

DAFTAR PUSTAKA

BUKU

- Fred, Adams. (1986). *Special Education*. London: Longman Group United Kingdom
- Albrecht, G. L. (2006). *Encyclopedia of Disability*. Chicago: SAGE Publications.
- Blumer, H. (2004). *George Herbert Mead and Human Conduct*. New York: AltaMira Press.
- Bourdieu, Pierre. (1980). *Algerian Landing* (Diterjemahkan 1972 dari Sociologie De I' Aljazair). Boston: Beacon Press.
- Bourdieu, Pierre. (2012). *Arena Produksi Kultural: Sebuah Kajian Sosiologi Budaya*. Bantul: Kreasi Wacana.
- Bursztyn, A. M. (2007). *The Praeger Handbook of Special Education*. London: Praeger Publisher.
- Creswell, J. W. (2016). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Fashri, F. (2010). *Pierre Bourdieu: Menyingkap Kuasa Simbol*. Yogyakarta: Jalan Sutra.
- Geren, K. (1979). *Complete Special Education Handbook*. New York: Parker Publishing Company.
- Harker, R., dkk. (1990). (*Habitus X Modal*) + arena = praktik, Pengantar Pemikiran Bourdieu Terlengkap. Yogyakarta: Jalansutra.
- Jenkins, R. (2012). *Membaca Pemikiran Pierre Bourdieu*. Bantul: Kreasi Wacana.
- John. (2010). *Modal Sosial*. Yogyakarta: Penciptaan Wacana.

Kauffman, J. M., dan Hallahan, D. P. (2011). *Handbook of Special Education*. New York: Routledge.

Lubis, A. Y. (2014). *Post Modernisme: Teori dan Metode*. Jakarta:PT Raja Grafindo Persada.

Nurdin, D dan Sibaweh, Imam. (2019). *Pengelolaan Pendidikan dari Teori Menuju Implementasi*. Jakarta: Rajawali Pers.

Reynolds, C. R., dan Lester Mann. (1987). *Encyclopedia of special educations*.New York: John Wiley dan Sons

Ritzer, G dan Goodman. (2012). *Teori Sosiologi Dari Klasik Hingga Post Modern*. Yogyakarta: Penciptaan Wacana.

Sanjaya, W. (2008). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana Prenada Media Group.

Selamet, Y. (2012). *Modal Sosial dan Kemiskinan; Tinjauan Teoritik dan Kajian di Kalangan Penduduk Miskin di Perkotaan*. Surakarta: UNS Press.

Suparno. (2007). *Pendidikan Anak Berkebutuhan Khusus*. Jakarta: Dirjen Dikti Depdiknas.

THESIS/DISERTASI

Hall, Patrice Leonette. (2022). *Teacher's Description of their Competence, Self-Efficacy and Attitudes Towards Inclusion Practices and Special Educational Needs*. Grand Canyon University.

Hariyanto. (1997). *Penggunaan Pelatihan Keterampilan Sosial Sebagai Persiapan Program Sosialisasi Remaja Putus Sekolah (Studi Eksperimen: Pada Remaja Di Panti Sosial Bina Remaja / PSBR Bambu Apus Jakarta)*. Universitas Indonesia

Jensen, Andrew. (2023). *Disability Inclusive Educational Leadership Competency*. Northwest Nazarene University.

Koshy, G. E. (2011). *Perspectives of Teachers of Students with Autism Spectrum Disorders Regarding the Factors Related to Their Intent to Remain in the Profession*. University of South Florida

Osman, Meifalana. (2003). *Interaksi Guru dan Siswa Dalam Kegiatan Belajar Mengajar (Studi Penyampaian dan Penerimaan Pesan Melalui materi pelajaran PPKn, Bahasa Indonesia dan Ilmu Pengetahuan Sosial di Sekolah Dasar Swasta Tarakanita 2)*. Universitas Indonesia

Widodo, Mugiarsih. (1995). *Perbedaan Media Komunikasi Total dan Oral Terhadap Keterampilan Membaca dan Menulis di Kelas I Sekolah Luar Biasa Bagian Tunarungu*. Universitas Indonesia

JURNAL INTERNASIONAL

Avramidis, E., dan Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147.

Bateman, D., dan Linden, M. A. (2012). Better IEPs: How to develop legally correct and educationally useful programs. *Attainment Company Inc.*

Beukelman, D. R., dan Mirenda, P. (2013). Augmentative and alternative communication: Supporting children and adults with complex communication needs (4th ed.). Paul H. Brookes Publishing Co.

Bouck, E. C. (2010). Reports of life skills training for students with disabilities in transition from school to adulthood. *Journal of Special Education Technology*, 25(2), 47-62.

Browder, D. M., dkk. (2008). A meta-analysis on teaching mathematics to students with significant cognitive disabilities. *Exceptional Children*, 74(4), 407-432.

