

THE RELATIONSHIP BETWEEN RECRUITMENT AND SELECTION MANAGEMENT OF SPECIAL GUIDANCE TEACHERS AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

This study aimed to describe the link between the recruitment and selection of Special Guidance Teachers (GPK) and the implementation of inclusive education in primary schools. Ten GPK in SD Labschool UPI Tasikmalaya City were interviewed and given questionnaires. The data was analyzed quantitatively, descriptively, and in terms of correlation. Both variables obtained high scores based on data processing results (management of GPK selection recruitment and implementation of inclusive education). The measured correlation between the two variables is 0.928, showing that the recruiting management carried out on GPK has a significant impact, implying that good recruitment and selection management will support the successful implementation of inclusive education held at SD Labschool UPI Tasikmalaya.

Keywords: recruitment and selection, Special Guidance Teacher, Inclusive education, Primary school

INTRODUCTION

Inclusive education is a primary effort to support participants who cannot attend school due to their specific needs, requiring specialized educational services. The fundamental principle of inclusive education is that there should be no discrimination against any child, ensuring they have the opportunity to receive the learning process and have their educational needs met (Fadlulla Zain et al., 2022; Hamsi Mansur, 2019). Based on this concept, regular schools can no longer have reasons to reject students with diverse and heterogeneous needs. As part of the effort to achieve equitable access to primary education for all, including the rights of children with special needs, it is stated in the 1945 Constitution, Section 1, Number 2 of 1989 concerning the National Education System, Chapter III, Section 5, that every citizen has equal opportunities in the right to education. This indicates that all children must have equal rights in education, including those with special needs. The role of

government policy in supporting the implementation of inclusive education is crucial, serving as the foundation for policy application at the regional level and within educational units (Bibiana et al., 2020).

In carrying out the inclusive education process, it is necessary to regulate and managerial, which is a comprehensive process starting from planning, and organizational management, to evaluation by maximizing the potential of facilities owned in terms of material, financial, and human resources to achieve the expected educational goals effectively and efficiently. This is part of the scope of inclusive school management, namely: organizing learners, curriculum development, learning processes, education personnel, facilities, finance, and environmental support (school, family, and community relations) (Hamsi Mansur, 2019).

Nowadays, the development of special needs learners who enter the formal education environment is increasing (Efendi, 2018). The success of inclusive education relies on various factors, one of which is the quality of educators. Schools that implement inclusive education must employ teachers who have a background in special education, relevant experience, and specialized training to effectively support the learning process (Zakia, 2015). The expert is the special guidance teacher. The criteria or requirements for a special guidance teacher include having a background in education with a Bachelor's degree in Special Education or another relevant field, or possessing specialized competencies and certifications that will support the learning process and collaborate with classroom teachers in inclusive schools (Agustin, 2019; Dieni Laylatul Zakia, 2015; Indriawati, 2013; Khusus, 2020; Wardah, 2019).

A good step for schools to obtain high-quality and qualified special guidance teachers is to commit to conducting a thorough and well-structured recruitment and selection process. Through the recruitment process, schools can provide a group of qualified educators who meet the necessary criteria to join the educational institution (Hidayat & Asriyantini, 2020a). Recruitment carried out in a school must be tailored to their respective needs. This is done to obtain teachers who meet the required criteria, align with the school's needs, and possess high dedication and professionalism in the field of education. Through a comprehensive recruitment process for educational personnel, schools aim to acquire competent and professional educators who can support the school's goals, particularly in implementing inclusive education for high-achieving students (Viktory Nicodemus Joufree Rotty & Damianus Pongoh, 2022).

Recruitment is a series of processes to get people as prospective workers/applicants by the requirements to fulfill certain jobs in an organization (Mawala & Budiarti, 2018; Nurhikmahyanti, 2014). Meanwhile, according to (Iskarim, 2017) recruitment is closely related to the collection of data regarding potential educators and linking it to the strategic management plan of existing human

resources. Selection, on the other hand, is described as a process of choosing candidates who are assessed to be the closest match to the requirements and criteria for filling vacant roles in the organization, and it is part of the recruitment process (Hasanah & Aprilianto, 2020). Meanwhile, according to (Mawala & Budiarti, 2018), the selection is an advanced stage conducted to make decisions about which candidates will be accepted or proceed to the next stages in the recruitment process. Additionally, (Iskarim, 2017) states that selection involves several specific stages, including the collection and completion of forms, filling out a curriculum vitae, conducting interviews, knowledge and skills tests, and information checks to screen candidates. Ultimately, this process culminates in presenting the candidates to the company's executives, who will make the final selection and acceptance decision. This process begins when an individual submits a job application and continues until a decision is made regarding their acceptance or rejection by a company or organization.

