

THE EFFECTIVENESS OF THE ROLE OF ACCOMPANYING TEACHERS IN INCREASING THE INDEPENDENCE OF MATHEMATICS LEARNING OF AUTISTIC STUDENTS IN INCLUSIVE SCHOOLS

Intan Apriani Sutandi¹, Supardi²

^{1,2}Indraprasta University PGRI

E-mail: ¹⁾intanaprianis14@gmail.com

Abstract

This study aims to determine the effectiveness of the role of accompanying teachers in increasing the independence of mathematics learning of autistic students in inclusive schools. The approach used is descriptive qualitative with data collection techniques through observation, in-depth interviews, and documentation. The research subjects consisted of accompanying teachers, classroom teachers, autistic students, and parents of students in one of the purposively selected inclusion elementary schools. The results of the study show that accompanying teachers play an important role in facilitating the understanding of mathematics material, forming independent learning habits, and increasing the confidence of autistic students. The strategies applied, such as graded prompting, task analysis, positive reinforcement, and the use of visual aids, have proven effective in encouraging students to be more independent in learning. In addition, collaboration between accompanying teachers, classroom teachers, and parents is the main supporting factor in an inclusive and sustainable learning process. In conclusion, the role of the accompanying teacher is very effective in increasing the independence of mathematics learning of autistic students, but the effectiveness is also influenced by the support of the school environment, cross-party coordination, and increasing the professional capacity of the accompanying teacher.

Keywords: *Accompanying Teachers, Learning Independence, Autistic Students, Mathematics, Inclusive Schools.*

1. INTRODUCTION

Inclusive education is a concrete form of the commitment of the state and society in guaranteeing the right of every child to receive a decent, meaningful, and non-discriminatory education, including for children with special needs such as students with autism. In the framework of equitable education, inclusion not only means bringing students together in the same classroom, but also ensuring that each child gets access, services, and approaches that match his or her characteristics and potential. Autistic students have a distinctive developmental profile, especially in terms of social interaction, communication skills, emotion regulation, and learning styles that tend to be visual and concrete. Therefore, learning for autistic students requires a profound adjustment, not only in terms of material, but also in terms of learning methods, atmosphere, and rhythm (Purba, Widiyani, & Anugrahana, 2025).

One of the most obvious challenges in the implementation of inclusive education is to create an adaptive and supportive learning environment for autistic students so that they are able to learn independently, especially in subjects such as mathematics which generally require logical, abstract, and structured thinking skills. Students with autism often have difficulty understanding symbols, complex verbal instructions, and changes in routine, so a more concrete, visual, and consistent approach is needed to accompany their learning process (Khasyia et al., 2024).

In this context, the existence of shadow teachers is very vital. Accompanying teachers are not just technical supporters in the classroom, but also role as facilitators, mediators, and at the same time coaches of learning independence. As facilitators, the accompanying teacher helps students understand the material through approaches that suit their learning style, such as the use of visual, manipulative, and gradual repetition aids. As mediators, the accompanying teacher bridges communication between autistic students and classroom teachers and peers, so that students feel accepted and able to actively participate in learning. Meanwhile, as an independence coach, the accompanying teacher designs a learning strategy that aims to gradually reduce students' dependence on external help, and encourage them to manage the learning process independently according to their abilities (Aliyah, Suriansyah, Harsono, Ridhaningtyas, & Annisa, 2022).

The effectiveness of the role of the accompanying teacher greatly determines the success rate of autistic students in participating in mathematics learning in the inclusion class. This success is not only measured by students' ability to answer questions or understand mathematical concepts, but also by an important indicator in the form of learning independence, namely the ability of students to start, organize, and complete tasks without always waiting for instructions or help from others. In the context of inclusive education, learning independence is a reflection of the success of individual and inclusive intervention strategies. When autistic students are able to show learning initiative, dare to try, and take responsibility for their own learning process, it indicates that the support system in the classroom including the role of the accompanying teacher functions effectively and empowers. Thus, it is important to place accompanying teachers as an integral part of the inclusion education system, not as a temporary complement. Their role needs to be recognized, supported, and continuously developed in order to be able to contribute optimally to realizing fair, adaptive, and humanist learning for all students, without exception (Ilmy & Harsiwi, 2024).

