

## School Quality Improvement: Will Parent Ever Help in Enhancing Effective Educational Inclusive Curriculum Management

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### ABSTRACT

#### HISTORY

*Received*

21 December 2021

*Revised*

21 August 2022

*Accepted*

28 December 2022

#### Keywords

*Curriculum*

*Management, Inclusive  
Education, Special Needs  
Education,*

The focus of this research is on the collaboration between teachers' roles and parental participation in creating effective learning for children with special needs through an inclusive curriculum. This study is a qualitative field research using a descriptive survey technique. Informants are comprised of school principals, teachers, and several staff members. Informant selection was done using data representatives technique. The results of the study show that (1) efforts by teachers in teaching children with special needs are carried out through understanding the needs of the child, adjusting the learning materials, creating structured lesson plans, utilizing technology, developing social and personal skills of the child, developing vocational skills, evaluating and revising the learning process, and (2) the development of the curriculum for children with special needs involves parental participation by improving communication, creating a conducive learning environment, assisting children with homework, encouraging creative learning activities, and building positive emotional relationships.



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 : <https://doi.org/10.47766/idarah.v6i2.73>

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**ABSTRAK****Kata Kunci:**

*Manajemen  
Kurikulum,  
Pendidikan  
Kebutuhan Khusus,  
Pendidikan Inklusif,  
Pengembangan  
Kurikulum,*

Fokus penelitian ini pada kolaborasi peran guru dan partisipasi orang tua dalam menciptakan efektivitas pembelajaran anak berkebutuhan khusus melalui kurikulum yang inklusif. Penelitian ini adalah penelitian lapangan berjenis kualitatif dengan teknik survey deskriptif. Informan berasal dari kepala sekolah, guru pengajar, dan beberapa orang staf. Penentuan informan menggunakan teknik keterwakilan data. Hasil penelitian menunjukkan: (1) upaya guru dalam pembelajaran Anak Berkebutuhan Khusus dilakukan dengan cara: memahami kebutuhan anak, menyesuaikan materi pembelajaran, membuat rencana pembelajaran yang terstruktur, menggunakan teknologi, mengembangkan keterampilan sosial dan kepribadian anak, mengembangkan keterampilan vokasional, mengevaluasi dan melakukan pengembangan ulang; (2) pengembangan kurikulum anak berkebutuhan khusus melibatkan partisipasi orang tua dilakukan dengan langkah peningkatan komunikasi, membuat lingkungan belajar yang kondusif, membantu anak dengan tugas-tugas rumah, mendorong kegiatan belajar yang kreatif, dan membangun hubungan emosional yang positif.

**INTRODUCTION**

The approach to curriculum development for special needs schools is crucial to comprehend, considering the disparities in conditions and requirements between children with special needs and their typically developing peers ([Malihah, 2015](#); [Pankewicz et al., 2020](#)). Education for Children with Special Needs requires a distinct and specific approach to achieve optimal learning objectives. In this context, curriculum development approach is of paramount importance to consider ([McLurkin, 2019](#)). This is because the curriculum serves as a guide for educators in providing instruction and activities for children with special needs ([Alwi, 2020](#)).

In the development of an inclusive curriculum, educators need to consider individual needs, accommodate various types of special needs, and address individual differences in learning ([Parker, 2017](#); [Rahmah et al., 2022](#)). An inclusive curriculum also needs to be tailored to the principles of specific approaches that serve as the foundation in educating children with special needs, including the principles of compassion, individual service, readiness, skill development, attitude cultivation and refinement ([David Wijaya, 2019](#); [Mitchell & Sutherland, 2020](#)). Therefore, the learning material can become relevant and beneficial for children with special needs.

A good and appropriate curriculum is one that can accommodate the needs of children and maximize the abilities and potential of learners ([Hikmawati & Hosnan, 2022](#)). In the development of curriculum for schools with special needs, the efforts of teachers and the participation of parents are also important factors ([Amka, 2021](#); [Sopandi, 2013](#)). Teachers, as educators, play a vital role in providing effective instruction that meets the needs of children ([Maag Merki et al., 2020](#)).

Additionally, parental participation in learning is essential for increasing motivation and support for children with special needs to participate in the learning process. Environmental Education in the Islamic Religious Education Curriculum includes humans as social beings, natural resources, personal hygiene, and the environment ([Chanifah et al., 2021](#); [Wakhidah & Erman, 2022](#)).

Research on learning for children with special needs can help improve our understanding of the best ways to provide education for children with special needs. Many children with special needs have been proven to have abilities and even intelligence that surpasses regular children or normal students. This is where sensitivity and creativity of teachers or assistants are needed to fulfil the needs of these children ([Ardiningsih, 2016](#); [Salabi et al., 2022](#)).

The preliminary observation results indicate that the implementation of the curriculum has not been effectively carried out due to several factors related to the implementation system and the components of the learning itself ([Ali et al., 2021](#)). However, the management is making efforts to improve the system through a series of corrective actions which will be systematically analyzed in this study. The study aims to describe the collaborative role of parents and teachers in the implementation of learning for children with special needs. It is expected that the research results will provide contributions and inputs for the development of the curriculum and learning for children with special needs in schools.

