



The Development of the Sariswara Method in Accommodating the Students' Diversity in Thematic Learning Material of Elementary School

Dinar Westri Andini^{1,2*}, Achmad Hufad², Endang Rochyadi², Imas Diana Aprilia², Firyalina Yulma Annisa¹, Biya Ebi Praheto¹, Taryatman¹

¹Universitas Sarjanawiyata Tamansiswa, Indonesia

²Universitas Pendidikan Indonesia, Indonesia

*Corresponding Author. E-mail: dinar@ustjogja.ac.id

Received: September 14, 2022; Revised: November 8, 2022; Accepted: January 26, 2023

Abstract: This research describes the *Sariswara* Method and syntax development in Accommodating Student Diversity. This research was conducted at Kemudo 3 Elementary School. It used observation, interviews, and questionnaires as data collection techniques. The research method used is Research and Development. The method developed used the six steps of Borg & Gall development by Sugiyono (1) research and collecting information, (2) data collection, (3) product design, (4) expert validation, (5) product revisions, and (6) limited trials. The results of this research and development method indicate that the *Sariswara* method and syntax have been successfully developed. The feasibility score is a "Good" (2.8 average score) from the method validator, a "Very Good" (3.6 average scores) from the material validator, and a "Very Good" (4.0 Average score) from the teacher. The limited trial showed a "Very Good" response (86%) from students. Therefore, the novelty in this research about developing the *Sariswara* method in the form of syntax accommodating the diversity of students in thematics learning in IV grade is feasible and can help students learn thematics material.

Keywords: *sariswara* method, learning accommodation, student diversity

How to Cite: Andini, D. W., Annisa, F. Y., Praheto, B. E., & Taryatman. (2023). The development of the *sariswara* method in accommodating the students' diversity in thematic learning material of elementary school. *Jurnal Prima Edukasia*, 11(1), 72-80. doi: <http://dx.doi.org/10.21831/jpe.v11i1.53254>



Introduction

Every human has the same right to get an education anywhere and anytime. Education is open to all Indonesian citizens without considering their ethnicity, race, language, culture, or other backgrounds. The education development in Indonesia must adjust for various students' backgrounds without exception, even though they have various learning needs and characteristics. For this reason, education is expected can receive all student characteristics (Andini, 2014; Lisdiana et al., 2019; Salamanca, 1994; Sunanto, 2016; Tomlinson, 2000). Fair and safe conditions protecting and fulfilling their rights and needs are the purpose of the inclusive educational characteristic currently intensively developed in Indonesia (Salamanca, 1994). Fulfil all student rights and needs should be fulfilled because each student has their characteristics. So, student diversity needs to be received positively (Zainiyati, 2014).

Currently, Indonesia is still using the 2013 curriculum, which emphasizes more on integrated thematic learning. Thematic learning focuses on students' involvement in actively finding their knowledge. For this reason, teachers are indispensable in providing assistance and maintaining the learning process to be more meaningful. In addition, teachers need to make curriculum adjustments for their students in various classes. However, based on observations, the teachers are not fully ready to serve various students' characteristics (Salsabila, 2021). The diversity encountered still burdens the teacher (Andini et al., 2020). It is proven from the lack of teacher knowledge on how to present learning that can accommodate all students' diversity. In addition, the learning carried out by teachers in schools is still insignificant because the learning carried out is still teacher-centred learning. The teacher only uses one direction explanation and asks the student to write as to be written on the blackboard (Utaminingsih & Rahayu, 2017).

