

THE LEARNING EXPERIENCE OF CHILDREN WITH CEREBRAL PALSY IN ELEMENTARY SCHOOL: A CASE STUDY

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Abstract

This study aims to understand the learning experiences and barriers faced by students with cerebral palsy in elementary school. This study employs a qualitative approach using a case study design. Data collection in this study was conducted through observation and interviews. The results of this study indicate that students with cerebral palsy can learn in regular classrooms. The barriers experienced by students with cerebral palsy include weak motor skills, physical fatigue, communication difficulties, teacher readiness, and school accessibility. The findings of this study suggest the need to improve teacher competencies and school accessibility so that services for students with cerebral palsy can be provided optimally.

Article History

Submitted: November 28, 2025

Accepted: May 13, 2026

Published: August 31, 2026

Keywords: *cerebral palsy, disability, elementary school*

A. INTRODUCTION

All citizens of Indonesia possess an inherent and unequivocal right to access a proper and equitable education, which is explicitly enshrined in the Basic Law of 1945, specifically articulated in Article 31, Paragraph 1, which emphatically states that every citizen, without exception, is entitled to the benefits of education (Republik Indonesia, 1945). This legal provision unequivocally demonstrates that the state, acting as the primary guarantor, is committed to ensuring the establishment and organization of high-quality educational opportunities that are accessible to each and every citizen, thereby fulfilling its responsibility towards the enhancement of human capital within the nation.

Furthermore, it is imperative to underscore that citizens who are living with disabilities are equally entitled to receive an education that meets the standards of decency and quality. In this context, Law No. 20 of 2003, which pertains to the National Education System (Sisdi), delineates in Article 5, Paragraph 2, that individuals who experience physical, emotional, mental, intellectual, and/or social disorders have a legitimate right to access special education services tailored to their unique needs and circumstances (Republik Indonesia, 2003). Additionally, Law No. 8 of 2016, which addresses the rights of Persons with Disabilities, categorically asserts in Article 10 that individuals with disabilities are entitled to receive a high-quality education across all types and levels of educational institutions, inclusive of both general and specialized settings, thereby promoting an inclusive educational framework (Republik Indonesia, 2016).

Inclusive education represents a concerted effort to ensure that quality educational experiences are made available to individuals with disabilities, thereby fostering an environment that is conducive to learning for all. The Regulation of the Minister of National Education Number 70 of 2009

articulates that any learner who possesses physical, emotional, mental, social, or potential intelligence, along with special aptitudes, is entitled to pursue education in an inclusive manner, within a specific educational institution that aligns with their individual needs and capabilities (Mendiknas, 2009). Moreover, the recent Permendikbudristek No. 48 of 2023 further underscores the role of Local Government in facilitating and guaranteeing the provision of Adequate Accommodation for Students with Disabilities within educational institutions that are organized by the Local Government, thereby ensuring that such accommodations are in accordance with its jurisdictional authority (Mendikbudristek, 2023). Collectively, these regulatory frameworks illustrate the unwavering commitment of the state to provide comprehensive educational opportunities for all citizens, regardless of their individual circumstances.

Cerebral palsy, which is recognized as one of the more prevalent types of disabilities, presents significant challenges for those affected (Berker et al., 2010). The incidence of cerebral palsy is recorded at approximately one to two cases per one thousand live births, which illustrates the relative frequency of this condition within the population. Cerebral palsy is categorized as a disorder of the central nervous system that results in permanent movement disorders that manifest early in a child's developmental trajectory. The etiology of cerebral palsy is primarily associated with damage that occurs within the child's brain, which can have profound implications for their overall development and quality of life. Specifically, cerebral palsy can be classified as a neuromuscular disorder that is the result of developmental disruptions or partial brain damage that is intricately linked to the regulation and control of motor functions (Somantri, 2012).

It is crucial to recognize that the brain damage experienced by children diagnosed with cerebral palsy can transpire either during the process of birth or in the postnatal period. The etiological factors contributing to brain damage in individuals with cerebral palsy are multifaceted and may include genetic disorders, maternal or neonatal infections, fetal strokes, cerebral hemorrhages, and instances of hypoxia, which result in insufficient oxygen supply to the brain. Children diagnosed with cerebral palsy may encounter a range of impairments affecting their motor skills, cognitive abilities, social-emotional functioning, visual and auditory processing, kinesthetic responses, and even gustatory sensations (Tjasmini, 2016). The clinical manifestations of cerebral palsy are characterized by a diverse array of movement disorders, varying degrees of functional capabilities and limitations, as well as differing body parts that may be affected by the condition (Graham et al., 2016).

