



PROFESSIONALISM AND THE ROLE OF SHADOW TEACHERS IN INCLUSIVE EDUCATION SERVICES AT BUTTERFLY LEARNING CENTER

PROFESIONALISME DAN PERAN GURU PEMBIMBING DALAM LAYANAN PENDIDIKAN INKLUSIF DI PUSAT PEMBELAJARAN BUTTERFLY

Inayatul Lathifah^{1*}, Joko Pamungkas²

^{1*} Universitas Negeri Yogyakarta, Email: inayatullathifah.2025@student.uny.ac.id

² Universitas Negeri Yogyakarta, Email: Joko_pamungkas@uny.ac.id

*email koresponden: inayatullathifah.2025@student.uny.ac.id

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Abstract

This study aims to describe the professionalism and roles of shadow teachers in supporting inclusive education services at Butterfly Learning Center (BLC). As an institution dedicated to transitioning children with special needs (CSN) into formal schooling, BLC implements an intensive one-to-one accompaniment system. This study employed a descriptive qualitative method, with data collected through in-depth interviews, direct observation of accompaniment activities, and document review. The findings indicate that shadow teachers at BLC fulfill multifunctional roles, including identifying each child's specific needs, designing intervention programmes, developing basic independence skills, and providing evaluations and progress reports to parents and classroom teachers. The professionalism of shadow teachers is demonstrated through their ability to adapt instructional strategies in accordance with each child's concentration level, as well as their physical and cognitive limitations. Furthermore, teachers engage in ongoing collaboration with parents to monitor and evaluate children's progress through regular daily reports. This study concludes that the competence and dedication of shadow teachers are critical factors in the successful transition of children with special needs into broader educational settings. An effective shadow teacher does not only focus on academic readiness, but also place equal emphasis on developing independence as a necessary foundation for children's social integration in the future.

Keywords : Shadow Teacher, Inclusive Education, Teacher Professionalism.

Abstrak

This study aims to describe the professionalism and roles of shadow teachers in supporting inclusive education services at Butterfly Learning Center (BLC). As an institution dedicated to transitioning children with special needs (CSN) into formal schooling, BLC implements an intensive one-to-one accompaniment system. This study employed a descriptive qualitative method, with data collected through in-depth interviews, direct observation of accompaniment activities, and document review.



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Kata Kunci : Guru Pendamping, Pendidikan Inklusif, Profesionalisme Guru.

1. INTRODUCTION

Inclusive education is a manifestation of the most fundamental human rights, wherein every child, without exception, is entitled to learn alongside peers in an environment that values diversity. This paradigm requires significant social transformation — not merely the physical placement of children with special needs in regular schools, but a profound change in the education system to accommodate diverse learning needs (Morris & University of the West Indies (Mona, Jamaica), 2021). By viewing inclusion as a right (Slee, 2021), educational institutions are required to eliminate all forms of discrimination and learning barriers that can limit students' full participation in the educational process.

At the early childhood education level, incorporating inclusive pedagogy serves as a crucial foundation for fostering an understanding of equity and respect for differences from an early age. Teachers occupy a central role as agents of change and must hold the conviction that every child is a capable learner with agency (Day et al., 2015). The effectiveness of inclusive practice therefore depends greatly on how educators are able to respond to each child's learning preferences and manage classroom social dynamics in ways that foster a sense of belonging. This need has driven the imperative for standardisation among educators involved in inclusive education services.

The government has formally established competency standards for educators in inclusive early childhood education to ensure equitable educational services for all children. In accordance with regulations in Indonesia, every inclusive school is required to provide teaching staff with adequate academic qualifications to handle children with special needs (Yuwono et al., 2018; Yudhani et al., 2024). Ideally, these educators hold an undergraduate degree in Special Education to develop a thorough understanding of appropriate instructional techniques (Yuwono et al., 2018; Fauziah & Utami, 2024). However, teachers with a general education background are still permitted to teach, provided they have completed a series of specialised training programmes on inclusive practice (Hanur et al., 2025). These provisions aim to ensure that every child receives attention appropriate to their physical and mental condition at school.