However, in practice, not all accompanying teachers have adequate competence and strategies in developing the learning independence of autistic students, especially in mathematics subjects which are often considered difficult. Therefore, it is important to examine the extent of the effectiveness of the role of the accompanying teacher in increasing the mathematics learning independence of autistic students in inclusive schools. This research is expected to make a real contribution to the development of inclusive and empowering learning strategies, as well as a reference in improving the quality of assistance for students with special needs in the public school environment.

2. METHOD IMPLEMENTATION

This study uses a descriptive qualitative approach that aims to describe in depth the effectiveness of the role of accompanying teachers in increasing the independence of mathematics learning of autistic students in inclusive schools. This approach was chosen because it allows researchers to understand the phenomenon contextually and deeply from the perspective of the research subjects. The subjects in this study include accompanying teachers, classroom teachers, and autistic students who study in purposively selected inclusion elementary schools, namely schools

that have implemented an inclusion system and have active accompanying teachers in the mathematics learning process. Data collection was carried out through participatory observation, in-depth interviews, and documentation. Participatory observation is used to directly observe the interaction between accompanying teachers and autistic students in the mathematics learning process as well as student learning independence behavior. In-depth interviews were conducted with accompanying teachers, classroom teachers, and parents of students to explore information about the role of assistant teachers and the development of student learning independence. In addition, documentation is used to collect data from various written sources, such as Learning Implementation Plans (RPPs), student progress records, and learning evaluation reports. The data obtained was analyzed using an interactive analysis model from Miles and Huberman, which included three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering and selecting relevant data, data presentation is carried out in the form of narratives and tables that facilitate understanding, while drawing conclusions is carried out to find patterns and trends related to the effectiveness of the role of accompanying teachers. To ensure the validity of the data, the researcher uses triangulation of sources and techniques, as well as member checking to informants to ensure the correctness and consistency of the data obtained during the research process (Scott, 2019).

3. RESULTS AND DISCUSSION

Results

The results of this study are presented based on findings in the field obtained through three main data collection techniques, namely participatory observation, in-depth interviews, and documentation. These three techniques are used triangulatively to ensure the validity and completeness of the data obtained. Observations were carried out directly on mathematics learning activities in the inclusion classroom, especially the interaction between accompanying teachers and autistic students, as well as student behavior in responding to learning activities. Interviews were conducted with accompanying teachers, classroom teachers, and parents of students to explore their perspectives on the development of student learning independence and the challenges faced in the mentoring process. Meanwhile, documentation in the form of student development records, learning evaluation results, and learning administration documents are used as supporting materials to strengthen findings in the field. All collected data is then analyzed using a qualitative approach with interactive analysis techniques according to Miles and Huberman, which includes data reduction, data presentation, and conclusion drawn. From the results of the analysis, a number of patterns and tendencies were found which were then categorized into several main subthemes. These subthemes reflect important dimensions in the effectiveness of the role of the accompanying teacher, such as the role in the learning process, strategies for increasing independence, changes in student behavior, the challenges faced by the accompanying teacher, and the pattern of collaboration between teachers, students, and parents. Each subtheme is compiled to provide a systematic and in-depth overview of the contribution of accompanying teachers in shaping the independence of mathematics learning of autistic students in an inclusive school environment (Damayanti & Rachmadanis, 2025).