These problems must be solved and require the teachers' creativity in developing learning methods that accommodate student diversity. One of the efforts that can be made is by using a method.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



The method is a step that can help realize various processes that can achieve maximal, effective, and efficient results (Hidayat, Sa'diyah, and Lisnawati, 2020). One method commonly used in learning is to explain the local culture. It is indirectly forming cultural characteristics of the elementary student. That local culture learning application method is called Sariswara (Saktimulya et al., 2019). The Sariswara method is one of the teaching methods inherited from the Father of Indonesia Education, Ki Hadjar Dewantara, who combines body exercise (*wiraga*) by using literary arts, motion arts, sound arts, and visual arts (*wirama*), and processing taste (*wirasa*). Cak Lis (2021) suggests that the Sariswara method contains literature, sound, motion, and visual arts. Literary art is a way of presenting learning that uses lyrics, storytelling, and reciting chronicles or poetry. The sound art in the Sariswara method is learning that utilizes the song rhythm followed by a musical instrument. That method will be fun and attract students to follow the learning method. Moreover, the art of motion in the Sariswara method is the learning material delivery method through student body movements. Students who prefer kinesthetic or motion can be well-optimized in receiving the learning material. Then, visual arts learning methods focus on students' sense of sight, such as watching videos, painting, and designing.

The four components of art in the Sariswara method are summarized in three important components, namely body exercise (*wiraga*), processing taste (*wirasa*), and visual arts (*wirama*). If those three components are carried out well, the students can easily understand the learning material, apply good character, and form cultured students (Salsabila et al., 2021). The teacher should be able to accommodate appropriate learning material for a student with various characteristics. So they can fulfil the student learning needs. One method that can be applied is the Sariswara method. The Sariswara learning method application through all of the student's senses is expected can create a fun learning atmosphere. This method also can help students with various characteristics and diversity understand the material. This ease is closely related to the student through body movement activities (kinesthetic), stories, songs, literature (auditory), and learning directly from the surrounding environment (visual). Based on this background, it is necessary to research developing the Sariswara method as an accommodation for student diversity that focuses on thematic learning material. Through the Sariswara method, it is expected can support the teachers to accommodate the student various characteristics and trigger them to be more active in learning.

Methods

This research used research and development (R&D) methods. Research and development (R&D) is a method that produces and tests certain products' effectiveness (Sugiyono, 2015). In addition, Hanafi (2018) suggests that research and development (R&D) is used to develop or validate products. Based on these two opinions, it can be concluded that the research and development method aims to develop and produce products that can be used in the learning process to become more effective and meaningful.

The procedure of this study used the Borg & Gall research and development model adopted from Sugiyono's book (2015). Borg & Gall suggested ten steps in research and development. However, it was simplified into six research steps: potential and problems, data collection, product design, design validation, design revision, and product testing. The six steps used are as follows:

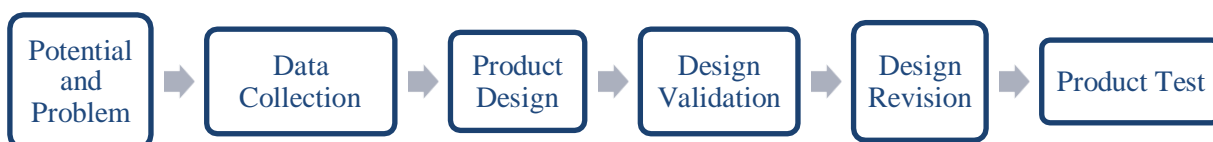


Figure 1. Research and development procedure

The research instruments used in this study were observation, interviews, and questionnaires. The questionnaire research instrument was used to determine the validation from method experts, material experts, and teachers and determine the responses of fourth-grade students. The validation of method experts related to aspects of the quality of the theory related to the relevance of using the method to problems, phases or stages in applying the *sariswara* method, a comprehensive aspect consisting of assessments on cognitive and affective aspects, as well as the implementation of the *sariswara* method itself. In comparison, material experts related to content and ease of application. The data analysis technique used in this study was qualitative data analysis in the form of assessment and suggestions

from the method, material, and classroom teachers' experts. Then it also uses quantitative data analysis with an alternative Likert scale with four answers, namely, Poor (1), Acceptable (2), Good (3), and Very Good (4).