Beyond formal qualifications, educators must also possess pedagogical competencies to design child-friendly learning experiences. Teachers are responsible for developing Individualised Learning Programmes (ILPs) tailored to each child's ability level and learning pace. They are expected to be creative in adapting learning materials to make them more accessible — for example, by using visual aids or assistive technology (Salis Hijriyani et al., 2021; Fauziah & Utami, 2024; Yudhani et al., 2024). The learning process in inclusive early childhood education places greater emphasis on child-centred approaches so that children feel comfortable and actively engaged. Learning outcomes are also assessed in a distinctive manner, by measuring each child's developmental progress without comparison to typically developing children.



Professional competency is another key dimension that requires educators to continually update their knowledge through ongoing training. (Hanur et al., 2025) noted that shadow teachers in the inclusive early childhood education sector need to be able to conduct screening, or early detection, to identify the types of learning barriers children may have. Technical knowledge of inclusion is essential so that educators can analyse diagnostic findings from specialists to determine appropriate guidance steps (Sahnan et al., 2025). Through learning communities or seminars, educators can share experiences regarding the latest and most effective teaching strategies. A commitment to continuous learning also ensures that the support provided to children remains relevant to their evolving needs.

Personal qualities such as compassion and patience are primary requirements for educators working in inclusive settings. (Sahnan et al., 2025) note that being a shadow teacher is often perceived as a "calling", given that it requires exceptional dedication when dealing with children's unpredictable behaviour. Educators must possess stable emotional maturity to remain calm and judicious when accompanying children experiencing tantrums or anxiety (Salis Hijriyani et al., 2021). A high level of empathy enables teachers to understand children's emotional needs, thereby fostering warm and trusting relationships. This personal maturity serves as a critical foundation for building a sense of security and enhancing children's self-confidence while at school (Aiyuda et al., 2025).

The gap between government regulations on educator competency standards and the actual needs of children in the field has led to the emergence of more specialised support institutions, one of which is Butterfly Learning Center (BLC). BLC was established in response to the complexity of working with children with special needs, who require more thorough preparation before transitioning fully into formal schooling (Ritonga et al., 2025). This institution does not function as a therapy centre; rather, it positions itself professionally as a transitional bridge for children with special needs, with its primary focus on psychological readiness and functional capacity.

The professionalism of educators at BLC is realised through the development of independence in Activities of Daily Living (ADL) and the implementation of an intensive one-to-one accompaniment system as key strategies in preparing children with special needs for the transition into inclusive education. Through the shadow teacher role, educators are expected to effectively address various physical and cognitive limitations by providing appropriate scaffolding and adaptively modifying instructions to overcome learning barriers (Aiyuda et al., 2025; Diana et al., 2025). Investing in technical competencies and functional independence not only reduces disparities in educational access in line with global standards, but also ensures that every child has the capacity to fully participate in future social and academic environments (J Jardinez, 2024; OECD, 2023).

Accordingly, the synergy between teachers' patient personal qualities and their technical competencies in transition preparation at BLC is key to the sustainability of inclusive education. Teachers at BLC serve as facilitators who ensure that children's right to education is not merely about physical presence in the classroom, but constitutes full and dignified participation (Slee, 2021). Through regular evaluations and close collaboration with various stakeholders, BLC endeavours to ensure that every graduate has sufficient independence to navigate the demands of inclusive education at the next level (Sholihah, 2025).

This study aims to analyse the strategic roles and professionalism of shadow teachers in facilitating functional independence and transition readiness of children with special needs through the Activities of Daily Living (ADL) programme at an inclusive early childhood education institution. Based on the background described above, the researcher is interested in conducting a study entitled "Professionalism and the Role of Shadow Teachers in Inclusive Education Services at Butterfly Learning Center".

2. RESEARCH METHOD

This study employs a descriptive qualitative design with a case study approach to explore in depth the professionalism and roles of shadow teachers at Butterfly Learning Center (BLC). This



approach was chosen because the researcher sought to provide a comprehensive overview of the specific inclusive support system practices implemented at the institution.

This study was conducted at Butterfly Learning Center (BLC), a unit under the Al Irsyad Educational Foundation in Cilacap Regency. The research subjects, or primary informants, were shadow teachers with educational backgrounds in Psychology, Guidance and Counselling, and Special Education.