The presence of cerebral palsy can significantly impact the educational experiences and overall lives of affected students within the school environment. Within the educational context, students living with cerebral palsy face a multitude of challenges that may encompass physical barriers, academic hurdles, and social-emotional difficulties. This particular study was designed as an in-depth analysis aimed at exploring the specific conditions and circumstances of students with cerebral palsy who are enrolled in primary schools. The study adopts a case study approach to gain comprehensive insights into the experiences of students with cerebral palsy in primary

educational settings. The overarching objective of this research endeavor is to meticulously describe the learning experiences encountered by students with cerebral palsy while simultaneously identifying the various obstacles and challenges they face throughout the learning process.

B. RESEARCH METHODOLOGY

The research endeavor at hand employs a qualitative methodological framework, specifically utilizing a case study design, which is particularly appropriate given that the primary focus of the investigation is to meticulously explore a singular case in considerable depth and detail. Qualitative research serves the vital purpose of investigating and comprehending the complexities of various societal groups, as well as addressing pertinent social issues and challenges that arise within those contexts, as noted by Creswell in the year 2012. The rationale for opting for a qualitative approach was predicated on the understanding that the study was concentrated on the authentic experiences and prevailing conditions of students who are affected by cerebral palsy within the elementary school environment. The researchers are keenly interested in thoroughly examining the shared experiences of these students, thereby seeking to gain an in-depth understanding of their unique perspectives and challenges. Case studies are particularly effective as they involve a comprehensive examination of a specific case by meticulously gathering detailed information over a predetermined period, which allows for a rich and nuanced understanding of the subject matter.

The research was carried out within the confines of a public primary educational institution situated in the Wonogiri district, an area known to accommodate students diagnosed with cerebral palsy. The process of selecting participants for this study was executed through purposive sampling, a method that entails the intentional selection of subjects based on specific criteria and considerations, as elucidated by Sugiyono in 2013. The subjects chosen for this investigation included a student diagnosed with cerebral palsy, the classroom teacher responsible for their education, the student's peers, and the parents of the student in question. This careful and deliberate selection of subjects was made with the understanding that those chosen would be directly relevant and tangentially connected to the experiences and challenges faced by students with cerebral palsy in an educational setting.

In order to acquire the necessary research data, the researchers physically visited the site where the study was conducted, thereby ensuring that they could collect data directly from the field. The data collected through qualitative research endeavors is intended to provide a descriptive account of the prevailing circumstances observed in the field, as emphasized by Soeherman in the year 2019. The methods employed for data collection in the context of this study included both observational techniques and structured interviews. Observation involved a systematic examination of the study participant, as well as a careful observation of the surrounding environment, in accordance with the methodological guidelines set forth by Kuswarno in 2009. During this observational phase, the researchers focused on observing the behaviors, learning activities, and social interactions of students diagnosed with cerebral palsy. In addition to observational methods, interviews were conducted

utilizing a prepared set of interview guidelines or through direct question-and-answer interactions, as described by Afifuddin and Saebani in 2009. The researchers engaged in interviews with the classroom teacher, the student's peers, and the parents to gather comprehensive information regarding the nature of the support provided to the student.

Upon the completion of data collection, the subsequent phase of the research process involved the analysis of the data that had been gathered throughout the study. The approach to data analysis in this investigation encompassed several critical steps, including data reduction, the presentation of data, and the formulation of conclusions. It is imperative that there be a robust assurance that the findings derived from the research, as well as their interpretations, are both valid and reliable, as highlighted by Raco in 2010. The researchers undertook a thorough verification process to ensure the integrity of the data collected throughout the study. Following the verification process, the data was systematically categorized according to its inherent meaning and relevance. The subsequent step involved synthesizing the information in a coherent format. Finally, the researchers proceeded to draw conclusions based on the results obtained from the conducted research, with the findings and conclusions illuminating the learning experiences of students with cerebral palsy, as well as identifying the barriers encountered within the educational process.