Results and Discussion

Result

The research result of the research and development method is the syntax of the *Sariswara* method that can accommodate the diversity of students in thematic learning. The research results obtained through the six development procedures are as follows:

1. Potential and Problems

This study's exploration of potentials and problems was obtained from interviews and observations conducted at Kemudo 3 elementary school Klaten. Based on observations made in IV-grade students of Kemudo 3 elementary school Klaten, it was obtained that there were students with learning problems. Those are attention-deficit/hyperactivity disorders, students with emotional and social behaviour barriers, slow learners, and students with reading, writing, and arithmetic difficulties. In addition, there are problems that teachers still use the conventional method to deliver learning material, namely lecturing with rarely interactive learning media, and teachers are not fully ready to face the student diversity characteristics.

2. Data collection technique

After exploring the potential and problems, collect information about students' interests and learning needs. Based on data collection conducted by interviewing several students, it was found that students were interested in thematic learning, culture, craft and arts (*SBDP*), and Sports because it was easier to learn and trigger to move around actively. In addition to interviews, data collection was carried out by distributing student learning style questionnaires which were distributed to 12 students with the following results:

Table 1. Student learning style results

Name	Visual	Auditory	Kinesthetic	Information
AJ	26	17	22	Visual
AR	19	19	24	Kinesthetic
EL	17	21	23	Kinesthetic
FA	20	19	21	Kinesthetic
WI	22	20	20	Visual
IN	20	21	23	Kinesthetic
SO	23	20	23	Visual
JU	21	15	20	Visual
AC	20	22	25	Kinesthetic
MA	20	22	23	Kinesthetic
BA	19	17	16	Visual
KI	23	16	20	Visual

3. Product Design

The product designed or developed in this research is the syntax or steps in applying the *Sariswara* method in thematic learning that can accommodate student diversity. The syntax or steps for using the *Sariswara* method were developed and produced through Focus Group Discussion (FGD) at the *Sariswara* Pioneer Civil Service Program Workshop. The syntax that was developed is as follows:

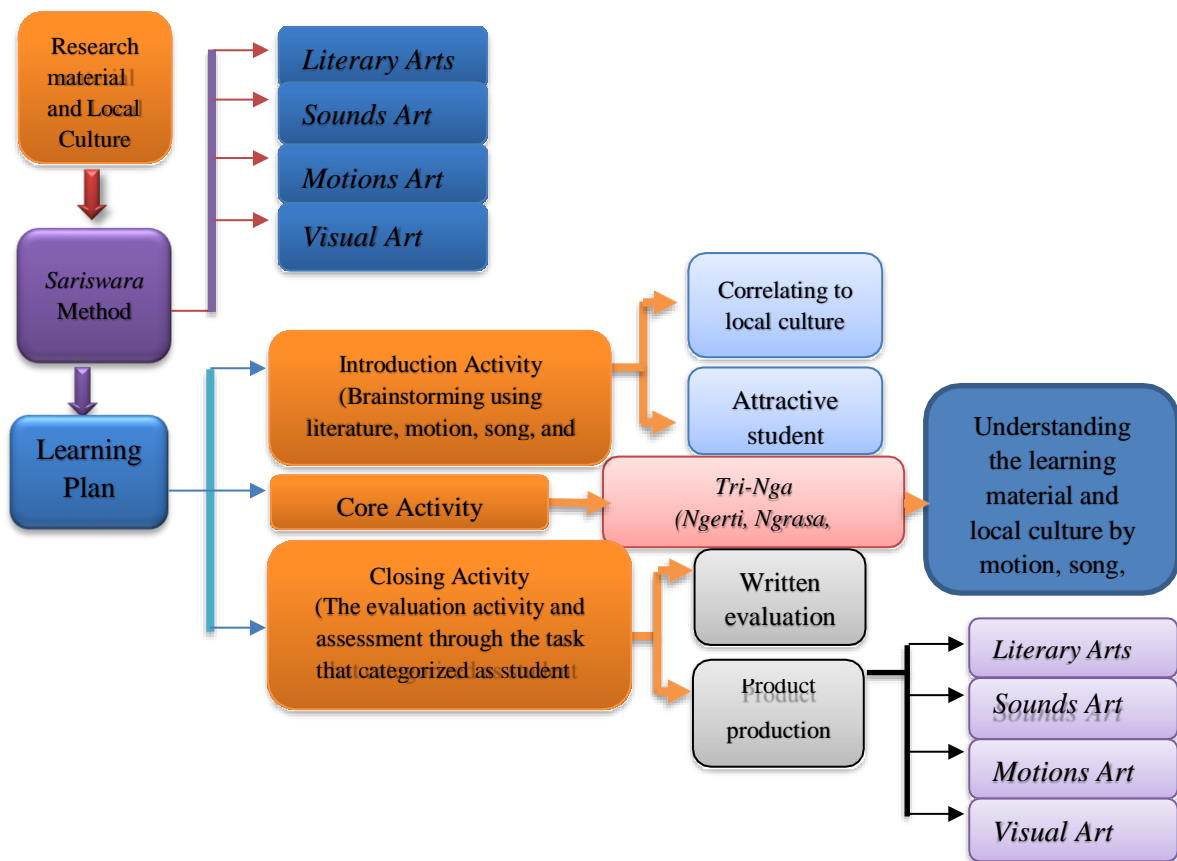


Figure 2. Sariswara method syntax chart

4. Product Validation

The product validation process is carried out by method validators, material, and teachers' experts. Product assessment by expert validators and classroom teachers consists of several aspects. The following aspect is the results of product validation carried out by the validator.

Table 2. Product validation results by method experts

Aspect	Number of each aspect	Maximum Score
The Quality of Theory	8	12
Syntax Aspect	15	20
Comprehensive Aspect	6	4
Implementation of the Sariswara Method	9	16
Total number	39	
Maximum Score	56	
Average	2.8	
Percentage	70%	
Criteria	Good	
Feasibility	Feasible	

Based on table 2, it can be seen that the expert validation methods obtained an average score of 2.8 with the criteria "Good." Then the feasible percentage reaches 70%. It means that this method is categorized as "Feasible." At this stage, the method expert also suggests supporting the product feasibility. "It is better to thoroughly study thematic learning so that the implementation can be mapped and involve the student's personality."

Table 3. Results of product validation by material experts

Aspect	Number of each aspect	Maximum Score
Content Aspect	36	40
Total number	36	
Maximum Score	40	
Average	3.6	
Percentage	90%	
Criteria	Very good	
Appropriateness	Very Feasible	

Based on table 3, the results show that the total average score of the assessment from material experts is 3.6 or in the "Very Good" criteria. Then the feasibility presentation reached 90%, categorized as "Very Eligible." Then, it is also conducted a limited trial and the suggestion to provide learning videos in the form of motion videos, songs, and student worksheets (LKPD).

Table 4. The results of product validation by teachers

Aspect	Number of each aspect	Maximum Score
Content Aspect	36	36
Miscellaneous Aspects	12	12
Total number	48	
Maximum Score	48	
Average	4.00	
Percentage	100%	
Criteria	Very Good	
Feasibility	Very Feasible	

The validators also suggest, "it is better apperception adjusting based on the learning indicators, namely regarding non-fiction texts. Then the literary arts used also need to provide non-fiction stories. The teaching materials must add some material to the lesson plan (*RPP*).

5. Design Revision

Revisions or improvements are conducted after getting an assessment and suggestions from the validator. Based on the suggestion from the method validator, it is better to study thematic learning thoroughly so that the implementation can be mapped and involve the student's personality. For this reason, in its application, thematic learning is carried out thoroughly and provides stories associated with the local culture. In addition, student personality involvement is stimulated by songs that contain a moral message in the lyrics. It is used to develop the student's personality.

The assessment and suggestion provided by the material validator are to provide learning videos such as motion video recordings and songs and provide Student Worksheets (LKPD) to describe student activities further.

The teacher validator also suggests that the apperception section make improvements to ease the students. For this reason, a revision was made; the story (literary art) turned into a non-fiction story that tells real facts about the Prambanan Temple and Indonesian historical heritage. So, it is in line with learning indicators, namely, discussing non-fiction texts. In addition, the improvements were also made by adding learning resources to the Learning Implementation Plan (*RPP*), which was adapted to the *Sariswara* method, namely learning objects in the classroom environment.