The Role of Accompanying Teachers in the Mathematics Learning Process

Accompanying teachers play a very crucial role in accompanying autistic students during the math learning process in the inclusion classroom. This role is not limited to helping students understand the instructions from the classroom teacher, but also includes the function of a facilitator, mediator, and guide in the learning process that is tailored to the individual characteristics of the student. Based on the results of observations in the classroom, the accompanying teacher actively translates the classroom teacher's instructions into a simpler and more concrete form so that they can be understood by autistic students. They use a visual, concrete, and gradual approach to bridge the

gap between abstract mathematical concepts and autistic students' more concrete, hands-on experience-based ways of learning. For example, in learning about the concept of fractions, the accompanying teacher not only repeats the classroom teacher's explanation, but also presents it through manipulative media such as a circular piece of paper divided into parts. In this way, students are invited to see and touch the shape of the fraction directly, so that they can understand the meaning of "part of the whole" in real terms, not just symbolically. Accompanying teachers also use different colors for each fraction to reinforce visual recognition, which has proven to be very helpful for autistic students in processing information (Tahir, Umar, & Mohamad, 2025).

In addition to being an academic facilitator, accompanying teachers also play an important role in supporting the affective aspects of students. When students begin to show signs of loss of focus or anxiety about a math task that is considered difficult, the accompanying teacher immediately provides positive reinforcement, either in the form of verbal praise ("Great, you've tried!") or positive gestures such as a thumbs up or a smile. In some cases, the chaperone teacher uses planned behavior management strategies, such as providing short breaks or light relaxation activities if students show excessive stress. The communication used is also highly structured and empathetic—with simple word choices, gentle tone of voice, and soothing body gestures, such as lightly patting the shoulder or lowering their heads in parallel to the student's sitting position to create a sense of security. Furthermore, the accompanying teacher also acts as a bridge of communication between autistic students and their learning environment, including classroom teachers and peers. In group interactions or discussions, the accompanying teacher helps autistic students express their opinions or understand other people's responses, so that students remain actively involved in learning activities together. With this approach, the role of the accompanying teacher not only has an impact on improving mathematical understanding, but also helps shape an inclusive, comfortable, and empowering learning experience for autistic students (Putri, Hidayah, Febriana, & Nurazizah, 2024).

Accompanying Teacher Strategies in Increasing Learning Independence

The results of interviews with accompanying teachers and classroom teachers show that accompanying teachers consciously and systematically implement various learning strategies designed to foster the learning independence of autistic students, especially in mathematics subjects. This strategy is structured in stages and flexibly, by tailoring the approach based on the unique needs, abilities, and characteristics of each student. The main goal of this strategy is to reduce students' dependence on the help of others and encourage them to build their confidence and ability to manage their learning process independently. One of the dominant strategies used is tiered prompting, which is the gradual provision of assistance from the highest level (e.g. direct verbal instruction and demonstration) to minimal assistance (such as visual cues or light gestures), until finally the student can complete the task without any assistance. This strategy has proven to be effective in encouraging students to think and act independently because the help provided is tailored to the student's progress. If students have shown an understanding of the initial steps, then the accompanying teacher will begin to reduce the intensity of their assistance, as a form of transition to independence (Sholihah, 2025).

In addition, the accompanying teacher also applies the task analysis technique, which is to break down complex math tasks into small parts that are easier to do and understand. For example, in a summation story question, the accompanying teacher will divide the task into steps such as: (1) reading the question in a silent voice, (2) marking the key words in the question, (3) writing down known numbers, (4) choosing the appropriate mathematical operation, and (5) completing the calculations. This way, students don't feel overwhelmed and it is easier to understand the process of solving problems in a logical and structured way. To help students understand the sequence of learning activities and maintain attention stability, a visual schedule or daily visual schedule is also used. This visual schedule is usually in the form of images or symbols that show the stages of

activities during the learning process, such as: "opening a book", "listening to instructions", "doing exercises", to "saving stationery". The use of visual media has been proven to be very helpful for autistic students in anticipating changes in activities, increasing their sense of security, and fostering a sense of responsibility for their learning routines (Kuntari, Raihan, Lutfiah, & Khasanah, 2024).