C. RESULTS AND DISCUSSION

Research Findings

Learning Experience

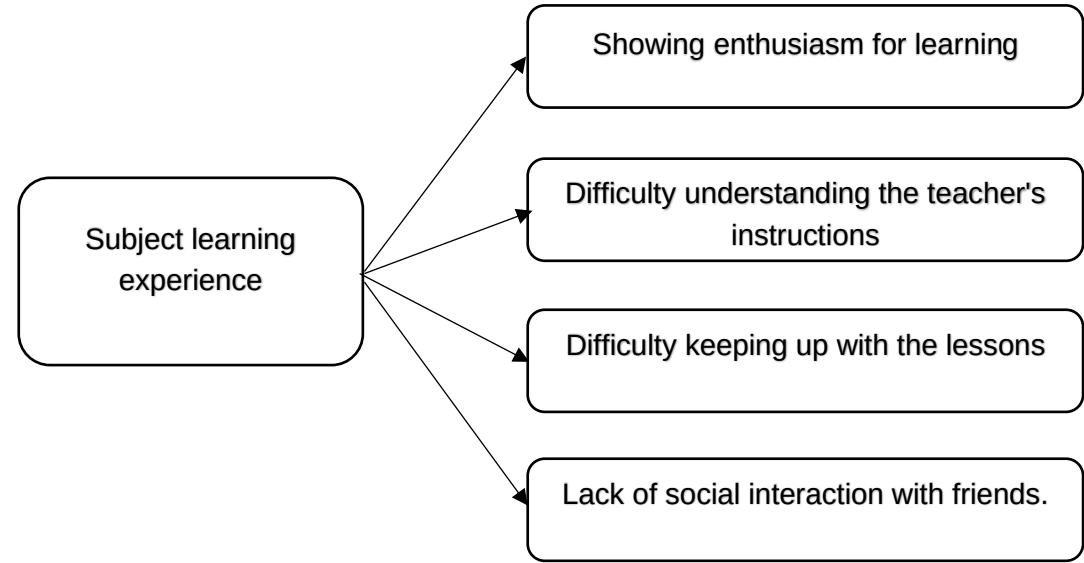
The individual who is the focal point of this comprehensive research study, referred to by the initials AD for confidentiality purposes, was just 12 years of age at the time the investigation was conducted. AD is characterized as a person living with cerebral palsy, a neurological disorder that significantly affects motor function and coordination. The manifestations of cerebral palsy observed in AD include, but are not limited to, muscle stiffness, involuntary trembling in various parts of the body, challenges associated with mobility, a pronounced imbalance in body posture, atypical physical positioning, and impediments in verbal communication. These various symptoms collectively contribute to substantial difficulties that hinder AD's ability to perform routine daily activities that many may take for granted.

In terms of familial structure, AD is the sole offspring of his parents, and the family resides in a rural area characterized as lower-middle class, which adds another layer of complexity to their living conditions. Both of AD's parents possess a profound understanding of the unique challenges and circumstances faced by their child, as they themselves are also affected by the same disability that AD experiences. This shared condition creates a familial context in which both parents are engaged in labor-intensive occupations as farmers, a profession that likely demands significant physical exertion and resilience.

AD's educational experience positions him among his peers in the 6th grade of elementary school, and it is noteworthy that he attended the same educational institution from the first grade through to the sixth grade, thereby

establishing a continuity of educational experience over several formative years. In order to gather meaningful insights into AD's learning journey within the school environment, researchers undertook a methodical approach to collect data directly related to AD's experiences in an academic setting. The data accumulated regarding AD's learning experiences serves to provide a comprehensive overview of the various learning activities and interactions that take place within the school context. In this regard, the following section will present a detailed chart that encapsulates and visually represents the learning experiences of the subject, AD, during his time in school, thereby offering valuable data for analysis and interpretation.

Figure 1. The subject's learning experience.



AD exhibits a notable enthusiasm and eagerness towards the acquisition of knowledge and learning new concepts within the educational environment. Each day, following the conclusion of the school day, AD is transported home by his uncle who utilizes a motorcycle for this purpose, ensuring that AD can reach home safely and efficiently. AD diligently attends school on a daily basis, with the only exceptions being instances of illness or when there are pressing family obligations that necessitate his absence. Throughout the entirety of the school day, AD is fully engaged and immersed in his learning activities until the official school hours come to an end. As the learning experience unfolds and progresses through the curriculum, it is observed that AD seldom permits himself to leave the classroom prematurely or exit during scheduled class times. AD is committed to following along with all subjects that are presented in the classroom setting, including the subjects that fall under the category of Athletic Physical Education and Health (PJOK), despite encountering noticeable challenges when it comes to executing certain athletic movements that are required in those particular lessons.