6. Product Trial

Products revised to the suggestions from experts can be tested on a limited basis by students. Limited trials were conducted to determine the student response to the effectiveness of the products. The limited trial was conducted in the fourth-grade Kemudo 3 Elementary School Klaten with 14 students. From these trials, the following results were obtained.

Table 5. Results of student response questionnaires

No	Name	Total score	Ideal Score	Result percentage (%)	Category
1	AJ	47	48	98	Very good
2	AR	35	48	73	Acceptable
3	SE	45	48	94	Very good
4	SA	34	48	71	Acceptable
5	EL	39	48	81	Good
6	FA	43	48	90	Very good
7	WI	30	48	63	Acceptable
8	IN	37	48	77	Acceptable
9	SO	48	48	100	Very good
10	JU	44	48	92	Very good
11	AC	47	48	98	Very good
12	BA	36	48	75	Acceptable
13	RA	48	48	100	Very good
14	KI	43	48	90	Very good
Total		576	672	86	Very good

Based on the results of product trials in table 5, it was found that the total score was 576 of the total ideal score of 672. The total score when converted into a percentage (86%). Therefore, it can be said that the *Sariswara* method applied to thematic learning was "Very Good."

Discussion

1. Student Characteristics Diversity

The observations, interviews, and the questionnaires' results showed that the fourth-grade students of Kemudo 3 elementary school Klaten had various characteristics. Those are (1) students with attention/hyperactivity deficit disorder characterized by low student attention in learning. They rarely focus on teacher explanations, often walk around in class, disturb other friends such as hitting the table and often take objects belonging to their friends. (2) students with emotional impulses and social behaviour are found in the field, namely, one student who is easily angry if his wishes are not achieved. It is such as when no one lends them a pencil and becomes more aggressive and uncontrollable if something is not following his will. Then, if he participates in activities that are not following himself, they will disturb other friends; (3) students who are slow to learn and understand the material tend not to answer questions when questions are given, and their academic work is low. Many assignments are unfinished, and they rarely ask questions or statements; (4) students with learning difficulties are indicated by students having reading problems. They read a text by spelling two words and have difficulty distinguishing letters with similar shapes. In addition, one student still has writing difficulties in their writing capabilities. They still have to think about the letters to be written. (5) the learning styles diversity; it shows from the questionnaires' results that most student learning style is visual and kinesthetic. Then, (6) the student diversity; is derived from various family backgrounds.

2. Development of the *Sariswara* Method

The development of the *Sariswara* method resulted in a syntax formulation or steps that apply the *Sariswara* method in learning. The syntax that has been formulated is the result of the FGD that was carried out on September 18, 2021. The results of the development can be seen in Figure 2.

The first stage is researching to explore local cultural material that develops around students. Teachers must explore the material to be delivered as a form of preparation and know the learning to be delivered. The local culture also needs to be explored in depth which aims to instil a sense of love for the nation's culture (Difandi et al., 2019). Exploring local culture is also an effort for teachers to introduce the students about all struggles of their previous people. After researching this local material and culture will correlate to each *Sariswara* method component. These are sound art, which means using songs, literary art, stories connected to local culture, and motion art, which means using dance—visual arts using animated videos or pictures.

A learning plan is also a teacher's effort to prepare learning designs that contain objectives, materials, tools, media, approaches, strategies, and evaluations that will be used as guidelines in learning (Widyanto and Wahyuni, 2020). Therefore, the learning in the form of guidelines using several other devices such as media, teaching materials, and evaluation tools can ease in achieving the learning objectives. In this syntax, preliminary activities are carried out to explore students' ideas through brainstorming activities. Brainstorming activities can be carried out using stories that develop around students' such as local culture. However, brainstorming is delivered by telling a story and correlating each material provided to the student.

The core activity invites students to understand, feel, and act on the learning material. The concept of *Tringa* is the goal of applying the *Sariswara* method. Through *Tringa*'s teachings, students are invited to develop themselves to achieve their goals. For this reason, the core activities with the delivery of learning through the *Sariswara* method using sound art and songs, literary arts with stories, motion arts with dances, and visual arts with learning videos ease the student's understanding. Then, the learning or knowledge obtained can make students understand, feel, and act based on their abilities.

