enhance student engagement and motivation.

"Sometimes there is group work. I also like to play games in class, " the master teacher responded.

This type of learning can offer assistance in the classroom. These straightforward yet effective motivational strategies can help students with disabilities in inclusive schools feel motivated and positively engaged in their education. Consequently, students can cultivate positive character traits, particularly discipline, in their work.

Parental Support for the Education of Children with Special Needs

Parents play a critical role in educating students, particularly those with special needs (Fitriani et al., 2024). Students with special needs encounter additional obstacles in the learning process and require additional support from their parents to overcome these obstacles.

The education of children with special needs is significantly influenced by parental support. Parents who are actively engaged in their children's learning process, such as assisting with homework, monitoring academic progress, and communicating with teachers, can enhance their children's learning outcomes. The parents of students with special needs at Gunungsari Dalam Inclusive Elementary School possess a comprehensive understanding and awareness of their child's condition, which enables them to pay more attention to their child. During the researchers' visit to the school, numerous parents of children with special needs waited for their children, engaging in conversation and exchanging information with one another.

"At school, parents whose children have special needs have an association,

often discussing the child's needs, activities at school, and so on," as responded by the classroom teacher in the interview.

This type of parental support positively influences children's academic and emotional development. Parents can observe their children's learning in class and adjust their home education accordingly.

"Parents always pay attention and provide support," responded the teacher in the interview.

It is intriguing that parents of students with special needs voluntarily collect funds to provide supplementary amenities to regular students. This ensures that regular students do not have to purchase uniforms or stationery at the start of the school year. I am writing to express my gratitude for accepting students with special needs. This demonstrates that it remains challenging to integrate students with disabilities into the social environment effectively.

The principal responded in the interview, "The parents of the children with disabilities here joined together to buy uniforms for the regular students; they are happy because they are well accepted here."

Teachers communicate the school agenda, and parents provide their perspectives on it. Communication between teachers and parents remains intense, even without a meeting. Parents can contact the vice principal via text message to inquire about their child's academic progress.

"Parents like to ask how their children are today, what assignments they have, what they were told to bring. Parents always pay attention to their children's needs," as responded by the classroom teacher in the interview.

The homeroom teacher also expressed gratitude to parents who prioritized their children with special needs and provided a positive response.

"I like to consult with his parents if he cannot study as far as normal children in general, but he looks like he has talents and interests that can be channeled," the teacher responded in the interview.

In practice, based on Table 1, the role of the teacher as a motivator is not only to provide support to students with disabilities but also to help parents understand their child's condition and development in the classroom.

To instill disciplinary character in students with special needs in schools, it is not only the role of the teacher as a motivator in the classroom, but support from parents also makes it easier for teachers at school to instill disciplinary character in students with special needs (Novitasari et al., 2023).

CONCLUSION

The analysis of the role of the teacher as a motivator in shaping the character of discipline in students with special needs in class 4 of SD Negeri 1 Gunungsari Dalam reveals that task management for students with special needs is leniency in doing assignments. For example, if normal students are given 10 questions, students with special needs can complete only 3. Nevertheless, the teacher continues to guide concerning specific remarks. This is designed to provide students with the necessary guidance to ensure that they complete the task in a manner that is consistent with the instructions.

Teachers must recognize that students possess advantages that necessitate cultivation, as evidenced by the study's results regarding the learning attitudes of students with disabilities, specifically those who encounter challenges in engaging in language and precise learning in the classroom. Teachers can assist students in cultivating a sense of responsibility and learning discipline by offering appropriate direction and guidance. Parents are also involved in

motivating children with disabilities, and teachers serve as motivators. The parents of students with special needs at Gunungsari Dalam Inclusive Primary School have a better comprehension and awareness of their children's conditions, allowing them to give their children more attention. Therefore, the teacher's function as a motivator is not limited to assisting students with special needs during its execution. Nevertheless, the three evaluations conducted by the researchers have also concluded that the teacher's role as a motivator can influence the discipline of children with special needs in class 4 of SD Negeri 1 Gunungsari Dalam.

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