In the realm of education, both in schools and higher education institutions, the primary goal of the recruitment process is to obtain qualified and professional educators who meet the established criteria. In the process, it requires large resources of cost, energy, and time so it must be planned very well so that it is not in vain (Muhamadubaidillah, 2020; Widiensyah & Mukhtar, 2019). Furthermore, selecting unsuitable teacher candidates can have negative consequences for the school's efficiency and productivity (Rony, 2018; Suwardi & Yusof, 2019). The recruitment and selection process must be considered not only in the specific context of finding individuals to perform certain tasks but also broadly for planning the Human Resource (HR) needs within an organization. Hall (1997, p.149) suggests several considerations for conducting recruitment and selection, namely: (a) how many and what types of people are needed, (b) which of these needs can be met through the transfer and development of existing staff and which require external recruitment, (c) anticipating potential issues that may arise (for example, due to the school's location or the wage demands too high of local workers), and (d) the necessity of a recruitment schedule to avoid unnecessary vacancies.

In (Bush & Middlewood, 2005) recommend that the following key issues should be considered by leaders and managers: personnel factors, criteria, weighting, instruments, and matching. The personnel aspect explains who will be involved in the selection process to what extent and in what manner. Each individual involved must possess the same competencies, professionalism, and goals during the selection process. The criteria aspect includes the standard factors by which candidates will be evaluated and are arranged according to the needs of the teachers at the school. These criteria are structured to ensure the objectivity of the selection process. The weighting aspect must explain what constitutes the emphasis of each criterion, as each criterion has a different value weight.

The recruitment and selection process of special education teachers is a significant issue because these teachers play a crucial role in the implementation of inclusive education. Additionally, the specific competencies and criteria for special education teachers must be considered. SD Labschool UPI Tasikmalaya, as an institution that conducts inclusive education, continues to develop school programs to support the success of inclusive education. Therefore, this study aims to examine the relationship between the management of the recruitment and selection of special education teachers and the success of inclusive education implementation.

METHOD

The research method employed is a quantitative descriptive method. Data collection in this study uses techniques such as questionnaires and interviews. The interviews will be conducted with the Head of SD Labschool UPI Tasikmalaya. The questionnaires will be distributed to 10 special education teachers and the Head of School using Google Forms. The questions in the questionnaire are closed-ended using a Likert scale. The questionnaire is structured around two variables: the management of recruitment and selection of special education teachers (Bush & Middlewood, 2005) and the implementation of inclusive education (Hamsi Mansur, 2019) as shown in **Tables 1** and **2**.

Table 1. Instruments for Recruitment Management Variables

Aspect	Component	Statements in the Questionnaire
Recruitment Process	Special assistant teacher recruitment preparation	The school makes preparations before implementing the recruitment and selection process for special assistant teachers
	Dissemination of special assistant teacher recruitment announcement	The school announced the recruitment of special assistant teachers
	Application acceptance	The school conducts a job application process for prospective special assistant teachers
	Applicant selection	The school conducts a selection process for prospective special assistant teachers who have applied
Recruitment and selection program development factors	Personnel	Personnel who carry out the recruitment and selection process have the appropriate competencies The principal or the head of the recruitment team conducts the selection process with the principle of fairness
	Criteria	The school determines the criteria that prospective special assistant teachers must possess
	Weighting	The school determines the weighting of each criterion in the selection process

Instrument	The school has a performance measurement process in the selection process, there are interviews or written tests
Matching	Selection results are based on the needs of special assistant teachers at the school

