

DAFTAR PUSTAKA

Sumber Buku

- Banks, James A dan Cherry A. McGee Banks. (2010). *Multicultural Education : Issues and Perspectives*. United States of America : John Wiley & Sons, Inc.
- Creswell, John W. (2007). *Research Desain Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta : Pustaka Pelajar.
- Creswell, John. (2015). *Riset Pendidikan*. Yogyakarta : Pustaka Pelajar.
- Garnida, Dadang. (2015). *Pengantar Pendidikan Inklusif*. Bandung : PT. Refika Aditama.
- Ginintasasi, Rahayu. (2016). *Program Bimbingan & Konseling Kolaboratif*. Bandung : PT. Refika Aditama.
- Mahfud, Choirul. (2011). *Pendidikan Multikultural*. Yogyakarta : Pustaka Pelajar.
- Malihah, Elly dan Usman Kolip. (2011). *Pengantar Sosiologi*. Jakarta : Kencana.
- Miles, Matthew B dan A. Michael Huberman. (1992). *Analisis Data Kualitatif*. Jakarta : Penerbit Universitas Indonesia.
- Moleong, L.J. (2007). *Metodologi Penelitian Kualitatif*. Bandung : PT. Remaja Rosdakarya.
- Parsons, Talcott. (1968). *Knowledge and Society*. United States of America : Voice of America Forum Lectures.
- Ritzer, George dan Douglas J Goodman. (2010). *Teori Sosiologi Modern*. Jakarta : Kencana.
- Soekanto, Soerjono. (2007). *Sosiologi Suatu Pengantar*. Jakarta : PT. RajaGrafindo Persada.
- Sugiyono. (2007). *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung : Alfabeta.
- Umiarso dan Elbadiansyah. (2014). *Interaksionisme Simbolik : Dari Era Klasik Hingga Modern*. Jakarta : Rajawali Pers.
- Winarsih, D. S., & Dkk. (2013). *Anak Berkebutuhan Khusus Bagi Pendamping*. Jakarta: Kementerian Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia.

Sumber Jurnal

- Abdullah, N. (2013). Mengenal anak berkebutuhan khusus. *Magistra*, XXV *Desemb*(86), 1–10.
- Abdullah, N. (2012). Bagaimana mengajar anak tunanetra (di sekolah inklusi). *Magistra*, 82(24), 8–16.
- Ahmadi, D. (2008). Interaksi Simbolik : Suatu Pengantar. *Jurnal Komunikasi Mediator*, 9(56), 301–316.
- Al Arifin, A. H. (2012). Implementasi Pendidikan Multikultural Dalam Praksis Pendidikan di Indonesia. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 1(1), 72–82.