## RESEARCH METHODS

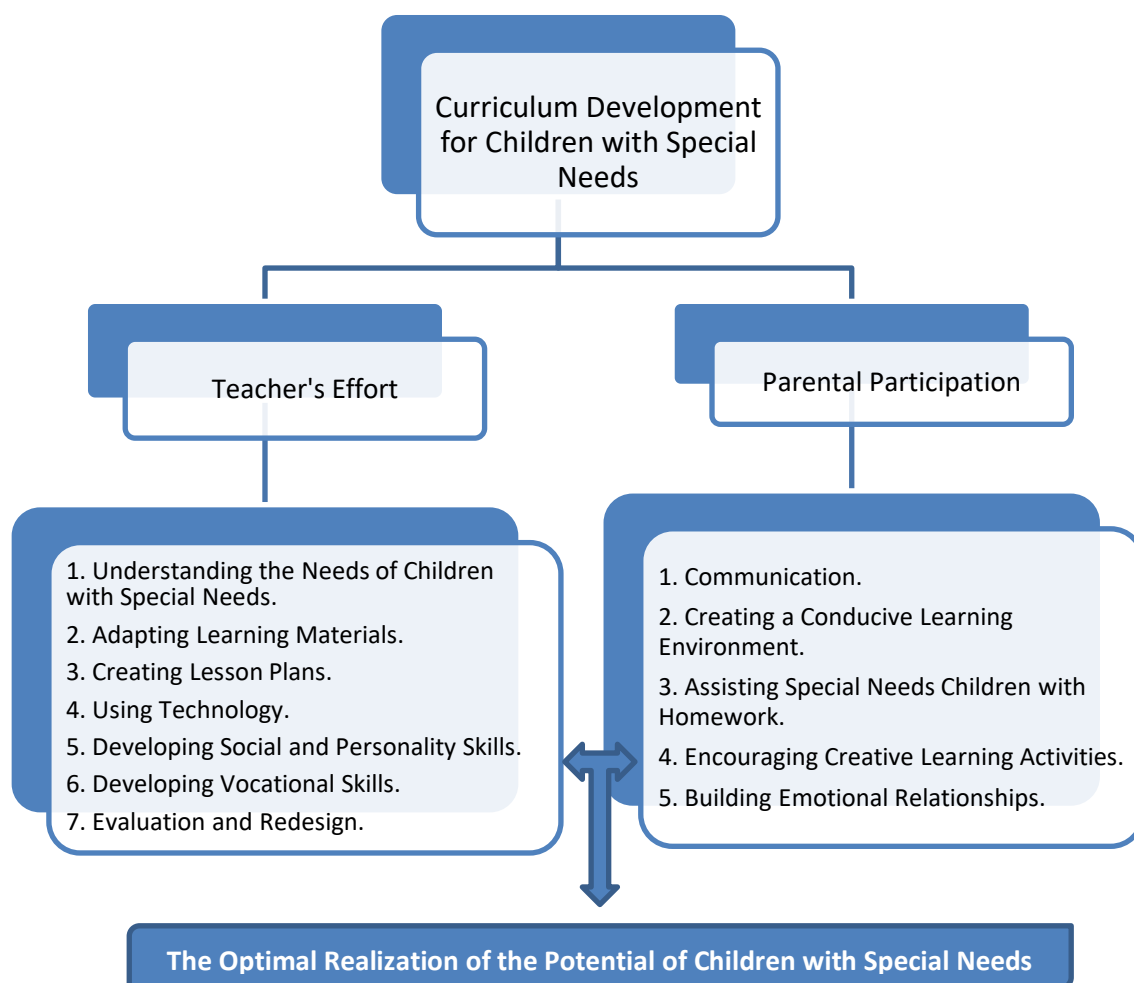
This qualitative field study aims to analyze the approach of developing a curriculum for special schools through the efforts made by teachers and parental participation in learning for children with special needs at State Special Need School (SLBN), Samarinda. The research employs a qualitative paradigm with a descriptive survey technique. Data collection techniques include semi-structured interviews, participant observation, and documentation. The informants in this study were determined using a data representation technique and consisted of seven people, including the school principal, curriculum coordinator, program coordinator, subject teachers, and several stakeholders. The data analysis technique used is triangulation ([Alwasliyah, 2017](#); [Miles, M.B, Huberman, A.M, dan Saldana, 2014](#)). This research is

expected to provide a better understanding of the inclusive curriculum development approach suitable for children with various special needs such as autism, hearing impaired, or other learning disabilities. The research results are also expected to provide insights into how teachers and parents can participate in the learning process for children with special needs.

