

DAFTAR PUSTAKA

- Ahmad, J., Amat, M.A.C., Yahaya, S.N., Yusof, R., & Alias, S.R. (2011). The construction, validity, reliability and effectiveness of drug rehabilitation module on selfconcept of female addicts and motivation achievement of male addicts in malaysia. *International Journal of Humanities and Social Science*, Vol. 1(10), 217-228
- Ahmad, J., Sulaiman, T., Abdullah, S.K., & Shamsuddin, J. (2009). Building a customized module for the treatment of drug addiction under the remedial programs to be implemented on inmates at the drug rehabilitation centers in malaysia. *US-China Education Review*, 6(11), 57-64. ISSN 1548-6613
- Ahmed, M., Sharma, U., & Deppeler, J. (2012). Variables affecting teachers' attitudes towards inclusive education in Bangladesh. *Journal of Research in Special Education Needs*, 12 (3), 132-140. doi: 10.1111/j.1471-3802.2011.01226.x.
- Akalin, S & Sucuoglu, B. (2015). Effects of classroom management intervention based on teacher training and performance feedback on outcomes of teacher-student dyads in inclusive classrooms. *Journal of Educational Sciences: Theory & Practice*. ISSN 1303-0485 • ISSN 2148-7561. DOI 10.12738/estp.2015.3.2543
- Arikunto, S. (1993). *Manajemen pengajaran secara manusiawi*. Jakarta: Rineka Cipta
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17, 129-47. <http://dx.doi.org/10.1080/08856250210129056>
- Avramidis, E., & Kalyva, E. (2007). The influence of teaching experience and professional development on Greek teachers' attitudes towards inclusion. *European Journal of Special Needs Education*, 22, 367-89. <http://dx.doi.org/10.1080/08856250701649989>
- Azwar, S. (2012). *Reliabilitas dan validitas*. Yogyakarta: Pustaka Pelajar
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall
- Bandura, A. (1997). *Self efficacy: the exercise of control*. New York: W.H Freeman and Company
- Beard, C., & Wilson, J.P. (2006). *Experiential learning: a best practice handbook for educators and trainers second edition*. London: Thomson-Shore, Inc.

- Betoret, F.D. (2009). Self efficacy, school resources, job stressor and burnout among Spanish primary and secondary school teachers: A structural Equation Approach. *Educational Psychology*, 29(1), 45-68.
- Boer, de A, Pijl, S. J., & Minnaert, A. (2011). Regular primary school teachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15, 331-353. <http://dx.doi.org/10.1080/13603110903030089>
- Bornman, J., & Donohue, D.K. (2013). South African teachers' attitudes toward learners with barriers to learning: Attention-deficit and hyperactivity disorder and little or no functional speech, *International Journal of Disability, Development and Education*, 60, 85-104. <http://dx.doi.org/10.1080/1034912X.2013.786554>
- Cerit, Y. (2010). Teacher self efficacy scale: the study of validity and reliability and preservice classroom teacher's self efficacy beliefs. *Journal of Theory and Practice in Education*, 6(1), 68-85
- Chopra, R. (2008). Factors influencing elementary school teachers' attitude towards inclusive education. *British Educational Research Association Annual Conference*. Heriot-Watt University, Edinburgh, 3-6 September 2008.
- Cipkin, G., & Rizza, F. (2003). The attitude of teacher on inclusion. *Journal of Education*.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass
- Depdiknas. 2008. *Kajian kebijakan kurikulum pendidikan khusus*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum
- Depdiknas. 2003. Undang-undang nomor 20 tahun pasal 32 tentang sistem pendidikan nasional
- Gentry, J.W. (1990). *Guide to business gaming and experiential learning*. New Jersey: Nichols Publishing Co.
- Gibson, J. T. (1998). Discussion teaching through case methods. *Education*, 118(3), 345-348.
- Gordon, T. (1986). *Guru yang efektif* (terjemahan). Jakarta: Penerbit Rajawali
- Guo, Y. (2011). Exploring factors related to preschool teachers' self-efficacy. *Teaching & Teacher Education*, 27(5), 961-968.