Data collection was conducted through in-depth interviews, observation, and document review. Data analysis was carried out inductively through the following sequential steps: data reduction, data presentation, and drawing of conclusions. To ensure data validity, the researcher employed source triangulation — comparing data from the unit head and teachers — as well as technique triangulation — comparing interview findings with field observation results and documentation, such as children's developmental progress reports (Sugiyono, 2013).

3. RESULT AND DISCUSSION

Education is a fundamental need and a human right whose continuity must be guaranteed for every citizen without exception. As civilisation has developed, the educational paradigm has shifted from practices of exclusion and segregation towards inclusive education, which values diversity as a natural aspect of community life. In the delivery of quality public services, inclusive education requires a strong support system to ensure that the goal of equitable learning is achieved. One such support unit for inclusive education is Butterfly Learning Center (BLC), which exists to strengthen the ecosystem of inclusion by providing targeted interventions that bridge the gap between child's special needs and the demands of regular schooling.

The professionalism standards for shadow teachers at BLC are built through the integration of academic qualifications, personal maturity, and specific technical skills in addressing the diverse needs of children. To provide a comprehensive overview of these competency dimensions, the researchers compiled a descriptive table detailing the key indicators and practical implementation of each aspect of professionalism applied in the field. Table 4.1 below presents the competency standards for shadow teachers at BLC, covering the pedagogical, personal, technical-operational, diagnostic, and social collaboration dimensions as the primary foundations for delivering high-quality inclusive education services.

Table 1. Descriptive Overview of Shadow Teacher Professionalism Competency Standards at BLC

Competency Dimensions	Key Indicators	Operational Description and Practices at BLC
Specialized Pedagogical Competency	<i>Tailored Instruction & Scaffolding</i>	Shadow teachers at BLC are not only required to teach, but also to adapt the regular curriculum into simplified, individualized instructions for each child with special needs — covering both physical and cognitive dimensions. Teachers apply scaffolding techniques, providing full support at the outset and progressively reducing it to cultivate children's independence.
Personal Competency	<i>Emotion Regulation & Patience</i>	Handling challenging behaviours such as tantrums or aggression with calmness. At BLC, shadow teachers must possess stable emotional maturity to serve as a secure anchor for children, demonstrate a high level of empathy, and approach this work as a calling (passion-based teaching).
Technical-Operational Competency	<i>ADL specialist & Behavioral Management</i>	Teachers are proficient in physical and behavioural intervention techniques, including toilet training, self-feeding, and physical mobility. Shadow teachers also function as behavioural managers who apply positive reinforcement to establish constructive habits.
Diagnostic &	<i>Continuous</i>	BLC shadow teachers are able to observe even the subtlest



Evaluative Competencies	<i>Screening & Reporting</i>	developmental progress and independently screen for children's learning barriers. On a daily basis, teachers conduct in-depth evaluations to determine whether the accompaniment strategy should be adjusted or maintained, based on the child's responses.
Social & Collaborative Skills	<i>Parent-Teacher Partnership</i>	Teachers demonstrate their professionalism through effective communication with parents to align school-based programmes with the home environment. Shadow teachers serve as information bridges between classroom teachers, specialists (where available), and parents.

Source: Results of Interviews and Observations by BLC Mentor Teachers

Table 1 confirms that professionalism standards at BLC go beyond formal academic qualifications. There is a strong emphasis on emotional maturity and ADL technical skills as the primary determinants of the successful transition of children with special needs. This is consistent with the view that effective shadow teachers must possess a combination of deep empathy and a dynamic ability to adapt teaching methods (Aiyuda et al., 2025).

Discussion

1. Professionalism of Shadow Teachers at BLC

The professionalism of shadow teachers at BLC is built through the integration of academic qualifications and specialised, adaptive pedagogical competencies. Shadow teachers at BLC are not only required to understand general educational theory, but must also possess the ability to modify instructions — that is, to deliver tailored instruction — in accordance with each child's cognitive profile. This is consistent with the view of (Diana et al., 2025) who argue that the effectiveness of inclusive education depends greatly on educators' ability to implement routines that are both structured and flexible. The researcher agrees that professionalism in this context is not merely about mastery of content, but also about the teacher's skill in identifying children's learning barriers and developing highly personalised intervention strategies.