On the other hand, the accompanying teacher also applies a positive reinforcement strategy to strengthen the independent learning behavior shown by students. This reinforcement can be in the form of verbal compliments such as "Great, you can do it yourself!", giving an award sticker, or a short break as a form of reward after students successfully solve the problem without assistance. Reinforcement is provided selectively and planned, not only as a form of appreciation, but also as a means to form consistent learning habits. Within a period of a few weeks of mentoring, there was significant progress in terms of student learning behavior. Some students begin to show initiative in opening the book before being asked, reading the questions independently, trying to work on the questions even though they are not sure the answer is correct, and not immediately asking for help as in the early stages of learning. This change is a strong indicator that the strategies applied by the accompanying teachers have succeeded in fostering the cognitive and affective aspects of learning independence, and show that with the right approach, autistic students are able to develop optimally in an inclusive learning environment.

Changes in Learning Independence Behavior of Autistic Students

The results of student development documentation collected from daily observation records, learning evaluation reports, and accompanying teacher journals showed a significant increase in the independent learning behavior of autistic students during the mathematics learning process. One of the most visible indicators is the increase in the duration of students in sitting quietly and focusing during learning, which previously was only able to last for 5-10 minutes, can now reach 20-30 minutes in one study session. In addition, students begin to show more independent learning behaviors, such as recording the teacher's instructions in a notebook without being told, choosing and preparing their own stationery before the lesson starts, and reading math problems in a quiet voice as a form of self-regulation before answering. Progress is also seen from the increase in student initiative in learning activities. Some students, who were initially passive and waiting for orders, now start to spontaneously open exercise books, check unfinished assignments, and even dare to raise their hands to answer questions they believe can be solved. This attitude indicates not only an increase in academic skills, but also an increase in confidence and a sense of responsibility for their own learning process. This change is a signal that students are beginning to understand that they have an active role in learning activities, not just being objects of mentoring (Fikri, Nasir, & Kudus, 2024).

In-depth interviews with parents of autistic students also strengthened these findings. Parents say that their children show greater interest in math lessons at home. Some children start asking to be given extra training or proudly show off their work. In addition, children also begin to ask questions again if they do not understand the problem, instead of immediately giving up or asking for help without trying first. Parents also mentioned an increase in children's ability to manage emotions when facing learning difficulties—they become more patient, less easily frustrated, and able to calm themselves with strategies previously trained by the accompanying teacher, such as taking deep breaths or asking for a break. This phenomenon shows that the strategies implemented by accompanying teachers in schools not only have an impact on learning behavior in the classroom, but also have positive effects that extend to the home environment. The transfer of learning skills from school to home is an important indicator that the mentoring process is effective and consistent. In other words, the increase in learning independence of autistic students is not only situational, but has begun to become part of their habits and learning styles on an ongoing basis. These findings reinforce the view that with the right pedagogical approach and a supportive learning environment, autistic students are able to develop learning independence gradually and significantly.

Challenges Faced by Accompanying Teachers

Although the role of accompanying teachers has proven to be effective in increasing the learning independence of autistic students, the implementation process is inseparable from various challenges that are quite complex. One of the main challenges faced in the field is time constraints and high workload. In many cases, an adjunct teacher must accompany more than one student with special needs in one class or even several different classes. This causes mentoring not to be carried out optimally for every student, especially in mathematics learning that requires concentration and understanding step by step. As a result, the accompanying teacher has to divide the focus quickly, often making the interventions given less than optimal. In addition, there are obstacles in coordination and synergy between accompanying teachers and classroom teachers. The results of the interviews show that not all classroom teachers fully understand the functions and roles of accompanying teachers in the context of inclusive learning. This leads to overlap in instruction, inconsistencies in teaching strategies, and even the assumption that all learning responsibilities of autistic students are fully entrusted to the accompanying teacher. Lack of communication and co-planning between classroom teachers and adjunct teachers often hinders the integration that should be key to the success of the inclusion model (Triwardhani, 2021).