- Haifani, A. (2008). *Laporan praktik kerja profesi sistem bidang psikologi pendidikan di SD negeri 3 Sedayu Bantul*. Program Magister Profesi Psikologi Universitas Gadjah Mada Yogyakarta. Tidak diterbitkan.
- Haifani, A. (2011). Pengaruh pelatihan “guru peduli anak berkebutuhan khusus (ABK)” pada pengetahuan dan Sikap Penerimaan Guru terhadap Anak Berkebutuhan Khusus di Sekolah Dasar Inklusi. *Thesis*. Fakultas Psikologi Universitas Gadjah Mada. Tidak Diterbitkan.
- Hastings R. P., & Oakford, S. (2003). Student teachers attitudes towards the inclusion of children with special needs. *Educational Psychology*, 23 (1), 87-94.
- Hofman, R.H & Kilimo, J.S. (2014). Teachers’ attitudes and self-efficacy towards inclusion of pupils with disabilities in Tanzanian schools. *Journal of Education and Training*, 1 (2). ISSN 2330-9709.
- Ignat, A.A., & Clipa, O. (2010). The impact of self efficacy and locus of control on professional development of the teachers. *Educational Science Series*. 62 (1), 180-185.
- Ishartiwi. (2010). Implementasi pendidikan inklusif bagi anak berkebutuhan dalam sistem persekolahan nasional. *Jurnal JPK*, 6.
- Jamaris, M., Tarjiah, I., & Mulyeni, T. (2014). A survey on the effectiveness of inclusive education implementation at elementary school. *Journal of Modern Education Review*. Vol. 4, No. 6, pp. 439-447. ISSN 2155-7993. Doi: 10.15341/jmer(2155-7993)/06.04.2014/005.
- Kaikkonen, L., Eskelinen, I.M., & Aidukiene, T. (2006). Supporting development of more inclusive school - experiences from one teacher in-service training initiative. *Association of Teacher Education in Europe: on 31th Annual ATEE conference*.
- Kauffman, J. M. (2005). *Cases in emotional and behavioral disorders of children and youth*. Upper Saddle River, NJ: Pearson Education.
- Khamdi, J.S. (1995). *Diskusi yang efektif*. Yogyakarta: Kanisius
- Krisnindita, RW. (2013). *Program “teacher effectiveness training” untuk meningkatkan efikasi guru*. Tesis. Yogyakarta: Magister Profesi Psikologi Universitas Gadjah Mada. Tidak diterbitkan.
- Kumara, A. (2015). *Survei kebutuhan pendampingan anak berkebutuhan khusus di pesisir Daerah Istimewa Yogyakarta*. Program Kerjasama Fakultas

Psikologi Universitas Gadjah Mada Yogyakarta dengan Yayasan Edukasi Anak Nusantara. Tidak diterbitkan

Kurniawati, F., Minnaert, A., Mangunsong, F., & Ahmed, W. (2012). Empirical study on primary school teachers' attitudes towards inclusive education in Jakarta, Indonesia. *Procedia Social and Behavioral Sciences* 69, 1430-1436.

Lancaster, J & Bain, A. (2007). The design of inclusive education courses and the self efficacy of preservice teacher education students. *International Journal of Disability, Development, and Education*, Vol. 54, No.2, pp. 245-256. DOI: 10.1080/10349120701330610.

Lengyel, L & Vernon-Dotson, L. (2010). Preparing special education teacher candidates: extending case method to practice. *Teacher Education and Special Education*. 33 (3) 248-256. DOI: 10.1177/0888406409357371.

Logan, B.E. & Wimer, G. (2012). Tracing inclusion: determining teacher attitudes. *Research in Higher Education Journal*.