When it comes to interpreting and comprehending the instructions provided by the teacher, which are delivered both verbally and through visual means, AD often finds himself feeling somewhat overwhelmed and

suppressed, as he struggles to process the information effectively. In response to this difficulty, the teacher frequently finds it necessary to reiterate the explanations that have been given to ensure that AD fully grasps the material being taught. During interactions with the teacher, AD appears to exhibit a lack of fluency in his verbal communication, which further complicates the situation, as the teacher also encounters challenges in understanding the nuances of AD's speech. This communication barrier can potentially lead to misunderstandings and misinterpretations between AD and the educators responsible for his instruction.

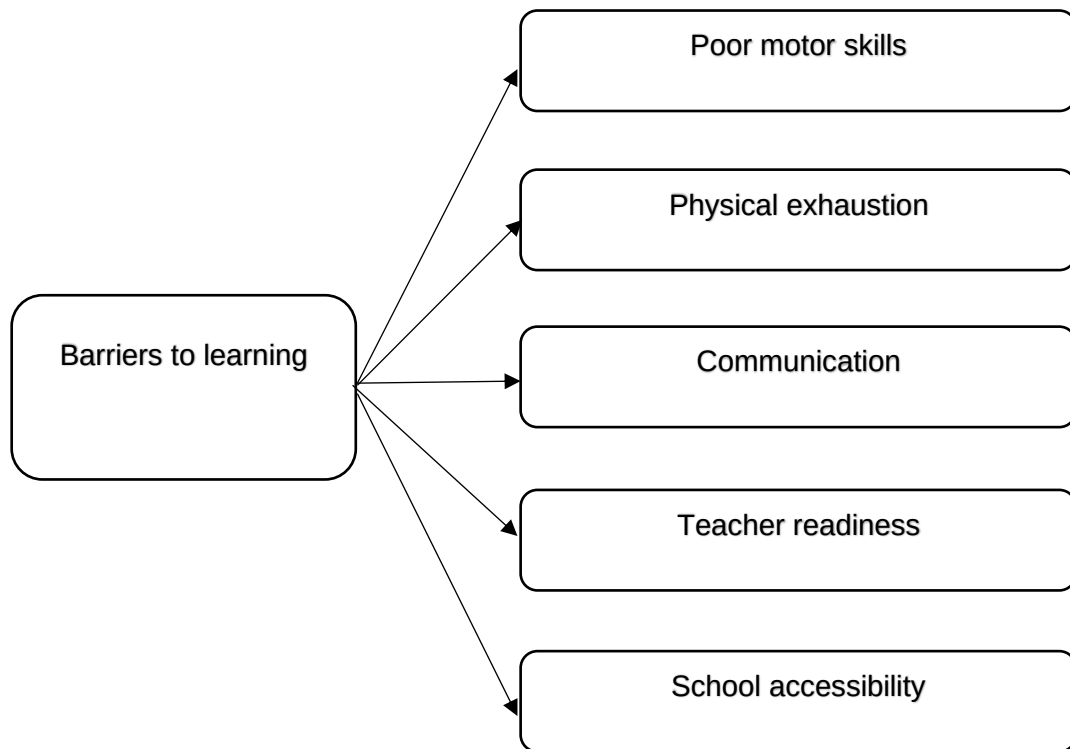
AD's challenges in keeping pace with the learning activities in the school environment can be primarily attributed to the effects of cerebral palsy, a condition that he has been diagnosed with, which significantly impairs his motor functions. This condition manifests in various ways, including impaired motor movements, a tendency toward rapid fatigue, and difficulties with speech clarity, all of which contribute to the obstacles that AD faces in his academic endeavors. When observing AD's physical demeanor, it is apparent that his hands exhibit stiffness when he is attempting to hold writing instruments or stationery, which in turn complicates his ability to write down information in his notebooks. Additionally, AD faces challenges when it comes to reading tasks, as he is able to keep up with the learning material, but tends to work at a slower pace when completing assignments or tasks. The physical constraints imposed by his condition also hinder his participation in PJOK lessons, where he struggles significantly with walking, making it arduous for him to navigate from one location to another within the school premises.