Another challenge is the diversity of characteristics and needs of highly individualized autistic students. Each student has different learning styles, emotional responses, cognitive abilities, and sensory needs. This requires the accompanying teacher to have high adaptive abilities and design a truly personalized approach. In practice, accompanying teachers must not only understand the needs of students from an academic perspective, but also psychological, social, and even family environmental factors that can affect students' learning behavior. This situation is a challenge because the approach that is successfully applied to one student may not necessarily work for another. Furthermore, the accompanying teachers also expressed the urgent need for advanced professional training, especially in mastering mathematics materials and special needs-based learning methods. Many accompanying teachers admit that they do not have a special educational background in mathematics or special education, so in some cases, they have difficulty simplifying abstract mathematics concepts into forms that are easy for autistic students to understand. Without adequate training, mentoring strategies can be less on target, and students' potential cannot be developed optimally. This condition shows that the success of the co-worker is highly dependent on systemic support from the school, including realistic workload arrangements, clear division of roles between classroom teachers and co-workers, the provision of periodic training, and the creation of a collaborative culture in an inclusive school environment. Without this structural support, the effectiveness of the role of accompanying teachers in increasing the learning independence of autistic students is at risk of not being sustainable or even declining over time (R. Hidayah et al., 2021).

Collaboration between Assistant Teachers, Classroom Teachers, and Parents

The effectiveness of the role of accompanying teachers in increasing the learning independence of autistic students cannot be separated from the quality of collaboration built with classroom teachers and parents. This study found that when collaboration between parties runs synergistically, the learning outcomes achieved by students become more optimal and sustainable. The collaboration in question is not only administrative, but includes strategic aspects such as open two-way communication, mutual sharing of information about student development, to the preparation of learning strategies that are tailored to the needs of children together. In the inclusive school environment where the research was located, accompanying teachers and classroom teachers who communicated regularly—either through daily informal discussions or special inclusion

education team meetings—demonstrated more effective work coordination. Classroom teachers become more aware of the roles and limitations of the duties of the accompanying teacher, while the accompanying teacher gets a more complete picture of the curriculum and teaching methods used, so that they can design an individualized approach without neglecting alignment with regular classroom activities. In some cases, this collaboration has also resulted in small innovations, such as adjusting the time for working on questions for autistic students, the use of mutually agreed visual aids, and managing students' sitting positions to maximize learning focus.

No less important, the role of parents as educational partners is a determining element in maintaining the continuity of learning between home and school. The results of interviews with parents showed that they felt more confident in accompanying their children at home when they received direct direction from the accompanying teacher, for example regarding the type of questions that suit the child's abilities, how to give instructions gradually, or positive reinforcement methods used in the classroom so that they can be applied consistently at home. Accompanying teachers also often hand out simple worksheets or create visual study guides for use at home, so that children's learning routines become more structured and less confusing. This collaboration also serves as a forum for mutual reflection. Parents and teachers give each other feedback regarding changes in children's behavior or learning outcomes that occur in two different environments. This information is then used as a basis for evaluating and updating learning approaches, including adjusting learning independence targets to be more realistic and measurable. Thus, collaboration between accompanying teachers, classroom teachers, and parents not only increases the effectiveness of academic mentoring, but also strengthens an inclusive education ecosystem that favors the success of child development holistically. These findings reinforce the concept that the education of children with special needs, especially autistic students, requires collective and continuous involvement from all parties. When home and school form a unified vision, the process of internalizing the values of independence, responsibility, and motivation for learning becomes stronger and more meaningful for students. In other words, strong collaboration is the main foundation of inclusive practices that not only bring students together in the same classroom, but also build bridges of communication and comprehensive care for optimal child growth and development.

Discussion

The results of this study show that the role of accompanying teachers is very effective in increasing the independence of mathematics learning of autistic students in inclusive schools. This effectiveness is reflected in positive changes in student behavior, both academically and in terms of independence in managing the learning process. These findings are in line with Vygotsky's theory of zone of proximal development (ZPD), which emphasizes the importance of the role of scaffolding in helping students develop their learning potential through social interaction and structured guidance. In this case, the accompanying teacher serves as the party that provides appropriate assistance, which is gradually reduced as the student's ability increases. The role of accompanying teachers in facilitating the understanding of mathematical concepts through visual, concrete, and individual approaches has been proven to be able to bridge the gap between common teaching methods in the classroom and the learning needs of autistic students. Strategies such as graded prompting, task analysis, and reinforcement have proven effective in shaping learning routines and increasing students' focus and confidence. This reinforces the view that autistic students can thrive significantly in an inclusive context if given the right approach and mentoring (Shobirin, Tarbiyah, & Kudus, 2024).