Case-Smith, J., dan O'Brien, J. C. (2015). Occupational therapy for children and adolescents (7th ed.). Elsevier Mosby.

- Dillenburger, K., dan Keenan, M. (2009). None of the As in ABA stand for autism: Dispelling the myths. *Journal of Intellectual and Developmental Disability*, 34(2), 193-195.
- Drigas, Athanasios. dan Ioannidou, Rodieleni. (2013). Special Education and ICTs. *International Journal of Emerging Technologies in Learning*. 41-47.
- Fengfeng Ke, Kelly Whalon, dan Joonmo Yun. (2018). Social Skill Interventions for Youth and Adults With Autism Spectrum Disorder. *Review of Educational Research*. 3-42.
- Gantman, Alexander dkk. (2011). Social Skills Training for Young Adults with High Functioning Autism Spectrum Disorders:A Randomized Controlled Pilot Study. *Journal of Autism and Developmental Disorders*. 1094-1103.
- Gartin, B. C., dan Murdick, N. L. (2005). Introduction to the Individualized Education Plan. In D. F. Hampston dan B. L. Borthwick-Duffy (Eds.), Inclusive Instruction for Students with Disabilities (pp. 21-48). *Charles C Thomas Publisher*.
- Gavish, B. (2016). Special education trainee teachers' perceptions of their professional world: motives, roles, and exceptions from teacher training. *Teachers and Teaching: theory and practice*, 1-18.
- Gresham, F. M. (2016). Social skills assessment and intervention for children and youth. *Cambridge Journal of Education*, 46(3), 319-332.
- Gresham, F. M., dkk. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-344.
- Gresham, F. M., dkk. (2011). Comparability of the Social Skills Rating System to the Social Skills Improvement System: Content and psychometric comparisons across elementary and secondary age levels. *School Psychology Quarterly*, 26(1), 27-44.

- Gresham, F. M., Sugai, G., dan Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-344.
- Haslanger, Sally. (2020). Cognition as a Social Skill. *Australian Philosophical Review*. 5-25.
- Holmberg, Jorun Buli dan Jeyaprathaban, Sujathamalini. (2016). Effective Practice in Inclusive and Special Needs Education. *International Journal of Special Education*. 119-134.
- Jahnukainen, M. (2015). Inclusion, integration, or what? A comparative study of the school principals' perceptions of inclusive and special education in Finland and in Alberta, Canada. *Journal of Disability and Society*, 30(1), 59-72.
- Kurniawati, F., dkk. (2017). Inclusive education in Indonesia from the perspective of teachers in inclusive schools. *Journal of Pedagogical Development*, 7(1), 37-48.
- Lamport, Mark A. (2012). Special Needs Students in Inclusive Classrooms: The Impact of Social Interaction on Educational Outcomes for Learners with Emotional and Behavioral Disabilities. *European Journal of Business and Social Sciences*. 54-69.
- Lopez, Adriana G. dan Kamps, Debra M. (1997). Social Skills Training to Increase Social Interactions Between Children with Autism and Their Typical Peers. *Sage Journal*. 2-14
- Pierangelo, R., dan Giuliani, G. (2012). Assessment in special education: A practical approach. Pearson.
- Rodriguez, Maria., dkk. (2022). Virtual reality and augmented reality as strategies for teaching social skills to individuals with intellectual disability:A systematic review. *Journal of Intellectual Disabilities*. 1-23.

Sofronoff, K., Attwood, T., dan Hinton, S. (2005). A randomized controlled trial of a cognitive behavioural intervention for anxiety in children with Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 46(11), 1152-1160.

Tichavakunda, Antar A. (2019). An Overdue Theoretical Discourse: Pierre Bourdieu's Theory of Practice and Critical Race Theory in Education. *A Journal of the American Educational Studies Association*. 1-16.

Walker, Jennifer D. dan Barry, Colleen. (2018). Assessing and Supporting Social Skill Needs For Students With High Incidence Disabilities. *Teaching Exceptional Children*. 18-30

Zaldivara, Tracey Silveira., dkk. (2020). Developing Social Skills and Social Competence in Children with Autism. *International Electronic Journal of Elementary Education*. 341-363.

JURNAL NASIONAL

Afriadi, B., dan Dahlia, D. (2020). Suvervisi Guru Menggunakan Alat Penilaian Kompetensi Guru (Apkg) Pada Penilaian Komponen Kepribadian Dan Sosial Guru Di Sdn Jurumudi 5 Kota Tangerang. *Jurnal Evaluasi Pendidikan*, 67-72.

Agustin, Ina. (2019). Penerapan Identifikasi, Asesmen dan Pembelajaran Bagi Anak Berkebutuhan khusus di Sekolah Dasar Penyelenggara Pendidikan Inklusi. *Edustream: Jurnal Pendidikan Dasar*. 72-80.