Moreover, AD experiences substantial difficulties in social interactions with his peers, which unfortunately results in a lack of close friendships and meaningful connections with other students. This social dynamic is exacerbated by the fact that the other students often engage with AD only on a superficial level, leading to a scenario where they may be reluctant to spend extended periods of time playing or interacting with him, as they perceive it to be challenging to include AD in their games or activities. During recess periods, AD can often be seen in a more isolated state, away from the larger groups of students who are engaging with one another. Notwithstanding these social challenges, it is important to note that there are instances where some of AD's peers demonstrate a willingness to assist him when he is facing difficulties, highlighting moments of kindness and camaraderie amidst the overarching challenges he faces.

Obstacles in the Learning Process

AD encounters a variety of obstacles and challenges that significantly impede his learning process while he is in the school environment. These barriers can be categorized as arising from both internal factors, stemming from AD's own physical and communicative limitations, and external factors that may influence his educational experience. Through a combination of interviews and direct observations conducted by researchers, several of the specific barriers that AD confronts during his time in school have been meticulously identified and documented.

Figure 2. Obstacles in the learning process.



The condition of cerebral palsy that is currently being experienced by the individual referred to as AD results in a significant degree of weakness in his motor movements, which directly impairs his ability to engage in various physical activities effectively. This pronounced motor weakness that AD is facing not only affects the overall functionality of his body but also poses a considerable challenge to his daily life and interactions. Furthermore, AD struggles with the coordination of his movements, particularly when attempting to control his own body, which is often referred to as his “autos.” The nature of his body movements tends to appear quite stiff and rigid, which is a common manifestation of the motor impairments associated with cerebral palsy.

Additionally, the condition of cerebral palsy that AD endures significantly inhibits his ability to perform various activities within the educational context of school, thereby impacting his overall academic experience. The various motor barriers that AD encounters as a result of his condition inevitably have a detrimental effect on his level of participation and engagement in learning activities within the school environment. This unfortunate situation has led to significant difficulties for AD when attempting to perform fundamental tasks such as walking, writing, reading, drawing, coloring, and even cutting with scissors, all of which are essential skills for a student at his academic level.

Moreover, the fatigue that AD experiences while engaging in physical activities serves as a considerable obstacle for him when he is participating in school-related activities and events. Observers frequently note that AD

appears to be breathing with short, gasping breaths when he is engaged in physically strenuous activities, highlighting the challenges he faces. As the learning sessions progress, it becomes increasingly apparent that AD tends to experience rapid fatigue, which can hinder his overall performance and participation in class. When AD is fatigued, he often exhibits a tendency to retreat into silence, which may be a coping mechanism in response to his overwhelming physical limits. Additionally, maintaining an appropriate posture becomes particularly challenging for AD during periods of fatigue, further complicating his ability to participate fully and effectively in school activities.

In addition to the physical challenges, AD also faces significant speech disorders that adversely affect his ability to study and communicate effectively with his peers and educators in the school setting. Several of his verbal remarks are often perceived as unclear by others, which can lead to misunderstandings and inhibit effective communication with those around him. This communication barrier directly impacts AD's ability to interact with both his teachers and classmates, making it increasingly difficult for him to express his thoughts and needs within the educational environment. The speech disorders that AD experiences manifest prominently when he attempts to communicate, further complicating his social interactions and academic engagements with other individuals in the school context.

Unfortunately, not all of the educators within AD's school are adequately prepared or equipped to address the unique needs of students who have been diagnosed with cerebral palsy. It is worth noting that AD is expected to perform the same learning activities as his peers, despite the significant challenges posed by his condition. Regrettably, there have been no adaptations or modifications made to the curriculum by educators to accommodate the specific needs of AD, which could have potentially facilitated his learning experience. Moreover, many teachers express a lack of understanding regarding effective strategies to employ when working with students who have special needs, leading to a further sense of frustration and isolation for AD.