Learning independence, as one of the important indicators in inclusive education, not only includes the ability to solve problems independently, but also includes initiative, self-regulation, and resilience in the face of difficulties. Changes in student behavior, such as having the courage to answer questions, arranging stationery, or starting exercises without being asked, indicate that the

presence of an accompanying teacher has a positive influence on these aspects. This is in accordance with the results of previous research by Lanter and Watson (2008) which stated that consistent and individual needs-based mentoring can improve the independence and learning outcomes of autistic students in a regular classroom environment. However, this effectiveness is inseparable from the challenges faced by the accompanying teachers. Several obstacles such as the burden of responsibility on more than one student, lack of coordination with classroom teachers, and lack of special training in the field of mathematics learning for students with special needs, are obstacles that need to be overcome. Therefore, institutional support is needed, both in the form of professional training, collaborative learning planning, and a clear division of roles between classroom teachers and accompanying teachers (Purnamasari, 2018).

In addition, collaboration between accompanying teachers, classroom teachers, and parents is the main supporting factor in the success of increasing the learning independence of autistic students. When information and strategies are applied consistently at home and school, students get a stable and structured learning experience. These findings underscore the importance of a systemic approach in inclusive education, where all parties work together to ensure that autistic students are not only physically accepted in the classroom, but also empowered to thrive optimally. Thus, this study emphasizes that the role of accompanying teachers is very important and effective in building the learning independence of autistic students, especially in mathematics subjects that demand a systematic and flexible learning approach. The implications of this study are the need to increase the capacity of accompanying teachers, strengthen cross-stakeholder collaboration, and support for school policies that favor quality inclusive education practices (Y. Hidayah, Halimah, Pandikar, & Azhari, 2021).

4. CONCLUSION

Based on the results of the research conducted, it can be concluded that the role of accompanying teachers is very effective in increasing the independence of mathematics learning of autistic students in inclusive schools. Accompanying teachers play an important role as facilitators, mediators, and motivators who help students understand math material through an approach that suits the individual characteristics and needs of students. The strategies applied, such as providing stepwise assistance (prompting), task analysis, positive reinforcement, and the use of visual aids, have been proven to encourage students to be more independent in the learning process. The learning independence of autistic students increased significantly, as seen from their ability to do assignments without full assistance, learning initiative, and positive attitudes towards math lessons. In addition, this success is also supported by good collaboration between accompanying teachers, classroom teachers, and parents in creating a consistent and supportive learning environment. However, the effectiveness of the role of accompanying teachers still faces several challenges, such as time constraints, high workloads, and lack of specialized training. Therefore, support from schools and the government is needed in the form of increasing the professional capacity of accompanying teachers, developing policies that support inclusive education, and strengthening cross-party collaboration to create an optimal learning process for autistic students.

REFERENCES

- Aliyah, S. N., Suriansyah, A., Harsono, A. M. B., Ridhaningtyas, L. P., & Annisa, M. (2022). Kemampuan Dan Pemahaman Belajar Anak Slow Learner : Dari Pendampingan Khusus Menjadi Kemandirian Belajar. *Joyful Learning Journal*, 11(4), 195–200.

