

PEDAGOGICAL COMPETENCE OF DRIVING TEACHERS ON STUDENTS WITH INTELLECTUAL DISABILITIES IN UNDERSTANDING DIGITAL LITERACY

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ABSTRAK

Teachers are professional educators whose main tasks are to educate, teach, direct, train, assess and evaluate students based on Law Number 14/2005. These competencies apply to all educators including those who teach in special schools. Pedagogical competence of teachers in students with disabilities faces challenges as a driving teacher who continues to process, progressive and innovative and dynamic in the digitalization era for a comprehensive balance of human resources in the teaching and learning process. The purpose of this study is to describe the Pedagogical Competence of teachers as a driving force in overcoming the problems of intellectually retarded students in schools in understanding digital literacy in the learning process. The research method used is a qualitative field and literature method where the data is sourced from interviews, observations in the field and phenomena that exist around also collecting references from previous journals, books and literature that are in accordance with the discussion. All data sources are compiled to make a conclusion. The results of the study show a graphical increase in the intellectual development of students and being able to understand digital literacy when teachers innovate and use pedagogical competencies to the fullest to arouse students' interest in learning and hone their cognition so that they can understand digital literacy simply.

Keywords: pedagogical competence; teacher activator; intellectual retardation; digital literacy.

INTRODUCTION

In the era of digitalization, the teaching and learning process has changed, technology is developing rapidly so that all fields are inevitably disrupted, but many resources such as teachers are unable to deal with it. They remain in a position to carry out competencies around methods, strategies and various systems that have been carried out so far so that competencies are dynamic, progressive, and innovative. The world in which we live today is facing a technological explosion that makes everything interconnected, both knowledge pools, resources and standardization throughout the world connected.

Rajesh RAO argues "That the world is like a soccer field where everyone plays on the field, but if you are not able to play then you will only be an audience". In the era of digitalization and globalization, educator resources participate in the process of competence so that they can become teachers who develop progressive, dynamic, and innovative competencies.¹ Teachers are not the sole factor that advances the world of education but in a crucial position as a determinant of educational success. Teachers are a strategic factor in contributing to building the nation and equipping the next generation, from the success of education is not only the future progress of a person but also the progress of the nation. In addition, teachers are also normative decision makers who are realized in the teaching and learning process including determining materials, learning strategies and methods, and directing students to understand the essence of learning and recognize the concept of self holistically. By nature, the aspect of learners as human learners cannot be separated from education.

The learning process is a human existence that continues to progressively change. The process of learning about what and how is something that cannot be separated from human life as a learner, although not everything that is learned is inevitable and has been determined, because humans have freedom as learners in making decisions.² In the context of learning for students who have intellectual retardation, subjective and learner-focused learning even if students' conditions do not allow community, then individualized learning can better develop their cognitive. The teacher acts as a guide and encourager or motivator so that teaching materials are designed according to the needs of students.

In this case, the teacher becomes a learning partner who motivates, facilitates, and encourages interest in learning so that competence as a driving teacher who can understand the abilities and uniqueness of each student can be played in the digitalization era, the concept of independent learning directs students to have skills and be able to communicate, collaborate so that they can understand digital literacy to achieve innovative learning. The concept of independent learning provides space for teachers and students to innovate in learning in the era of revolution 4.0.

¹ Nathan Setiabudi, *Menjadi Gereja yang Efektif ditengah Globalisasi, Kontektualisasi Berdasarkan Thomas Frienman, The World is Flat*, (Jakarta: Suara GKYE Peduli Bangsa, 2017), 7.

² Nicholas P. Wolter Stroff, *Mendidik Untuk Kehidupan, Refleksi Mengenai Pembelajaran dan Pengajaran Kristen*, (Surabaya: Momentum, 2010), 5.

Learning is designed as freedom of critical and scientific thinking.³ The driving teacher in the context of independent learning is required to have the ability and competence in dealing with students who have intellectual retardation. As we know the problem of disability from year to year the growth is increasing, based on basic health research in 2018 listed in the info of the Ministry of Health of the Republic of Indonesia there are children aged 5 to 17 years 3.3% are people with disabilities and one of them is intellectual retardation or grouped as intellectual disabilities at near normal limits.