Table 2. Instruments for Inclusive Education Implementation Variables

Aspect	Statements in the Questionnaire
Learner management	Assess learners with special needs to see the barriers and opportunities that can be done Learners with special needs are actively involved in every activity (still adjusted to their barriers) Learners with special needs are actively supervised and facilitated by special assistant teachers
Curriculum	The national curriculum applied to learners with special needs has been adjusted in terms of relevance and orientation to learners with special needs The special assistant teacher makes an Individual Teaching Program for each student with special needs
Learning process	Special assistant teachers develop assessments for students with special needs Learning methods in the classroom have taken into account the presence of learners with special needs in the class
Education personnel	Special assistant teachers have competencies the need for inclusive education The school has sufficient special assistant teachers according to the number of students with special needs
Facilities and infrastructure	The school has adequate facilities and infrastructure for learners with special needs
Financing	The school has a budget post for the implementation of inclusive education There is a policy that regulates income for special assistant teachers Regular students support and love their friends who are learners with special needs
Community Environment	The school community (education personnel, school workers, school canteen vendors, and security) supports learners with special needs Parents of other students provide support for the implementation of inclusive education There is good communication between the principal, special assistant teachers, homeroom teachers, and parents of students with special needs

The data analysis technique to be employed in this study is inferential statistics using correlation. The data analysis sequence (1) involves determining the aspects that influence the effectiveness of the recruitment and selection process along with its components, (2) identifying the factors that must be met in the implementation of inclusive education along with its components, (3) based on these components, questions will be formulated for inclusion in the questionnaire and interviews, (4) the results of the questionnaire will serve as the basis for analysis and will seek to find the relationship (correlation analysis) between the two variables above. To analyze and observe the value of each variable and how they are related, scoring will be used as shown in Table 3 below.

Table 3. Scoring Criteria Table

Percentage	Category
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75% - 100%	High
50% - 74,99%	Normal
25% - 49.99%	Low

RESULTS AND DISCUSSION

Recruitment and Selection Process of Special Assistance Teachers at Labschool UPI Tasikmalaya Elementary School

In the process of recruiting and selecting educational personnel, certainly, there needs to be planning and implementation that align with the educational vision and mission. Specifically, in the recruitment and selection for the position of special assistant teachers, who possess specific competencies and specializations, this differs from other teachers due to the crucial role of special assistant teachers in the implementation of inclusive education (Muthohir Zuhad Mahya et al., 2022). Oriented towards the needs of students with special needs, this becomes a priority during the planning phase. The recruitment and selection practices at Labschool UPI Tasikmalaya Elementary School, based on the results of questionnaires administered to 10 special assistant teachers, resulted in scoring for each statement.

Based on the 10 statements found in the questionnaire, the scoring results indicate high values across all aspects. In the preparation or planning aspect, Labschool UPI Elementary School conducts preparatory meetings and forms a special recruitment team. This is very beneficial to ensure that everything runs smoothly and aligns with educational goals. The recruitment process for special assistant teachers begins with analyzing the needs in the field of special education teachers. Evaluation and needs analysis serve as tools to ensure that the recruitment process aligns with the needs, is targeted, and is effective. The evaluation stages function to position applicants according to the expected fields and requirements (Hidayat & Asriyantini, 2020). At this stage, the goal is not merely to fill job vacancies but is part of the human resource development process. To ensure the sustainability of the organization in the future, the recruitment strategy for educational personnel must be prioritized.

During the selection process, participants undergo a series of tests, including interviews, religious tests, and microteaching. The interviews are conducted by the institution's leaders and coordinators to determine the extent of the commitment and innovation that will be provided to the school. The religious test is intended to assess the extent of their religious knowledge, Quran recitation, prayer reading, and daily prayers. This test is conducted because if selected, one of the roles of the special assistant teacher is to accompany students with special needs in all activities, including religious ones. The microteaching test evaluates how well they can teach, manage, and

condition students with special needs according to their limitations. The selection process for special assistant teachers is certainly different from the general selection process for regular teachers, as special assistant teachers have specific qualifications related to their role in accompanying students with special needs. A special assistant teacher is the primary supporter of the foundation of inclusive education, meaning the quality of special education teachers in a school affects the success that can strengthen the implementation of inclusive education programs according to the expected goals (Zakia, 2015).

After the planning and needs analysis has been conducted, the recruitment team consisting of a coordinator and other teachers is assembled and a recruitment schedule is designed. The team is initiated and monitored by the School Principal, where the principal's role is crucial for the success of the selection and recruitment process (Fauzi et al., 2022). The results of the questionnaire show high scores for the recruitment and selection team, indicating that the team has been evaluated to have high competence and professionalism in performing their tasks.

To publicize the recruitment of special assistant teachers at Labschool UPI Tasikmalaya Elementary School, a flyer or recruitment announcement media was created. This flyer was then shared on the institution's social media and among teachers up to the predetermined deadline. The poster detailed the general and specific requirements needed, as well as the recruitment schedule. This was done as an initial filter for potential applicants for special assistant teachers positions. The information dissemination process is an example of external recruitment, distributed widely on social media, and capable of increasing the number of applicants interested in applying.