Another fundamental dimension of professionalism at BLC is emotional maturity and self-regulation as a standard of educators' personal disposition. In the field, shadow teachers frequently encounter crisis situations, such as children experiencing tantrums or excessive anxiety. The researcher observed that at BLC, emotional maturity is not treated merely as a natural trait but as a professional standard that is deliberately cultivated so that teachers are able to remain calm and act wisely. Without stable emotional maturity, other technical competencies would be difficult to implement optimally when confronting the unpredictable behavioural dynamics of children with special needs.

The professionalism of shadow teachers at BLC also includes diagnostic competency, which requires the ability to detect learning barriers early. Moreover, BLC shadow teachers learn to collaborate with and analyse findings from external specialists — such as psychologists or paediatricians — and subsequently translate these findings into simple daily programmes for developmental stimulation. This capacity aligns with government policy requirements mandating that educators in inclusive schools possess adequate academic qualifications to address special needs (Yuwono et al., 2018; Yudhani et al., 2024). The researcher agrees that this diagnostic-analytical ability is the primary differentiating factor between an ordinary caregiver and a professional shadow teacher, as it involves a complex process of clinical-pedagogical decision-making for each child served.

Furthermore, professionalism at this institution is supported by a spirit of continuous learning through daily evaluations and case discussions. Shadow teachers regularly report on and discuss child's progress or challenges to identify more effective strategies, both with regular classroom teachers and with fellow shadow teachers within the BLC unit. This is consistent with the view of (Hanur et al., 2025) who argue that teachers in inclusive educational institutions must continuously



update their knowledge through training and learning communities. The practices at BLC demonstrate that professionalism is not static, but rather a commitment to continuously improving competencies in line with the evolving characteristics of the children being served.

The social dimension of professionalism at BLC is also evident in teachers' ability to build strategic partnerships with parents. Teachers do not work in isolation; rather, they serve as accountable information bridges. The skill of communicating with empathy and objectivity about a child's condition is a form of professionalism emphasised by (Sholihah, 2025). The researcher observed that the transparency of daily progress reporting at BLC serves as a form of professional accountability that ensures the continuity of stimulation for children, both at the learning centre and within the home environment.

Overall, the professionalism of shadow teachers at BLC represents a combination of intellectual capacity in adapting teaching methods and emotional intelligence in cultivating positive relationships with children. This perspective aligns with the concept of inclusive education as a fundamental right that requires systemic transformation at the educational level (Slee, 2021). Grounded in high professionalism standards, teachers at BLC do not view physical or cognitive limitations merely as obstacles, but as professional challenges to be addressed through the creation of innovative and inclusive teaching strategies. The researcher concludes that strengthening this internal dimension of professionalism is the primary key to the quality of educational services at BLC.

2. Strategic Roles of Shadow Teachers at BLC

The primary role of shadow teachers at BLC centres on their function as catalysts for independence through the Activities of Daily Living (ADL) programme. Teachers do not merely provide passive accompaniment; they actively train basic skills such as self-feeding, personal hygiene, and toilet training. This is highly relevant to the perspective of (Diana et al., 2025), who emphasise that mastery of ADL is the most crucial role, as physical independence is the primary prerequisite for children to function appropriately in a formal school environment in the future.

In the academic domain, shadow teachers at BLC serve as curriculum interpreters who bridge child's cognitive barriers. Shadow teachers are responsible for breaking down complex instructions into smaller, more operational steps that can be understood by children with conditions such as autism or Down syndrome. This role is further supported by the findings of (Aiyuda et al., 2025), who state that adapting teaching methods to child's learning styles is a fundamental skill for effective shadow teachers. The researcher notes that without this mediating role, children with special needs would continue to experience significant learning gaps even when placed in inclusive classrooms or schools.

Shadow teachers at BLC also play a vital role as facilitators of motor and sensory development. Through the one-to-one system, shadow teachers provide intensive physical interventions — such as training hand coordination in preparation for writing, or sensory stimulation for children with sensory processing disorders. This role is consistent with the theoretical framework presented by (Ritonga et al., 2025), which states that the implementation of inclusive education must incorporate the use of assistive technologies or methods to support child participation. The researcher agrees that the motor stimulation provided by teachers at BLC constitutes a form of technical preparation that significantly determines children's academic readiness in the future.