This research was conducted using qualitative research methods, where the subject, object or nature of this research cannot be approached by statistical procedures because of its inherent special characteristics. The source of research data is a teacher who is competent as a mobilizer for students who have intellectual retardation. This research is a means of exploring and understanding the meaning of individuals and social groups so that research consists of elements of questions and procedures that arise and make interpretations of the meaning of the data. Moleong revealed "Qualitative research is research to understand the phenomena of what research subjects experience such as perceptions, actions or behavior. All are described in the form of language or words holistically in various contexts and scientific methods.⁴ Data collection techniques are triangulated data analysis is inductive and the results emphasize meaning rather than generalization.⁵

Research on the competence of teachers of intellectual retardation students in understanding digital literacy uses qualitative field and literature. The character of library research is to collect data from several previous studies, opinions of experts, books and appropriate literature and then compile it to make a conclusion. Data collection taken from the field in the form of interviews and social phenomena is also collaborated by taking data from previous research, journals, opinions of experts, books that are in accordance with the research.

³ Dahlia Sibagorian, Hotamulina Sihotang, and Erni Murniati. "Peran Guru Penggerak Dalam Pendidikan." *Dinamika Pendidikan* 14, no.2 (2021): 88-89.

⁴ Lexy J. Moleong, *Metode Penelitian Kualitatif*. (Bandung: Remaja Rosela Karya, 2016), 6.

⁵ Sugiono, *Cara Mudah Menyusun STD*, (Bandung: Alfabeta, 2013), 253.

DISCUSSION

Pedagogical Competence of Driver Teachers

Education is important and meaningful in human life, as it affects success or failure in life and the future. In education, there are several basic components that correlate to the quality and professionalism of teachers. The main components are qualified teachers, adequate facilities and infrastructure, effective and efficient and innovative teaching and learning processes. In addition, the learning process managed by the school, such as a supportive curriculum and management that is managed with a good system and relations with the surrounding community, is very supportive.⁶ The most important part of all these basic components is the teacher so that teacher competence becomes a reference for success in learning. Pratiwi and Bobby explained that teachers are not the only single factor, but they are authority figures who are role models and examples for students in carrying out their functions, roles, and responsibilities professionally.⁷

In addition to the basic competencies, there are several competencies that are generally referred to in the pedagogical professionalism of teachers. These competencies include:

- Teachers can master the material.
- Ability to facilitate the learning process.
- Mastering the foundation of education and recognizing students in their respective capacities.
- Ability to manage and organize situations so that the learning process is conducive, structured, and focused.
- Teachers can act as motivators, counselors and leaders to direct with infrastructure as an authority figure in learning.
- Teachers must be able to help learners find self-concept to see their strengths and weaknesses in the context of self-development and capacity.⁸
- Ability to master technology and use media and media sources that are relevant to the teaching and learning process.

⁶ Djarzah Ahmad, *Petunjuk Peningkatan Mutu Pendidikan di Sekolah Dasar*; DEPDIKBUD, Dirjen Pendidikan Dasar dan Menengah Direktorat Dasar 9.

⁷ Pratiwi dan Bobby, *Jurnal Pendidikan Agama Kristen Regula Fidli*, Vol.6 No.1, Maret 2021

⁸ Pratiwi Einike, *Mendidik Untuk Kehidupan Kristen, Apa dan Bagaimana Peran Guru*, (Luwuk; Pustaka Star's LVB, 2021), 12

- Ability to manage learning situations in a varied, integrative manner, so that students are actively involved in interacting in the learning process.

In terms of teacher professionalism, Word's view is one of the foundations and footholds. The basis of teaching tasks and teaching and learning activities is expressed by Word as follows: "Teaching is important, teaching leads to learning, teaching is necessary for learning teachers keep the excitement alive, teachers support, encourage, shape and guide."⁹ In the context of the driving teacher, the teacher's job is not just to teach in the education unit but requires formal qualifications that are responsible for the attitudes and morals of the students. The driving teacher is the spearhead of curriculum change so that teachers are at the forefront of education. The driving teacher is a breakthrough in the world of education to realize an innovative educational ecosystem in the face of technological developments in the era of revolution 4.0 and welcoming the era of society 5.0 and is directed so that students can have communication, collaboration, and integrative skills.¹⁰

The term driving teacher cannot be separated from the independent learning curriculum in which there is freedom of thought without limitation in scientific thinking, the urgency does not lie in the curriculum but lies in the teacher as a driving force and freedom to innovate scientifically. In his view, Hooks explains that educating is the practice of teaching and learning in which a conducive, familiar, and pleasant atmosphere is created for teachers and students.¹¹ In the context of the driving teacher in this study, the researcher does not approach the independent learning curriculum but limits it to the role, competence of the driving teacher who continues to innovate specifically in the context of students who have intellectual limitations.