AD is placed in the same classroom environment as the other students, despite the evident disparities in his physical capabilities. The educational institution itself does not provide adequate accessibility features that would support AD in navigating the school environment more effectively. There are no designated special facilities or resources that have been specifically created to assist AD at his school, resulting in significant barriers that hinder his learning experience and overall academic progress. Consequently, the absence of necessary aids that could facilitate AD's ability to keep pace with classroom learning creates a challenging atmosphere for him. Additionally, the stiffness in AD's leg muscles, a common symptom associated with his condition, results in considerable difficulty when he attempts to walk within the school premises, particularly when it comes to climbing and descending stairs safely. Regrettably, the school has not made provisions for special aids that would assist AD in walking, leaving him to navigate these challenges without the necessary support.

Discussion

The outcomes derived from the comprehensive investigation undertaken in this particular study unequivocally indicate that individuals diagnosed with cerebral palsy, such as the subject referred to as AD, can indeed experience a continuation of their educational journey during their formative years in elementary school, with this phenomenon persisting even until the conclusion of the sixth grade. Notably, AD has managed to maintain enrollment and participation in the academic environment despite grappling with the significant physical challenges associated with cerebral palsy. Furthermore, this study has elucidated several pertinent aspects relating to the educational experiences encountered by AD while navigating the primary school curriculum.

It is also of utmost importance to highlight that both of AD's progenitors are similarly afflicted with cerebral palsy, thereby creating a familial context where disability is a shared experience. Despite facing their own physical limitations, both of AD's parents demonstrate remarkable resilience and commitment by engaging in work on a daily basis. These parents are acutely aware of the various challenges and circumstances that their child faces in the educational sphere. The support provided by the family unit has been shown to have a significant impact on the self-acceptance and overall psychological well-being of individuals living with cerebral palsy, as noted in the research conducted by Listiani and Savira in 2015. This insight reveals that AD has cultivated a degree of acceptance regarding the condition of cerebral palsy that he is currently experiencing.

In light of these findings, it becomes evident that AD remains fervently motivated to pursue his education in a school setting, despite the multitude of limitations imposed by his condition of cerebral palsy. The findings of this study clearly highlight that AD possesses unique educational needs that must be addressed in order to facilitate his learning process. It is crucial to recognize that children diagnosed with cerebral palsy frequently encounter a heightened risk of developing various learning disabilities, as discussed in the work of Freeman Miller and Steven J. Bachrach in 1997. Moreover, the diverse learning requirements of individuals with cerebral palsy must be acknowledged and accommodated to ensure that they can effectively develop their abilities and work towards overcoming the limitations imposed by their disabilities, as articulated by Sharma et al. in 2014.

The role of educators is fundamentally critical in fostering an environment that keeps students with cerebral palsy, such as AD, engaged and enthusiastic about their learning experiences. However, it has been observed that the teachers assigned to AD often lack the necessary preparedness and training to effectively manage and support students with disabilities in their classrooms. Alarming, there appears to be an absence of appropriate adaptations within the learning curriculum to cater to the specific needs of these students. Consequently, AD is required to participate in the same educational activities as his peers, without any modifications that would better suit his learning capabilities. Furthermore, it is evident that the teachers at the institution lack the requisite competence to adequately address the diverse needs of students with disabilities, including those of individuals with cerebral palsy. Ideally, educators should possess specialized skills and knowledge to

effectively support students who are living with disabilities. Additional research conducted by Wulandari and Hendriani in 2021 indicates that a deficit in teacher competence is often correlated with the ability to accurately identify the needs of students and effectively evaluate their learning progress. Therefore, it is imperative that teachers undergo specialized training focused on accommodating and managing the learning experiences of students with disabilities, including those diagnosed with cerebral palsy.

Moreover, the educational institutions where AD has received his instruction have not provided specialized accompanying teachers, whose role is vital in assisting students with unique learning needs. In reality, the presence of specialized companion teachers is essential as they play a crucial role in supporting classroom teachers by offering individualized interventions tailored to the specific needs of students with disabilities. A companion teacher has the ability to educate a child on how to engage actively in basic activities, ultimately fostering the development of skills that will enable the child to live more independently and proficiently, as noted in the research conducted by WD et al. In order to optimize the educational outcomes for students with disabilities, teachers must be equipped with the skills necessary to implement individualized learning approaches and differentiation strategies, as well as to prepare learning materials that are specifically adapted to the individual needs of each student, as highlighted in the work of Weiss et al. in 2018. The involvement of specialized companion teachers can significantly aid classroom teachers in devising effective learning strategies that cater to students with disabilities.