- Alfian. (2013). Pendidikan Inklusif Di Indonesia. *Edu-Bio*, 4.
- Amirin, T. M. (2012). Implementasi pendekatan pendidikan multikultural kontekstual berbasis kearifan lokal di Indonesia. *Jurnal Pembangunan Pendidikan*, 1(1), 1–16.
- Bachri, B. S. (2010). Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif. *Teknologi Pendidikan*, 10(1), 46–62.
- Banda, D. R., Hart, S. L., & Liu-Gitz, L. (2010). Impact of training peers and children with autism on social skills during center time activities in inclusive classrooms. *Research in Autism Spectrum Disorders*, 4(4), 619–625. <https://doi.org/10.1016/j.rasd.2009.12.005>
- Beard, K. V. (2016). Examining the Impact of Critical Multicultural Education Training on the Multicultural Attitudes, Awareness, and Practices of Nurse Educators. *Journal of Professional Nursing*, 32(6), 439–448. <https://doi.org/10.1016/j.profnurs.2016.05.007>
- Bilek, E., Ruf, M., Schäfer, A., Akdeniz, C., Calhoun, V. D., Schmahl, C., ... Meyer-Lindenberg, A. (2015). Information flow between interacting human brains: Identification, validation, and relationship to social expertise. *Proceedings of the National Academy of Sciences*, 112(16), 201421831. <https://doi.org/10.1073/pnas.1421831112>
- Bolis, D., & Schilbach, L. (2017). Observing and participating in social interactions: Action perception and action control across the autistic spectrum. *Accident Analysis and Prevention*, 1–8. <https://doi.org/10.1016/j.dcn.2017.01.009>
- Bottema-Beutel, K. (2017). Glimpses into the blind spot: Social interaction and autism. *Journal of Communication Disorders*, 68(December 2016), 24–34. <https://doi.org/10.1016/j.jcomdis.2017.06.008>
- Caruana, N., McArthur, G., Woolgar, A., & Brock, J. (2017). Simulating social interactions for the experimental investigation of joint attention. *Neuroscience and Biobehavioral Reviews*, 74, 115–125. <https://doi.org/10.1016/j.neubiorev.2016.12.022>
- Cook, G. A. (1973). *George Herbert Mead: self, language, and the world. A Companion to Pragmatism*. <https://doi.org/10.1002/9780470997079.ch6>
- Darma, I. P., & Rusyidi, B. (2003). Pelaksanaan sekolah inklusi di indonesia. *Prosiding KS:Riset & PKM*, 2(2), 223–227.
- Demir, S., & Özden, S. (2014). The Evaluation of Multicultural Teaching Design Education Program. *Procedia - Social and Behavioral Sciences*, 116, 4732–4736. <https://doi.org/10.1016/j.sbspro.2014.01.1017>
- Fernández, M. T. (2017). Attitudes toward Inclusive Education and Practical Consequences in Final Year Students of Education Degrees. *Procedia - Social and Behavioral Sciences*, 237(June 2016), 1184–1188. <https://doi.org/10.1016/j.sbspro.2017.02.187>
- Ford, D. Y. (2013). Why Education Must Be Multicultural. *Gifted Child Today*, 37(1), 59–63. <https://doi.org/10.1177/1076217513512304>

- Gallotti, M., Fairhurst, M. T., & Frith, C. D. (2017). Alignment in social interactions. *Consciousness and Cognition*, 48, 253–261. <https://doi.org/10.1016/j.concog.2016.12.002>
- Giovozolias, T., Kourkoutas, E., Mitsopoulou, E., & Georgiadi, M. (2010). The relationship between perceived school climate and the prevalence of bullying behavior in Greek schools: Implications for preventive inclusive strategies. *Procedia - Social and Behavioral Sciences*, 5(2), 2208–2215. <https://doi.org/10.1016/j.sbspro.2010.07.437>
- Holland, P. E. (2004). Principals as Supervisors: A Balancing Act. *NASSP Bulletin*, 88(639), 3–14. <https://doi.org/10.1177/019263650408863902>
- Hvide, H. K., & Ostberg, P. (2015). Social interaction at work. *Journal of Financial Economics*, 117(3), 628–652. <https://doi.org/10.1016/j.jfineco.2015.06.004>
- Iverson, D. (2015). Multiculturalism. *International Encyclopedia of the Social & Behavioral Sciences*, 16(1), 22–27. <https://doi.org/10.1016/B978-0-08-097086-8.63052-0>
- Jensen, B., Whiting, E. F., & Chapman, S. (2016). Measuring the Multicultural Dispositions of Preservice Teachers. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/0734282916662426>
- Kratochvílová, J., & Havel, J. (2014). Terms of Inclusive Education in Primary Schools – National and School Curriculum. *Procedia - Social and Behavioral Sciences*, 141, 337–341. <https://doi.org/10.1016/j.sbspro.2014.05.058>
- Kurth, J. A., Lyon, K. J., & Shogren, K. A. (2015). Supporting Students With Severe Disabilities in Inclusive Schools: A Descriptive Account From Schools Implementing Inclusive Practices. *Research and Practice for Persons with Severe Disabilities*, 40(4), 261–274. <https://doi.org/10.1177/1540796915594160>
- Kusmaryani, R. E. (2006). Pendidikan Multikultural Sebagai Alternatif Penanaman Nilai Moral Dalam Keberagaman. *Paradigma*, (2), 49–56. Retrieved from <http://journal.uny.ac.id/index.php/paradigma/article/view/5943/5137>
- Lai, F. T. T., Li, E. P. Y., Ji, M., Wong, W. W. K., & Lo, S. K. (2016). What are the inclusive teaching tasks that require the highest self-efficacy? *Teaching and Teacher Education*, 59, 338–346. <https://doi.org/10.1016/j.tate.2016.07.006>
- Lee, B., Kwon, O., Lee, I., & Kim, J. (2017). Companionship with Smart Home Devices: The Impact of Social Connectedness and Interaction Types on Perceived Social Support and Companionship in Smart Homes. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2017.06.031>
- Mamas, C., & Avramidis, E. (2013). Promoting social interaction in the inclusive classroom: Lessons from inclusive schools in England and Cyprus. *Learning, Culture and Social Interaction*, 2(4), 217–226. <https://doi.org/10.1016/j.lcsi.2013.07.001>