Intellectual Retardation

Children who have intellectual retardation are often grouped with children with special needs, or children who experience limitations both physically, mentally, intellectually, socially, and emotionally. According to data in Indonesia, the number of

⁹ Michael Anthony, *Introducing Christian Education*, (Grand Rapids, Mick; Baher Academic, 2018), 119-120

¹⁰ Muhamad Yamin, STIKIP Harapan Bima dan Universitas Pendidikan Mandalika, "Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran)" *Jurnal Ilmiah Manala Education* 6, No.1 (April 30, 2020), <https://doi.org/10.58258/JIME.V611.1121>

¹¹ Akello Specia and Ahmed A. Osman, "Education *QS a Partice of freedom*; Reflection on bell Hooks, " *Jurnal of Educations and Practice* 6, No.17 (2015) 195-199 www.iiste.irg.

children with special needs reaches 1,554,184 and of these only 85,737 can receive education both in general schools and special schools.¹² The American Association on Intellectual & Developmental Disabilities classifies the intelligence level of children with special needs. Intellectual disability, also known as developmental delay or mental retardation, is a group of impairments defined by reduced cognitive and adaptive development.

Cognitive disability is a range of medical conditions that affect cognitive abilities. It is a broad concept that covers a wide range of intellectual or cognitive deficits, including intellectual disability, deficits that are too mild to qualify as intellectual disability, a range of specific conditions (such as specific learning disabilities), and problems acquired later in life through acquired brain injury or neurodegenerative disease.¹³

Children with intellectual disabilities are children who have limitations in intellectual functioning and adaptive behavior. Intellectual function is related to the child's ability to learn, think, and solve problems. While adaptive behavior problems in children with intellectual disabilities are related to the ability to adjust to situations that occur in society and the surrounding environment such as social skills and practical skills.¹⁴

In this classification, researchers focus on children with mild intellectual retardation, namely IQ 70 or borderline. They can be educated and follow the direction of the teacher and do not experience physical abnormalities in their development and are even able to take care of themselves and various other skills.¹⁵ In the borderline IQ 70 range, children have difficulty adapting, do not focus on learning, have difficulty analyzing lessons. They also experience impaired social behavior, difficulty adjusting to peers and even the surrounding community and childish behavior.

¹² Sukrianti Syahda & Mazdanianti, *Hubungan Dorongan Keluarga Terhadap Kemandirian Anak Retardasi Mental di SDLB Bangkinag*, Jurnal BACEDU Vol.2 No.1, 2016.

¹³ Tanasyah, Yusak. "Pendidikan Agama Kristen Untuk Anak Berkebutuhan Khusus." (Tangerang: Moriah Press, 2022) 83.

¹⁴ Eviani Damastuti, *Pendidikan Anak dengan Hambatan Intelektual*, (Banjarmasin: Prodi PLB FKIP ULM, 2020) 14

¹⁵ Jeffrey S. Nevid, dkk, *Psikologi Abnormal*, (Jakarta: Erlangga, 2005), 87.

Table 1. Four Stages of Disability IQ Score

Classification	Susceptible IQ
Mild 50 - 70	50 - 70
Moderate 35 - 49	35 - 49
Severe 26 - 34	26 - 34
Profound under 20	Under 20

Students with intellectual disabilities are a socially vulnerable group of children, with their intellectual limitations requiring special education. The American Psychological Association makes a classification in 4 states with respective IQ scores and an IQ classification of 70 is included in mild intellectual disability, although they are on the borderline between disability and normal.

The characteristics of children with mild intellectual disability can be educated, although they find it difficult to concentrate for long periods of time, but in daily skills such as eating, bathing, dressing, making drinks, they can do it themselves.¹⁶ Handling children with intellectual disabilities does not only focus on the child but must also involve parents. Education services for children with intellectual disabilities in the segregation model is an education system that separates these children from the regular education system. They usually attend special schools or home schooling, either community classes or individual classes. However, with the progress and innovation in the world of education, it is possible for them to enter the inclusive education system and actively participate in the environment of other normal children as stipulated in Permendiknas No.70/ 2009. The general definition of home schooling is a family education model, in which a family chooses to take responsibility for its own children's education by using the home as its educational base. Choosing to take responsibility means that parents act directly to determine the process of organizing education, determining the direction and goals of education, the values to be developed, intelligence and skills, curriculum, and materials, as well as learning methods and practices.¹⁷

In an inclusive education system, schools provide various facilities for supporting facilities and infrastructure, including special educators who coordinate with parents and

¹⁶ Jeffry S. Nevid, 89.