The closing activity aims to trigger the students to choose and implement the material according to their abilities. Following the syntax, that closing activity is carried out with assessment and evaluation activities through assignments following the student's interests. For this reason, students are free to choose products they are willing to students. The products offered by teachers include making stories, fairy tales, rhymes, poems, songs, pictures, dances, songs, and others related to the components of the *Sariswara* method and following the material.

3. The Feasibility of the *Sariswara* Method

The validation of the method experts got an average score of 2.8 in the "Good" category. The results are then converted into a percentage of 70% with the "Feasible" related to feasibility criteria. The method expert validators provide a suggestion. It is better to study thematic learning thoroughly so that the implementation can be mapped and involve the student's personality, following the opinion of Shandy and Trilisiana (2020: 26) that by applying the *Sariswara* method thoroughly, the seeds of harmonious character will be planted in the student's soul. Based on the validation and suggestion from the method expert, the syntax of the *Sariswara* method and lesson plans adapted to the *Sariswara* method can be used as learning material.

Validation from material experts obtained a score of 3.6 in the "Very Good" category and reached a percentage of "90%" with the "Very Feasible" in the feasibility category. The validator suggests providing learning videos, motion video recordings, songs, and Student Worksheets (*LKPD*). The learning videos can be a learning guide or student teaching material. It is in line with the statement of Agustini (2015) that video is a non-printed teaching material rich in information that can reach students directly. Then, the student worksheet (*LKPD*) in the RPP will ease teachers in delivering subject matter and students' understanding of the material presented by the teacher (Pawestri and Zulfiati, 2020: 905). After the improvements of the product based on the suggestion and validation of material experts, the product is feasible to be used or tested on users.

The validation is then carried out by the teacher validator. In this validation, an average score of 4.00 was obtained in the "Very Good" category, and 100% for feasibility criteria was categorized as "Very Feasible." The teacher validator also suggests adjusting apperception with learning indicators so that it is more appropriate to explore students' ideas and descriptions of the material to be studied. The statement is supported by the opinion of Al-Muwattho (2018), giving apperception aims to provide an overview of the material. The validator also suggests that in the Learning Implementation Plan (*RPP*). It is necessary to add teaching materials in the form of objects used in class. Based on Magdalena et al. (2020: 313), teaching materials can be made in a form according to the needs and characteristics of the teaching materials to be presented. Including teaching materials in the lesson plans following the needs is necessary and important.

The field trial phase was carried out with a limited trial in the fourth grade of Kemudo 3 elementary school Klaten involving 14 students. In this limited field trial stage, as much as 86% of students are included in the "Very Good" category. The test subject's response to applying the *Sariswara* method is that the student is very interested, comfortable, and enthusiastic, as evidenced by the good interaction between students and teachers. In addition, with the application of this product, there are visible changes, namely, the students who initially disturb friends a lot and find it difficult to pay

attention to learn become focused on paying attention to the provided learning material. Then, the students who experience slow learning also have improved, as evidenced they can answer the questions asked about the learning material being taught properly. They also can accurately tell stories regarding the learning material delivered. It is what becomes a novelty in that the *sariswara* method can be applied to all the characteristics of students. Even children with special needs are greatly helped because it involves all the five senses, namely physical activity (kinesthetic), stories, songs, literature (auditory), and learning directly from the surrounding environment (visual, tactile).

Conclusion

The results of this research and development show the diversity of characteristics of students in grade IV Kemudo 3 elementary school Klaten, namely students with attention disorders and hyperactivity, students with emotional and social behaviour barriers, slow learners, diversity of learning styles, and family backgrounds. In addition, the product has been obtained in the form of syntax or steps in applying the Sariswara method that can accommodate the diversity of students, as shown in Figure 2. The feasibility of the product carried out by method experts gets an average score of 2.8 with the "Good" category, and the average percentage of the average score is 70% which means "Feasible" of feasibility classification. Validation by material experts gets a score of 3.6 with the category "Very Good," and the average percentage score is 90% with a feasibility classification of "Very Feasible." Then, the validation from the class teacher got a score of 4.00 with the category "Very Good." and the average percentage score was 100% with the feasibility classification "Very Feasible." Therefore, the overall validation of experts and class teachers concluded that the product developed was "Very Feasible" to be used with a percentage of 85%.