- Martin, D. (2014). Good education for all? Student race and identity development in the multicultural classroom. *International Journal of Intercultural Relations*, 39(1), 110–123. <https://doi.org/10.1016/j.ijintrel.2013.10.005>
- Moulay, A., Ujang, N., & Said, I. (2017). Legibility of neighborhood parks as a predicator for enhanced social interaction towards social sustainability. *Cities*, 61, 58–64. <https://doi.org/10.1016/j.cities.2016.11.007>
- Octaviana, N. (2016). *School inclusion and multicultural issues in special education*. Bandung.
- Omar, N., Noh, M. A. C., Hamzah, M. I., & Majid, L. A. (2015). Multicultural Education Practice in Malaysia. *Procedia - Social and Behavioral Sciences*, 174, 1941–1948. <https://doi.org/10.1016/j.sbspro.2015.01.859>
- Pérez, A. G. (2014). Characterization of Inclusive Practices in Schools with Education Technology. *Procedia - Social and Behavioral Sciences*, 132, 357–363. <https://doi.org/10.1016/j.sbspro.2014.04.322>
- Quednow, B. B. (2017). Social cognition and interaction in stimulant use disorders. *Current Opinion in Behavioral Sciences*, 13, 55–62. <https://doi.org/10.1016/j.cobeha.2016.10.001>
- Rachmawati, M. A., Nu'man, T. M., Widiasmara, N., & Wibisono, S. (2016). Differentiated Instruction for Special Needs in Inclusive Schools: A Preliminary Study. *Procedia - Social and Behavioral Sciences*, 217, 585–593. <https://doi.org/10.1016/j.sbspro.2016.02.053>
- Rachmawati, I. N. (2007). Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara. *Jurnal Keperawatan Indonesia*, 11(1), 35–40.
- Raharja, S. (2010). Mengkreasi Pendidikan Multikultural Di Sekolah Dengan Menerapkan Manajemen Mutu Sekolah Secara Total. *Jurnal Manajemen Pendidikan*. Retrieved from <http://journal.uny.ac.id/index.php/jmp/article/view/3647/3120>
- Rahim, R. (2012). Signifikansi Pendidikan Multikultural Terhadap Kelompok Minoritas. *Analisis, Jurnal Studi Keislaman*, XII, 161–182. Retrieved from <http://ejournal.radenintan.ac.id/index.php/analisis/article/view/634/532>
- Robinson, D. (2017). Effective inclusive teacher education for special educational needs and disabilities: Some more thoughts on the way forward. *Teaching and Teacher Education*, 61, 164–178. <https://doi.org/10.1016/j.tate.2016.09.007>
- Runcharoen, S. (2014). The Development of Social Interaction of Children with Autism in Inclusive Classrooms. *Procedia - Social and Behavioral Sciences*, 116, 4108–4113. <https://doi.org/10.1016/j.sbspro.2014.01.899>
- Sales, A., Moliner, O., & Lozano, J. (2017). Strategies to Link Schools to Their Territories. A Survey Study. *Procedia - Social and Behavioral Sciences*, 237(June 2016), 692–697. <https://doi.org/10.1016/j.sbspro.2017.02.044>
- Shogren, K. A., Gross, J. M. S., Forber-Pratt, A. J., Francis, G. L., Satter, A. L., Blue-Banning, M., & Hill, C. (2015). The Perspectives of Students With and Without Disabilities on Inclusive Schools. *Research and Practice for Persons with Severe Disabilities*, 40(4), 243–260.