Nevertheless, it is crucial to acknowledge that AD faces a myriad of barriers throughout his educational journey. The findings of this study reveal that the obstacles encountered by AD are intricately linked to various factors, including motor weakness, physical fatigue, communication difficulties, teacher preparedness, and the overall accessibility of the school environment.

AD experiences considerable limitations as a result of his compromised motor skills, which consequently leads to a multitude of challenges in his daily activities. These challenges manifest themselves in various forms, such as difficulties in walking, writing, reading, drawing, coloring, and performing tasks that require clipping. These impediments arise from the underlying abnormalities that characterize motor skills in individuals diagnosed with cerebral palsy. It is important to note that the motor abnormalities experienced by individuals with cerebral palsy are typically permanent and do not exhibit progressive improvement, as stated by Frauprades in 2021. Additionally, AD is prone to rapid onset of physical fatigue when engaged in classroom learning activities, further complicating his educational experience.

Teachers operating within educational institutions that cater to students with disabilities, commonly referred to as AD schools, frequently lack the necessary specialized competencies that are essential for effectively addressing the unique needs of individuals with disabilities, which notably includes those diagnosed with cerebral palsy. The absence of designated companion teachers contributes to significant challenges that classroom teachers encounter when attempting to manage the needs of AD students within the educational environment. Furthermore, it is evident that educators

are often ill-prepared to simultaneously instruct both regular students and those with disabilities, resulting in further complications in the learning experience. The deficiency in teacher competence is intricately linked to their inability to accurately identify the diverse needs of their students, as well as the challenges they face in evaluating the learning processes of these students, as highlighted by the research conducted by Wulandari and Hendriani in 2021. Additionally, various studies have corroborated the notion that educators struggle significantly when tasked with the responsibility of teaching students with disabilities in inclusive classroom settings. It has been observed that teachers often deliver instruction without adhering to the established curriculum program, as noted by Maghfiroh et al. in 2022, which further exacerbates the situation. Moreover, there exists a critical lack of specific curriculum adaptations designed to accommodate the learning requirements of AD students, thereby complicating their educational experiences. As a consequence, the activities that are implemented for AD students are typically identical to those designed for their regular peers, thereby creating additional challenges during the learning process.

The educational institution that accommodates AD students does not possess adequate accessibility features tailored for individuals with disabilities, which presents a significant barrier to their participation in various activities. This lack of accessibility serves as a substantial impediment for AD students as they navigate their way from one location to another within the confines of the school premises. Research conducted by Handoyo et al. in 2020 emphasizes that the availability of appropriate accessibility measures is crucial, as it has a profound impact on the engagement and behavior of children diagnosed with cerebral palsy. The persistent inadequacy of accessibility options for AD students can be attributed to the insufficient facilities provided by schools that cater to the needs of individuals with disabilities. Consequently, the combination of these factors not only hinders the educational experience of AD students but also fosters an environment that is less conducive to their overall development and learning outcomes.

D. CONCLUSION

This scholarly investigation emphatically illustrates that the individual identified as AD demonstrates a remarkable willingness to engage in and attend educational institutions despite enduring the challenges associated with his condition, which is characterized as cerebral palsy. In an admirable display of determination and resilience, AD participates in academic classes alongside his peers who are classified as regular students, thereby fostering an inclusive educational environment. The various obstacles encountered by AD are predominantly associated with his compromised motor skills, pervasive physical fatigue, difficulties in communication, the preparedness of educators to accommodate diverse learning needs, and the overall accessibility of school facilities. Notwithstanding these significant challenges, AD persistently engages in the same educational activities as his classmates, reflecting a commendable commitment to his academic pursuits. It is essential to recognize the pressing need for enhancements in teacher competence, as well as improvements in school accessibility, to ensure that educational

services provided to students with cerebral palsy can be delivered in an optimal manner, thereby facilitating their full participation in the learning process. This study underscores the critical importance of creating an inclusive educational framework that not only acknowledges but actively addresses the unique needs of students like AD, thereby promoting equitable access to education for all. Ultimately, the findings of this research call for a concerted effort to implement targeted strategies aimed at fostering an environment conducive to the success of students with disabilities, thereby enhancing their overall educational experience.

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