References

- Agustiningsih. (2015). Video sebagai Alternatif Media Pembelajaran dalam Rangka Mendukung Keberhasilan Penerapan Kurikulum 2013 di Sekolah Dasar. *Pancaran Pendidikan*, 4(1), 55-68. <https://jurnal.unej.ac.id/index.php/pancaran/article/view/1310>
- Andini, D. W. (2014). *Penerapan Model Differentiated Instruction Dalam Mengakomodasi Keberagaman Siswa dan Dampaknya Terhadap Inklusifitas, Partisipasi, Motivasi Belajar dan Tingkat Pemahaman Siswa Di Kelas Inklusif*. Bandung: Repository.Upi.Edu.
- Andini, D. W., Rahayu, A., Budiningsih, C. A., & Mumpuniarti. (2020). The curriculum adaptation model in fulfilling the learning need of diverse students in an inclusive classroom. *Universal Journal of Educational Research*, 8(3), 115–123. <https://doi.org/10.13189/ujer.2020.081716>.
- Al-Muwattho, F. P., Aminuyati, A., & Okiana, O. (2018). Pengaruh pemberian apersepsi terhadap kesiapan belajar siswa pada pelajaran akuntansi kelas XI SMA islamiyah pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7(2). <http://dx.doi.org/10.26418/jppk.v7i2.24076>
- Alvionita, K. & Abidin, Z. (2020). Peningkatan Proses Pembelajaran Tematik Terpadu Menggunakan Model Discovery Learning di Kelas V SD. *e-Journal Pembelajaran Inovasi, Jurnal Ilmiah Pendidikan Dasar*, 8(5), 141-152. <http://ejournal.unp.ac.id/students/index.php/pgsd/article/view/9975/4067>
- Budiningsih, C. A. (2017). *Karakteristik Siswa sebagai Pijakan Pembelajaran*. Yogyakarta: UNY Press.
- Difandi, Nadya Hanna, Bramantyo, Triyono. Yuwono, Debora Ratnawati. 2019. Penerapan Metode Sariswara dalam Dolanan Anak di Taman Kesenian Ibu Pawiyatan Tamansiswa. *Jurnal Pendidikan Musik*. <http://digilib.isi.ac.id/8180/>
- Efriman. & Junaidi. (2019). Hubungan Interaksi Sosial Bentuk Akomodasi Guru-Siswa dengan Hasil Belajar Sosiologi Siswa SMA Negeri 3 Padang. *Jurnal Sikola*. (Vol. 1 Nomor 2) Hlm 99-108. <https://doi.org/10.24036/sikola.v1i2.14>
- Hamid, Abdul. (2019). Berbagai Metode Mengajar bagi Guru dalam Proses Pembelajaran. *Jurnal Aktualita*, 9(2), 1-16. Retrieved from <http://ejournal.anadawah.ac.id/index.php/aktualita/article/view/97>
- Hanafi. (2018). Konsep Penelitian R&D dalam Bidang Pendidikan. *Saintifika Islamica: Jurnal Kajian Keislaman*, 4(2), 129-150. <https://jurnal.uinbanten.ac.id/index.php/saintifikaislamica/article/view/1204>
- Hidayat, A., Sa'diyah, Maemunah & Lisnawati S. (2020). Metode Pembelajaran Aktif dan Kreatif pada