¹⁷ Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus*, (Yogyakarta: Psikosain, 2016), 128.

general teachers in the learning process. Special teachers in the inclusive education system must have special competencies that can guide them to overcome obstacles in learning. Both in special schools in segregation and inclusive methods, children with special needs must go through several stages such as.

- a. Identification and assessment. This activity involves regular teachers, special education teachers and parents. Through the results of interviews, observations, supporting data collection and written tests, it will be possible to identify their learning barriers and the learning program to be implemented.
- b. Development and implementation of learning programs for intellectually retarded children. The results of the assessment are used to develop and implement learning programs related to academics, self-help, motor sensory and adaptive behavior. In special needs programs for children with learning difficulties, usually related to *calistung* (reading, writing, and counting), teachers teach in the form of lectures.
- c. Learning Evaluation. For children with special needs, evaluation includes written, oral, and observation tests of previous learning outcomes. Assessment of the success of learning applied in class.

The Role of Teachers in Teaching Students to Understand Digital Literacy

The internet is the result of technological advances that have a positive impact where means of learning, communication, standardization become interconnected so that it becomes an inspiration and means of marketing and innovative learning and communication. However, the internet also has a negative impact, often used as a propaganda tool to divide the nation, political identity, terrorism, drug trafficking, pornography so that each user must be selective and critical of the use of technology. Millennials are massive users of the digital world, or digital natives. They learn, communicate, interact and play using the internet and social media, so they are easily exposed to uneducated and even misleading content.

In particular, adolescence or early adulthood is the threshold of adolescence and youth who do not have the sensitivity to filter content on social media. Adolescence or the threshold to adulthood is an attempt to find identity, they artificially look for role

models and childhood identification. Achieving personal identity and avoiding dual roles is a process that must be passed during this time.¹⁸

The students who are the object of research are school students who are in adolescence and the threshold of transition from adolescence to early adulthood where they have intellectual retardation so that they are included in socially vulnerable groups. Digital literacy is a paradox for socially vulnerable groups so that special teacher guidance is needed for this group who has holistic and comprehensive pedagogical competencies.

The younger generation needs assistance, guidance, motivation and even attention and consistency from parents and educators so that they can use social media for learning and be able to choose educational content. Digital literacy is a major need in the digital era because one of its functions is as a means of learning, providing advocacy for internet users, especially social media. An understanding of digital literacy is as urgent as any other science and an understanding of digital literacy is a necessity of this era because every user has a responsibility for the use of technology.¹⁹

Digital literacy users of socially vulnerable groups in particular need more guidance from parents or education, especially children who are intellectually retarded. If depicted, the process of relations and representation of intellectual disabilities in the chart is as follows:

Table 2: Processes of Relation and Representation of Intellectual Disability

No.	Description	Results Conclusion
1.	Social representation of intellectual retardation in peers. ²⁰	<ol style="list-style-type: none"> 1. Assumptions from peers on the inability of intellectual disabilities to distinguish right from wrong behavior. 2. Peer perceptions of intellectual disability where the intellect can function well, but kinesthetic intelligence is stunted. 3. Social representation processes that inhibit the interaction of normal and intellectually disabled children.
2.	Reaction to social responses and representations	<ol style="list-style-type: none"> 1. Emotional reactions are lack of confidence, irritability, and anxiety. 2. Manifestations of cognitive reactions include anxiety-induced reluctance to communicate

¹⁸ Elizabeth B. Hurlock, *Psikologi Perkembangan, Suatu Pendekatan Sepanjang Rentang Kehidupan* (Jakarta; Erlangga, 2018), 206.

¹⁹ Anjani Restianty, Literasi Digital, Sebuah Tantangan Baru Dalam Literasi Media." *Guna Humas: Jurnal Kehumasan* 1, no.1 (2018): 72-87.

²⁰ Ira Retnaningsih and Rahmat Hidayat. "Representasi Sosial Tentang Disabilitas Intelektual Pada Kelompok Teman Sebaya," *Jurnal Psikologi UGM* 39, no.1 (2012): 13-24.

- with peers, fear of meeting strangers, difficulty concentrating, poor adaptation, lack of interest in hobbies, fear of being left alone.
3. Understanding on simple digital literacy
 1. An understanding of the role of parents and teachers who are at the forefront of teaching digital literacy.
 2. The role of teachers in the Google Classroom method in the COVID pandemic era is the basis for students to understand digital literacy.
 3. The role of the teacher in teaching is adjusted to the students' intellect so that the teacher as a driving force must be progressive, have technological capabilities, comprehensive teaching competencies that are innovative, dynamic, and able to arouse children's interest in learning to understand digital literacy simply.