Penrose, A., Perry, C., & Ball, I. (2007). Emotional intelligence and teacher self efficacy: the contribution of teacher status and length of experience. *Journal of Educational Psychology*, 17 (1), 100-125

Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan

Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 Tahun 2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan/atau Bakat Istimewa

Peraturan Walikota Yogyakarta Nomor 47 Tahun 2008 tentang Penyelenggaraan Pendidikan Inklusi

Potgieter-Groot, L., Visser, M., & Lubbe-de Beer, C. (2012). Emotional and behavioral barriers to learning and development in the inclusive education classroom in south africa: developing a training programme for teachers. *Journal of Child & Adolescent Mental Health*. 24(1): 59-71. ISSN 1728-0583. EISSN 1728-0591. DOI: 10.2989/17280583.2011.639775

Ratcliff, O.Y.M. (2009). Voices of classroomsmanagers: their realities of full inclusion. *Electronic journal for inclusive education*, 2 (4), Art.6, 1-15.

Russell, J.D., & Johanningsmeier, K.A. (1981). *Improving competence through modular instruction*. Iowa: Kendall/Hunt Publishing Company

- Sadioglu, O, Bilgin, A, Batu, S, & Oksal, A. (2013). Problems, expectations, and suggestions of elementary teachers regarding inclusion. *Educational Sciences: Theory and Practice* – 13(3). 1760-1765. Doi: 10.12738/estp.2013.3.1546
- Sakarneh, M. (2004). *Effective teaching in inclusion classroom: literature review*. Presented at the AARE Annual Conference, Melbourne.
- Sanger, M. N., & Osguthorpe, R. D. (2011). Teacher education, pre-service teacher beliefs, and the moral work of teaching. *Teaching and Teacher Education*, 27, 569-578. <http://dx.doi.org/10.1016/j.tate.2010.10.011>
- Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). *Experimental and quasi experimental design for generalized causal inference*. Boston: Houghton Mifflin Company.
- Shaw, S.R. 2010. Rescuing Students From the Slow Learner Trap. *Principal Leadership*. Februari 2010.
- Smith, D.J. (2006). Inklusi: sekolah ramah untuk semua. *Inclusion, School for All Student*. Bandung: Nuansa
- Surat Edaran Dirjen Dikdasmen No. 380/C.C6/MN/2003 Tanggal 20 Januari 2003 Perihal Pendidikan Inklusif
- Surat Keputusan Dinas Pendidikan dan Olahraga Kabupaten Gunungkidul Nomor 420/109/KPTS/2011 tentang Penyelenggara Pendidika Inklusi
- Talvio, M., Lonka, K., Komulainen, E., Kuusela, M & Lintunen, T. (2013). Revisiting gordon's teacher effectiveness training: an intervention study on teachers' social and emotional learning. *Electronic Journal of Research in Educational Psychology*, 11(3), 693-716. ISSN: 1696-2095. DOI: 10.14204/ejrep.31.13073
- Tschannen-Moran, M & Hoy, A.W. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Undang-Undang Dasar Republik Indonesia 1945
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Indonesia
- UNESCO. (1994). *The salamanca statement and framework for action on special needs education*. Paris.

- Viel-Ruma, K., Houchins, D., Jolivette, K & Benson, G. (2010). Efficacy beliefs of special educators: the relationships among collective efficacy, teacher self-efficacy, and job satisfaction. *Teacher Education and Special Education*. 33 (3), 225-233. DOI: 10.1177/0888406409360129
- Winter, E.C. (2006). Preparing new teachers for inclusive schools and classroom. *Support for learning*. 21(2), 85-91.
- Woodcock, S. (2013). Trainee teachers' attitude towards students with specific learning disabilities. *Australian Journal of Teacher Education*, 38(8). doi: 10/14221/ajte.2013v38n8.6.
- Wungu, Esti & Han, A.S. (2009). General teachers' attitude toward the inclusion of students with visual impairments (vi): a study in dki-jakarta indonesia. <http://pustaka.unpad.ac.id/>. Diakses tanggal 20 Agustus 2015
- Zuki, REA., & Hamzah, R. (2014). Development of integrated holistic teaching guide module for technical and vocational education teacher trainees. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online). Vol.5, No.8, 2014