- Madrasah Diniyah Takmiliyah di Kota Bogor. *Jurnal Pendidikan Islam*, 9(1), 71-86. <http://dx.doi.org/10.30868/ei.v9i01.639>
- Ilyas, A. (2016). Analisis Kecerdasan Intelektual dan Kepribadian Siswa-Siswa Berkebutuhan Khusus di Kota Bogor. *Jurnal Sosial Humaniora*. 7(1), 74. <https://doi.org/10.30997/jsh.v7i1.487>
- Lisdiana, A., Hufad, A., Tarsidi, D., & Aprilia, I. D. (2019, July). Differentiated Instruction: An alternative learning approach for all learners in an inclusive setting. In *2nd International Conference on Educational Sciences (ICES 2018)* (pp. 19-21). Atlantis Press. <https://doi.org/10.2991/ices-18.2019.5>
- Maesaroh, Siti. (2013). Peranan Metode Pembelajaran terhadap Minat dan Prestasi Belajar Pendidikan Agama Islam. *Jurnal Kependidikan*, 1(1), 150-168. <https://doi.org/10.24090/jk.v1i1.536>
- Magdalena, Ina. dkk. (2020). Analisis Bahan Ajar. *Nusantara: Jurnal Pendidikan dan Ilmu Sosial*, 2(2), 311-326. <https://doi.org/10.36088/nusantara.v2i2.828>
- Pawestri, E., & Zulfiati, H. M. (2020). Pengembangan lembar kerja peserta didik (lkpd) untuk mengakomodasi keberagaman siswa pada pembelajaran tematik kelas ii di sd muhammadiyah danunegaran. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 6(3), 903-913. <https://doi.org/10.30738/trihayu.v6i3.8151>
- Putri, Raesa Eldia. & Zuryanty. (2020). Peningkatan Hasil Belajar Siswa Sekolah Dasar dalam Pembelajaran Tematik Terpadu Menggunakan Model Problem Based Learning. *Journal of Basic Education Studies*, 3(2), 54-62. <https://ejurnalunsam.id/index.php/jbes/article/view/2671>
- Rismawati, Dyan. (2016). Peningkatan Kemampuan Membaca Pemahaman melalui Akomodasi pada Anak Berkesulitan Belajar Membaca di Kelas III SD N Bangunrejo 2. *Skripsi*, tidak diterbitkan. Yogyakarta: UNY.
- Saktimulya, S.R, dkk. (2019). Implementasi Metode Sariswara Karya Ki Hadjar Dewantara pada Sekolah Dasar di Kecamatan Mergangsang Yogyakarta. *Jurnal Bakti Budaya*, 2(1), 3-12. <https://doi.org/10.22146/bb.45026>
- Salsabila, H., Raspati, M. I., Annisa, F. Y., Andini, D. W., & Praheto, B. E. (2021). Metode Sariswara Sebagai Akomodasi Keberagaman Siswa di Kelas Inklusif. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 7(2). <https://doi.org/10.30738/trihayu.v7i2.9166>
- Salamanca. (1994). the Salamanca Statement Framework. Policy, June 7–10. <https://doi.org/ED-94/WS/18>
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sunanto, J. (2016). Pendidikan Inklusif. *EduHumaniora: Jurnal Pendidikan Dasar Kampus Cibiru*, 2(1), 1–6. <https://doi.org/10.17509/eh.v2i1.2755>
- Tomlinson, C. A. (2000). Differentiated instruction: Can it work? *The Education Digest*, 65(5), 25.
- Utaminingsih, R., & Rahayu, A. (2017). Profil pembelajaran ipa di sekolah dasar taman muda se kota Yogyakarta. *Sosiohumaniora* 3(1), 89–97. file:///C:/Users/ASUS/Downloads/annis,+Journal+manager,+Format_Jurnal-Sosio--89-97+fix.pdf
- Widiyanto, I. Putu, and Wahyuni, Endah Tri. (2020). Implementasi Perencanaan Pembelajaran. *Satya Sastraharing: Jurnal Manajemen*, 4(2), 16-35. <https://doi.org/10.33363/satya-sastraharing.v4i2.607>
- Zainiyati, H. S. (2014). Pendidikan Multikultural: Upaya Membangun Keberagaman Inklusif di Sekolah. *Islamica: Jurnal Studi Keislaman*, 1(2), 135. <https://doi.org/10.15642/islamica.2007.1.2.135-145>