

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter researchers discuss the conclusions of this study. Chapter v includes conclusions and suggestions for principals and teachers and others researchers

#### **A. Conclusions**

That in this study there are the following conclusions :

1. SDN Betet 1 implements inclusive learning for children with special needs (ABK) in a manner that is nearly identical to that of general learning. The Special Guidance Teacher is the educator responsible for instructing inclusive kids (GPK). Teaching inclusion pupils and creating PPI is the responsibility of the GPK. An individual implementation program is one that GPK creates by lowering KD and modifying it to fit the needs of every child. There are three types of activities in PPI: core, closure, and introduction activities. Activities have been completed by special mentor teachers in a way that makes sense and adheres to the laws of learning. GPK will adapt instruction to the child's mood in order to provide inclusive learning that is child-centered.
2. The following are some of the challenges encountered while integrating learning for kids with disabilities in inclusive schools some parents were not supportive of their children's hobbies and talents, and their emotional state., Second, the state of special needs children's emotions.

#### **B. Suggestions**

Based on the research problems and the results of the research data above. Researchers will provide some suggestions. Hopefully these suggestions can be useful for school principals, teachers and further researchers.

### 1. For the School Principal

It is suggested that school administrators provide greater training to teachers about how to work with students who have disabilities so that the calibre of teachers' human resources (HR) in inclusive classrooms can be more thoroughly assessed. In order to organize inclusive understanding in the school and community environment, the principal of the school is required. In order to fulfill the objective of meeting a high level of need for kids with disabilities and enable the educational process to function effectively in line with SDN Betet 1 Kediri's vision and purpose.

### 2. For GPK Teachers

To overcome challenges in the inclusive classroom, it is advised that educators comprehend the variety of traits shared by kids with disabilities and keep raising the caliber of human resources. Fostering positive relationships between children with disabilities and other students can be facilitated by educating regular students about the needs and circumstances of disabled children.