Furthermore, teachers at BLC function as behavioural managers responsible for maintaining children's emotional stability throughout the learning process. Teachers actively apply positive reinforcement to increase motivation and reduce children's maladaptive behaviours. This role is supported by the findings of (Aiyuda et al., 2025), who emphasise the importance of behavioural management as a core accompaniment strategy. The researcher observed that the role of behavioural manager extends beyond merely maintaining order; it reflects the teacher's effort to build children's self-confidence so that they feel empowered despite their limitations.

Another strategic role is that of transition facilitator, preparing children psychosocially before entry into formal school. Teachers at BLC teach basic social skills, such as how to greet others, ask for permission, and interact with peers. This aligns with the goals of inclusive education outlined by



(J Jardinez, 2024) regarding the importance of social interaction in achieving equity in the classroom. The researcher argues that this social facilitation role often proves more decisive for long-term inclusive success than merely mastering academic content.

In addition to their direct roles with children, BLC teachers also function as developmental evaluators responsible for collecting daily progress data. The daily reports compiled by teachers serve as the basis for both the institution and parents to determine subsequent intervention steps. This diagnostic-evaluative role is supported by (Sholihah, 2025), who states that shadow teachers, as providers of intensive services, hold the most accurate data on children's actual conditions. The researcher views this role as essential for ensuring accountability in BLC's educational services, so that children's development can be monitored objectively..

Shadow teachers at BLC also hold the role of strategic partners for parents in aligning educational programmes. Teachers guide parents in understanding their child's condition and provide recommendations for stimulation activities that can be continued at home. This collaborative role is consistent with the principles advocated by the (OECD, 2025) regarding the importance of investing in family involvement in early childhood education to reduce inequality. The researcher agrees that the teacher's role as an information bridge between school and home is a key factor in ensuring that the progress achieved at BLC is sustained when the child is outside the institution.

In a broader context, shadow teachers at BLC serve as child advocates. By preparing children to be independent in ADL skills and emotionally stable, teachers indirectly ensure that these children receive their right to dignified education. This role is highly relevant to the philosophy of (Slee, 2021) who affirms that inclusion is a right. The researcher observed that, through their work behind the scenes, BLC shadow teachers are the frontline implementers who ensure that inclusive education is not merely a slogan, but a reality that can be achieved by children with special needs.

In conclusion, all of the roles performed by shadow teachers at BLC demonstrate a commitment to a holistic approach to "functional accompaniment". Teachers not only instruct; they nurture, train, evaluate, and advocate for the individual needs of every child. Although references such as (Aiyuda et al., 2025) tend to emphasise academic strategies, the practices at BLC demonstrate that the role in fostering physical independence (ADL) is in fact the most significant differentiating factor. The researcher concludes that the shadow teacher role at BLC is the most critical instrument in determining whether a child with special needs is able to successfully navigate the transition into formal schooling.

4. CONCLUSION

1. **Holistic Professionalism Standards.** The professionalism of shadow teachers at Butterfly Learning Center (BLC) is determined not only by academic qualifications, but also by a combination of emotional maturity (patience and empathy) and specialised pedagogical competencies. Teachers' ability to regulate their own emotions when dealing with child's complex behaviours is the cornerstone for creating a safe learning environment for children with special needs.
2. **Central Role in Functional Independence (ADL).** Shadow teachers play a vital role as independence coaches through the Activities of Daily Living (ADL) programme. The focus on basic skills such as self-feeding and personal hygiene represents teachers' concrete contribution to ensuring that children do not develop total dependency — a key prerequisite for entering inclusive schooling at the next level.
3. **Effectiveness of the One-to-One Accompaniment Model.** The implementation of a one-teacher-one-child accompaniment model has proven effective in delivering highly personalised interventions. The teacher's role as a "curriculum interpreter" — adapting instructions to child's cognitive and physical limitations — ensures that every child receives equitable educational services tailored to their needs (Aiyuda et al., 2025)
4. **Collaborative Synergy as the Key to Transition.** The success of a child's transition from BLC to formal school depends greatly on the teacher's role as mediator between the school, specialists, and



parents. Transparent collaboration in daily progress reporting ensures the continuity of stimulation, so that every child's right to an inclusive education can be fulfilled in a sustainable manner (Sholihah, 2025)

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