<https://doi.org/10.1177/1540796915583493>

- Shores, R. E. (1987). Overview of research on social interaction: a historical and personal perspective. *Behavioral Disorders, August*(August), 233–241.
- Spratt, J., & Florian, L. (2015). Inclusive pedagogy: From learning to action. Supporting each individual in the context of “everybody.” *Teaching and Teacher Education, 49*, 89–96. <https://doi.org/10.1016/j.tate.2015.03.006>
- Sujarwanto, I. (2012). Interaksi Sosial Antar Umat Beragama. *Journal of Educational Social Studies, 1*(2), 61–65. Retrieved from <http://linkinghub.elsevier.com/retrieve/pii/S0023969016300844>
- Tamayo, M., Rebolledo, J., & Besoáin-Saldaña, A. (2017). Monitoring inclusive education in Chile: Differences between urban and rural areas. *International Journal of Educational Development, 53*, 110–116. <https://doi.org/10.1016/j.ijedudev.2017.01.002>
- Tarsidi, D. (2012). Disabilitas dan Pendidikan Inklusif pada Jenjang Pendidikan Tinggi. *Jurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus, 11*, 145–152. Retrieved from <http://ejournal.upi.edu/index.php/jassi/article/view/4011>
- Thijs, J., & Verkuyten, M. (2013). Multiculturalism in the classroom: Ethnic attitudes and classmates’ beliefs. *International Journal of Intercultural Relations, 37*(2), 176–187. <https://doi.org/10.1016/j.ijintrel.2012.04.012>
- Visintin, E. P., Birtel, M. D., & Crisp, R. J. (2017). The role of multicultural and colorblind ideologies and typicality in imagined contact interventions. *International Journal of Intercultural Relations, 59*(May 2016), 1–8. <https://doi.org/10.1016/j.ijintrel.2017.04.010>
- Vygotsky, L. S. (1978). Interaction between learning and development. *Mind and Society*. [https://doi.org/10.1016/S0006-3495\(96\)79572-3](https://doi.org/10.1016/S0006-3495(96)79572-3)
- Vygotsky, L. S. (1978). *Mind in Society. Memory*. [https://doi.org/\(Original manuscripts \[ca. 1930-1934\]\)](https://doi.org/(Original%20manuscripts%20[ca.%201930-1934]))
- Yada, A., & Savolainen, H. (2017). Japanese in-service teachers’ attitudes toward inclusive education and self-efficacy for inclusive practices. *Teaching and Teacher Education, 64*, 222-229. <https://doi.org/10.1016/j.tate.2017.02.005>
- Yusria. (2013). Pendidikan Inklusi Anak Usia Dini. *Al-Ulum, 2*, 16–25.

Sumber Dokumen

- Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 70 Tahun 2009 Tentang Pendidikan Inklusi Bagi Peserta Didik Yang Memiliki Kelainan Dan Memiliki Potensi Kecerdasan Dan/Atau Bakat Istimewa.
Dokumen SMA Negeri 7 Bogor, Tahun 2017

Sumber Website

www.sma7bogor.sch.id/