

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

From the previous description, the researcher can conclude:

1. The types of cooperative learning strategies used by teachers for students with disabilities are NHT (Number Head Together), Jigsaw, Round Robin, and STAD (Student Teams Achievement Divisions).
2. The challenges faced by teachers in implementing cooperative learning strategies for students with disabilities are: a) The differences between each child with special needs it means that the character of each child with a disability is different, so the teacher must adapt to the specifics that exist in them. It means that the handling between one child with special needs and another child with special needs is not the same as handling related to teaching and learning activities, and b) Children with special needs require special attention and handling, it means that teachers are required to be more active so that children with disabilities can learn optimally and involve the active role of other students.

#### **B. Suggestion**

1. Hopefully the Principal and all staff of SMAN 4 Banjarbaru will continue to be committed to facilitating children with disabilities to receive good learning management.
2. Hopefully all teachers can teach people with disabilities by adapting their characteristics or uniqueness

3. Hopefully other educational institutions will also provide opportunities/accept children with disabilities to have the same rights as other normal children.