Amalia R.P, (2021), Analisis Peran Guru Dalam Membantu Interaksi Anak Berkebutuhan Khusus, *Jurnal IKA: Ikatan Alumni PGSD UNARS*, 163-172

Ashiddiqi, M Hasbi. (2012). Kompetensi Sosial Guru Dalam Pembelajaran dan Pengembangan nya. *Ta'dib*. 61-66.

Baharuddin. (2023). Kontribusi Kompetensi Sosial Guru terhadap Hasil Belajar IPS Siswa. *Edukatif:Jurnal Ilmu Pendidikan*. 776-785.

Desy, M.L, (2023), Analisis Kompetensi Sosial dan Kompetensi Kepribadian Pendidik pada Sekolah Luar Biasa, *Jurnal An Nadwah*, 123-129

Dudung, Agus. (2018). Kompetensi profesional guru (Suatu Studi Meta-Analysis Desertasasi Pascasarjana UNJ). *JKKP: Jurnal Kesejahteraan Keluarga dan Pendidikan*. 9-18.

Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal of Engineering and Science*, 4(2), 1-12.

Huda, Mohammad Nurul. (2018). Peran Kompetensi Sosial Guru dalam pendidikan. *Attadib: Jurnal Pendidikan Agama Islam*. 42-62.

Jamin, Hanifuddin. (2018). Upaya Meningkatkan Kompetensi Profesional Guru. *Attadib: Jurnal Pendidikan Agama Islam*. 19-36.

Madjid, Arqam. (2019). Kompetensi profesional guru: Keterampilan dasar mengajar. *Journal Peqquruang: Conference Series*. 1-10.

Maisyarah, dan Matulessy, A. (2015). Dukungan Sosial, Kecerdasan Emosi Dan Resiliensi Guru Sekolah Luar Biasa. *Persona, Jurnal Psikologi Indonesia*, 225-232.

Marlina, Marlina., dkk. (2022). Peningkatan keterampilan sosial anak berkebutuhan khusus melalui strategi pembelajaran *station rotation* berbasis *tiered task* (studi eksperimen di sekolah inklusif Sumatera Barat). *Jurnal Pendidikan Khusus*. 31-42.

Mulyasa, E. (2007). Standar Kompetensi dan Sertifikasi Guru. Bandung: Remaja Rosdakarya.

Mustofa, Taufik. (2020). Kompetensi Sosial Guru Profesional. *Jurnal Pendidikan Agama dan Keagamaan Islam*. 22-27.

Payong, M. R. (2011). Sertifikasi Profesi Guru: Konsep Dasar, Problematika dan Implementasinya. Jakarta: Indeks.

Pramartha, I. N. (2015). Sejarah dan Sistem Pendidikan Sekolah Luar Biasa Bagian A Negeri Denpasar Bali. *Jurnal Historia*, 67-74.

Santoso, E., dan Setiawan, J. L. (2018). Peran Dukungan Sosial Keluarga, Atasan, dan Rekan Kerja terhadap Resilient Self-Efficacy Guru Sekolah Luar Biasa. *Jurnal Psikologi*, 27-39.

Supriyono, Asmin. (2017). Pengaruh Kompetensi Pedagogik, Profesional, dan Motivasi Kerja terhadap Kinerja Guru Sekolah Dasar. *Jurnal Pendidikan (JP)*, 1-12.

Yunita, P. (2023). Strategi Guru dalam Meningkatkan Keterampilan Sosial dan Pengaruhnya Terhadap Kualitas Pertemanan Anak Berkebutuhan Khusus Pada Usia Dasar di SDLB Negeri 1 Seluma. *Jurnal Guru Kita PGSD*, 517–531.

ARTIKEL

Abdullah, Nandiyah. (2013). *Mengenal Anak Berkebutuhan Khusus*. Diakses pada 16 Maret 2024. Dari situs Academia.edu:

https://www.academia.edu/31661651/MENGENALANAK_BERKEBUTUHAN_KHUSUS

Maulipaksi, D. (2017, Februari 1). *Sekolah Inklusi dan Pembangunan SLB Dukung Pendidikan Inklusi*. Diakses pada 19 Maret 2021. Dari situs Kementerian Pendidikan dan Kebudayaan:

<https://www.kemdikbud.go.id/main/blog/2017/02/sekolah-inklusi-dan-pembangunan-slb-dukung-pendidikan-inklusi>

Peraturan Perundang Undangan Depaetemen Pendidikan Nasional. (2009). “*Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa*”. Diakses pada 16

Maret 2023. Dari situs Kementerian Pendidikan dan Kebudayaan:
<https://jdih.kemdikbud.go.id/detailperaturan?main=1697>



Intelligentia - Dignitas