- Opgehaal van <https://journal.unnes.ac.id/sju/index.php/jlj/article/view/23230>
- Damayanti, D., & Rachmadanis, I. (2025). Tantangan dalam Implementasi Pendidikan Inklusi di SDN Kramat Jati 24 : Tinjauan dari Perspektif Kepala Sekolah dan Guru. *Jurnal Pendidikan Guru Sekolah Dasar*, (2), 1–16.
- Fikri, M., Nasir, A., & Kudus, I. (2024). Membangun Madrasah Inklusif: Upaya Menuju Sekolah Ramah Diversitas Melalui Implementasi Pendidikan Inklusif Di Madrasah Ibtidaiyah. *JPDI: Jurnal Pendidikan Dasar Islam*, 6(1), 21–44.
- Hidayah, R., Solichah, N., Yatun Solehah, H., Alf Rozana, K., Psikologi, F., & Maulana Malik Ibrahim Malang, U. (2021). Persepsi dan Peran Guru Terhadap Pembelajaran Anak Berkebutuhan Khusus. *Psikoislamika: Jurnal Psikologi dan Psikologi Islam*, 18(2), 2655–5034. Opgehaal van <https://doi.org/10.18860/psikoislamika.v18i2..15702>
- Hidayah, Y., Halimah, L., Pandikar, E., & Azhari, N. (2021). Upaya Guru dan Orang Tua Dalam Membangun Karakter Mandiri Siswa Autis di Sekolah Luar Biasa Negeri A Kota Cimahi. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan dan Penelitian*, 2(3), 41–63. <https://doi.org/10.56806/jh.v2i3.23>
- Ilmy, I., & Harsiwi, N. E. (2024). Efektivitas Pembelajaran Inklusi Bagi Siswa Berkebutuhan Khusus Di Slb Negeri Bugih Pamekasan. *Multidisciplinary Indonesian Center Journal (MICJO)*, 1(3), 1485–1492. <https://doi.org/10.62567/micjo.v1i3.178>
- Khasyia, D. S., Fikri, M., Ramdhani, A., Qodari, M. A., Azzahra, N., Nessa, N., ... Yustiyati, S. (2024). Evaluasi Program Pendidikan Inklusif dengan Menggunakan CIPP Model. *Afkaruna: International Journal of Islamic Studies (AIJIS)*, 2(1), 91–102. <https://doi.org/10.38073/aijis.v2i1.2140>
- Kuntari, D., Raihan, M., Lutfiah, T., & Khasanah, U. (2024). Implementasi Program Pendidikan Inklusi di Sekolah Alam Banyu Belik Kedung Banteng. *J-PGMI : Jurnal Pendidikan Guru MI*, 7(1).
- Purba, N. J. S. I., Widiyani, N. P. G., & Anugrahana, A. (2025). Analisis Pendekatan Inkuiri Pada Pembelajaran Matematika Bagi Peserta Didik Berkebutuhan Khusus Di Sekolah Inklusi. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10(2), 61–76.
- Purnamasari, S. (2018). Efektivitas Metode Aba Dan Pecs Untuk Meningkatkan Kemampuan Komunikasi Pada Siswa Autis Di Kelas 1 Sdlb Sungai Paring. *Jurnal Ilmu Komunikasi*, 1(2), 48–67.
- Putri, A., Afina, Hidayah, A. F., Febriana, A., & Nurazizah, D. (2024). Penerapan Program Based Learning Terhadap Pembelajaran Berdiferensiasi dalam Meningkatkan Minat Belajar ABK di MI Ma'arif Sidomulyo. *Social, Humanities, and Educational Studies*, 7(3), 1–23.
- Shobirin, M., Tarbiyah, F., & Kudus, I. (2024). Peran Bimbingan Guru dengan Teknologi Asistif untuk Anak Autis. *Journal of Educational Integration and Development*, 4(4), 203–215.
- Sholihah, N. (2025). Peran Shadow Teacher dalam Mendampingi Siswa Inklusi di Sekolah

- Dasar. *JlIP (Jurnal Ilmiah Ilmu Pendidikan)*, 8, 2848–2855.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tahir, H., Umar, M. K., & Mohamad, W. M. (2025). Strategi Pembelajaran Fisika Bunyi bagi Siswa Autis Fase F di Sekolah. *Kasuari: Physics Education Journal* 8(1), 8(1), 285–292.
- Triwardhani, I. J. (2021). Komunikasi Terapeutik Pada Anak Berkebutuhan Khusus (Abk) Di Sekolah. *Kinesik*, 7(3), 232–244. <https://doi.org/10.22487/ejk.v7i3.126>