Implementation of Inclusive Education

Based on the observation and document review at the UPI Tasikmalaya Labschool Elementary School, it was found that in the year 2022, there were 10 students with special needs and 10 special assistant teachers who served as facilitators at the school. This means that each student with special needs was accompanied by one special assistant teacher. This is considered good because each student with special needs has different challenges and different programs are applied. The success of inclusive education management and implementation, as stated by UNESCO in 2014, depends on the educational goals for all aspects (knowledge, behavior, and skills), curriculum flexibility that can be adjusted to meet the needs of students, opportunities for achievement, assessments based on individual student progress, and relevant learning materials and delivery methods (Efendi, 2018). The implementation of inclusive education at the UPI Tasikmalaya Labschool Elementary School, based on the results of a survey conducted among 10 special education teachers, yielded high scores on all

statements. From the 7 components of inclusive education aspects detailed through 16 statements, high-scoring values were obtained for all statements.

Seven components of inclusive education that we evaluated include student management, curriculum, learning process, facilities, educators, finance, and community environment. From these seven components, we have broken down the components into 16 statements that will describe the level of success in implementing inclusive education at Labschool UPI Tasikmalaya Elementary School.

In the component of student management, Labschool UPI Elementary School has conducted assessments at the beginning of new student registration. There is a student readiness test conducted by a psychologist. Based on the test, if there is an indication of a student with special needs, the psychologist will recommend a separate special assessment. Additionally, the school has included the identity of Labschool UPI Tasikmalaya Elementary School as an inclusive school on the poster for new student admission. This is highly regarded because it informs the public that the school is open to accepting students with special needs, although all schools should not have reasons to reject students with special needs. Another aspect of student management involves always involving students with special needs in all activities, tailored to the specific challenges each student with special needs faces.

The activities conducted at the school do not separate students with special needs from other students, all are involved as one unit. These activities include students with special needs participating in school performances, which are beneficial for enhancing their self-confidence and demonstrating the support from their classmates and the entire school community, showing that they can be just like other students. Additionally, Labschool UPI Tasikmalaya Elementary School has a regular outing program for students with special needs. This is important to strengthen the bond between students with special needs and their special education teachers and provide a refreshing experience beyond just learning within the school. Furthermore, outdoor activities connected to the natural environment have numerous benefits, particularly for the development of students with special needs. By playing in nature and engaging in various movements, they can receive motoric stimulation, physical strength, increased self-confidence, cognitive development stimulation, and enhanced learning motivation. In some cases, these activities even serve as therapy for students with special needs (Cooper, 2015; Lele et al., 2023; Supriyoko et al., 2022).

In the aspects of curriculum and learning process, the current implementation still refers to the 2013 National Curriculum, but it has been adjusted accordingly. If in regular classes, the class teacher creates a Lesson Implementation Plan, here the special education teacher develops an Individual Learning Program. Based on the results of the questionnaire and interviews, the

implementation has been running very well. This is certainly in line with the tasks of special education teachers as outlined in the Guidelines for the Implementation of Inclusive Education (Ministry of Education and Culture of the Republic of Indonesia, 2011). For the assessment of students with special needs, the special assistant teacher develops assessment instruments and validates them through the Resource Center at the Exceptional School Taman Sari, Tasikmalaya City. The involvement of the Resource Center in the development of assessments for students with special needs is a good synergy in education (Budiarti & Sugito, 2018; Marsidi, 2021). The task of educating students with special needs does not solely rely on the special assistant teacher but also involves the class teacher who acts as a Class Guardian, thus influencing the process. Based on the questionnaire results, there is a high value in determining media and learning methods that have considered the presence of students with special needs. Since inclusive education involves simultaneous learning between students with special needs and regular students, it is a result of the school's systematic commitment and policy towards the implementation of inclusive education (Indriani et al., 2024).

In the aspect of education personnel, they already have several special assistant teachers according to the needs of students with special needs. In terms of facilities and infrastructure, the score is also high, meaning that they have the facilities and infrastructure for inclusive education. Through interviews, we learned that the majority of students with special needs have been provided with assistive devices from their parents, such as hearing aids and wheelchairs. The school will continue to improve the fulfillment of facilities and infrastructure related to the ongoing school construction process.