This study took a sample of two students with intellectual disabilities, one called AJ is a child undergoing studies at PMG Yogya Home Schooling class II and the other is called BN in a public-school inclusive education model. The results of the research after going through interviews in the field, observing the learning process in the classroom and looking at the evaluation results of several reports, the researchers describe.

Table 3. AJ Cognitive Analysis (PMG Home Schooling Individual Class)

No.	Cognitive Development	Description	Remarks
1.	Reading	AJ is able to understand the commands written by the teacher on the blackboard, only to be explained again slowly.	Achieved
2.	Writing	AJ in writing is able to do well and his writing is quite clear and good, but often the layout of the writing is not well structured.	Achieved
3.	Counting	In Math lessons AJ is very difficult so the teacher has to repeat many times and give clear examples	Less Achieved
4.	Classroom Action	In carrying out teacher orders AJ is able to do because of individual classes so that the teacher's approach to students is better. Teachers are more able to teach and can see AJ's self-concept so	Achieved

5.	Social Behavior	that every teacher's order can be carried out. AJ takes individual classes so that learning only involves teachers and students. Outside the classroom AJ has difficulty adapting and getting along with both peers and neighbors. However, in the family environment he has no difficulty adapting	Less Achieved
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Table 4. Analysis of BN's Cognitive Development in the Classroom
(Inclusive Education Method in Regular class)

No.	Cognitive Development	Description	Remarks
1.	Reading	BN in reading commands written by the teacher on the blackboard is able to read but has difficulty in understanding. Lack of focus due to mixing with normal children.	Achieved
2.	Writing	BN when asked by the teacher to write does so even though the writing is not clear, but the location is correct.	Achieved
3.	Numeracy	In Math lessons BN has difficulty understanding and must be repeated several times with the assistance of a special teacher in the classroom.	Less Achieved
4.	Classroom Action	In carrying out the teacher's orders, BN is able to do as ordered, but the order must be specifically requested with the assistance of a companion teacher in the classroom.	Achieved
5.	Social Behavior	BN runs the class with the inclusive education method so that it mingles with other normal children. In social interaction, it is quite good but there are some friends who do not want to hang out so there is a sense of inferiority.	Achieved

Based on the psychologist's assessment test, both understand simple interactions, but still have difficulty in math lessons. Their social behavior has its own barriers but learning through Google Classroom during the COVID Pandemic has educated them to understand digital literacy. AJ specifically goes to and from school to order grab bike or online motorcycle taxi by himself without the help of his family. AJ also opened a bank account for BCA Mobile so that he can transact via M-Banking even though he had to be taught repeatedly at first.

From the results of the research, it can be concluded that pedagogical competence as a driving teacher who continues to process will be able to teach students who have intellectual retardation to understand digital literacy simply. Children in this condition are educated in special classes such as Home Schooling ABK or children with special needs and some enter regular classes with an inclusive education system as stated in Permendiknas No.70 of 2009. Both special and inclusive education require teachers who have comprehensive competencies as mobilizing teachers. Dynamic, innovative, and progressive competencies are prerequisites that cannot be denied. These competencies in teachers will be able to mobilize and develop interest in learning, creativity, in intellectual limitations can understand digital literacy simply.

The results of the study show that significant intellectually retarded students in the borderline or threshold classification with an IQ score of 70 were able to learn in Google Classroom during the COVID pandemic a few years ago, go to school on their own by ordering a Gojek and even at a more difficult level open a Bank account and Mobile Banking even though it takes several hours at the Bank's customer service and are trained repeatedly how to use Mobile Banking.

CONCLUSION

The role of teachers who have comprehensive pedagogical competence is at the forefront because as executors of education, teachers can overcome the problems of students' disabilities by working with related parties such as parents, fellow teachers, and schools where the child is in the learning process. The significance of teachers' pedagogical competence shows excellent results in conducting learning so that students can develop intellectually specifically in digital literacy in the simplest context. The pedagogical competence of driving teachers is a linchpin in facilitating the understanding of digital literacy among students with intellectual disabilities. This competence

transcends traditional teaching methods by embracing customization, inclusivity, and adaptability. The ultimate goal is to empower these students to not only navigate the digital realm but also to flourish within it, bridging the gap between ability and opportunity. Through a blend of personalized instruction, technology integration, and collaboration, driving teachers can steer their students toward a future that is not defined by their disabilities, but by their potential to thrive in an ever-evolving digital landscape.

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