In the aspect of financing, there is a special budget for inclusive education, in addition to the income of special assistant teachers obtained from the parents of each student with special needs. The role and high concern of parents in particular is also one of the determinants of the successful implementation of inclusive education in this school (Sari, 2020). Regarding the aspects and environment of the community, not only parents are supportive, but all school residents, namely teachers, principals, all students, security staff, school staff, sellers, and school guards, all provide high support for learners with special needs. By the 4 pillars that determine the success of inclusive education, namely the school, community, government, and family pillars (Jesslin & Kurniawati, 2020).

The Relationship Between the Recruitment Process of Special Assistance Teachers and the Successful Implementation of Inclusive Education

To see whether there is a relationship or correlation between the recruitment and selection management of special assistant teachers and the implementation of inclusive education at Labschool UPI Tasikmalaya Elementary School, we conducted a correlation statistical test using Pearson

Correlation with the SPSS application. **Table 4** presents the results of descriptive statistical data processing. From the average value, it can be seen that both variables are scored in the high category. In addition, the normality test on the data can be seen in **Table 5**. Because the amount of data obtained is less than 30, the decision-making looks at the Shapiro-Wilk column. From these results, a significance value of 0.056 (greater than 0.05) is obtained, which means that the data is normally distributed. This normality test greatly influences the selection of inferential statistics carried out next.

Table 4. Descriptive Statistics Results

Variable	N	Min.	Max.	Mean	Std. Deviation
Recruitment Management of Special Assistance Teachers	10	3.10	4.90	4.3200	.57116
Inclusive Education	10	2.81	4.81	4.2125	.65564
Valid N (listwise)	10				

Table 5. Normality Test Results

Variable	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Recruitment Management of Special Assistance Teachers	.324	10	.004	.848	10	.056
Inclusive Education	.266	10	.044	.851	10	.059
a. Lilliefors Significance Correction						

In **Table 6**, the results of the correlation calculation between the two variables, namely the management of special assistant teacher selection recruitment and the implementation of inclusive education, are presented. Based on the calculation, a correlation coefficient of 0.928 was obtained. According to the value of the correlation coefficient, there is a high correlation between the two variables, indicating that the management of special education teacher recruitment and selection has a high relationship with the success of the implementation of inclusive education at Labschool UPI Tasikmalaya Elementary School.

Table 6: Correlation Calculation Results

Variable		Inclusive Education	Recruitment Management of Special Assistance Teachers
Inclusive Education	Pearson Correlation	1	.928**

	Sig. (2-tailed)		<,001
	N	10	10
Recruitment Management of Special Assistance Teachers	Pearson Correlation	.928**	1
	Sig. (2-tailed)	<,001	
	N	10	10
**. Correlation is significant at the 0.01 level (2-tailed).			

The connection between the two variables at a high level indicates that the process of recruiting and selecting special assistant teachers is a crucial factor in the success of inclusive education implementation in the school. Special assistant teachers can be considered a key to success, as they play a significant role in supporting students with special needs. The competence of special assistant teachers, which matches the needs of the students, is also a factor that must be considered during the selection process. If the process emphasizes the needs of the students and is conducted fairly according to procedures, it will result in competent and professional special assistant teachers who can effectively support the implementation of good inclusive education in the school. (Hidayat & Asriyantini, 2020b).

CLOSING

Conclusions

Based on the research findings, the management of the recruitment and selection of special education teachers at Labschool UPI Tasikmalaya Elementary School has been conducted effectively and falls into the high category. Similarly, the implementation of inclusive education there has also received high ratings. A strong correlation was found between the management of the recruitment and selection of special education teachers and the implementation of inclusive education at Labschool UPI Tasikmalaya Elementary School. This indicates that the recruitment and selection process of special assistant teachers is a crucial factor in determining the success of inclusive education implementation. Special assistant teachers who have undergone a well-managed recruitment and selection process will become competent and professional in supporting students with special needs.

Recommendations

In implementation, Labschool UPI Tasikmalaya Elementary School has effectively managed the recruitment and selection of special assistant teachers and implemented inclusive education. This is good to know and can be used as a reference for other elementary schools that have not practiced inclusive education. Our suggestion for recruitment and selection is to conduct monitoring and

evaluation of special assistant teachers' performance, then develop a plan for upgrading or training to maintain and improve the capabilities of special assistant teachers, which will certainly support the implementation of inclusive education more effectively.

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