## RESULTS AND DISCUSSION

### Conceptualization of Children with Special Needs

The results of data analysis, which were carried out by identifying, extracting, and evaluating information and findings related to the approach of developing special school curriculum from relevant studies, constructed the concept of curriculum development approach for children with special needs as follows:



Picture 1: Novelty (Development of Special Needs Children Curriculum through Efforts of Teachers and Parental Participation)

The concept of curriculum development for students with special needs through the efforts of teachers and parental participation at state special need school (SLBN), Samarinda is constructed and illustrated in Figure 1. This study provides valuable insights into curriculum development for students with special needs and emphasizes the importance of collaborative efforts between teachers and parents in this process. Figure 1 above will be further discussed with previous findings in a detailed discussion.

## **Management of Learning for Children with Special Needs**

### *Planning Learning for Children with Special Needs*

Structured and organized planning of learning for children with special needs includes learning objectives, teaching strategies, assessment, and the use of technology to help teachers teach more effectively and in line with the needs of the child. Setting clear learning objectives; learning objectives should be specific, measurable, achievable, and relevant to the child's needs ([Amka, 2021](#); [Setiawan et al., 2022](#)). When setting the learning objectives, it is necessary to consider the abilities and needs of each individual child with special needs.

Selection of appropriate learning materials is crucial; learning materials should be selected according to the level of the child's ability. The learning materials should also be adapted to the preferences and learning needs of children with special needs. Organizing the learning materials properly is necessary; after selecting the learning materials, they should be organized systematically and structured in a sequence of learning that helps the children to understand and absorb information better.

The use of appropriate learning media is also necessary; teachers need to choose suitable learning media according to the needs of the children with special needs. For instance, using pictures or videos for children with hearing or visual impairments. Using a variety of teaching methods is also essential; teachers need to use varied teaching methods to facilitate the learning styles of children with special needs. Some teaching methods that can be used are project-based learning, problem-based learning, and direct learning methods.

Determining learning evaluation strategies; teachers need to determine learning evaluation strategies that are appropriate for children with special needs. Learning evaluation should be done periodically and regularly to determine the extent to which children understand the material being taught.

### *Organizing Social and Personality Skills of Children.*

In addition to academic material, children with special needs also need to learn social skills such as communication, collaboration, empathy, act. Therefore, the curriculum needs to include the development of social and personality skills of the

child. Social skills are very important for children with special needs because they can help them interact with others, build healthy social relationships, and improve their social adaptation skills. Some social skills that need to be taught to children with special needs at state special need school (SLBN), Samarinda as below:

Table 1: Social Skill Organizing for Children

Aspect Skill	Description
Communication	Children with special needs need to learn how to communicate effectively with others. This includes skills such as listening, speaking, and understanding the body language of others.
Collaboration	Children with special needs need to learn how to collaborate with others, which includes the ability to share, work in teams, and appreciate the contributions of others.
Conflict	Children with special needs need to learn how to manage conflicts with others, which includes skills to deal with tension, solve problems, and seek fair solutions.
Empathy	Children with special needs need to learn how to show empathy towards others, which includes the ability to understand other people's feelings, show sympathy, and provide social support.
Independence	Children with special needs need to learn how to manage themselves and their emotions. These skills include the ability to control oneself, manage schedules, and handle stress.

It is crucial for teachers to teach these social skills in a structured and organized manner. One effective way is by integrating social skills learning into everyday activities, such as playing, talking, and working with others. Additionally, it is important for teachers to provide positive feedback and accommodate individual needs of children in learning social skills.

#### *Evaluation and Redevelopment*

Evaluation of the curriculum is necessary to ensure that it has been successful in helping students with special needs achieve their learning goals. Subsequently, a redevelopment process should take place based on the evaluation results. The stages of learning evaluation for students with special needs that are carried out by schools include:

Table 2: School System Evaluation

Stage	Description
Goal Identification	The focus is on the learning objectives to be achieved through the designed curriculum. Learning objectives should be specific, measurable, and relevant to the needs of children with special needs.
Selection of evaluation methods	In selecting an appropriate evaluation method to measure the achievement of these goals, various methods can be utilized, such as tests, observations, portfolio assessments, and interviews. It is important to carefully consider the strengths and limitations of each method to ensure that the evaluation is accurate and comprehensive.
Implementation	The implementation stage involves the actual delivery of the curriculum in the learning process. It is essential to ensure that the curriculum is implemented effectively and in accordance with the predetermined learning objectives.
Data Collecting	This evaluation data can provide an overview of how successful the curriculum has been in helping children with special needs achieve learning objectives.
Evaluation Data Analysis	Data analysis is essential at this stage to evaluate the extent to which the curriculum has successfully achieved the established learning objectives.
Action	The subsequent action may involve adjusting the learning materials, teaching methods, or providing additional resources as needed.

By continuously conducting evaluations, the curriculum can be improved and tailored to the needs of children with special needs, thus enabling them to achieve their full potential in learning.

#### *The Learning Enhancement Strategy*

Optimizing Technology in Inclusive Curriculum Development. The utilization of technology in learning can indeed assist children with special needs to engage in more interactive and compelling ways ([Wardhani et al., 2020](#); [Zahwa & Syafi'i, 2022](#)). The optimization of technology in learning provides several benefits to both teachers and students, such as facilitating accessibility and enabling children with special needs to access information more easily and quickly. Various technologies, such as

tablets, laptops, and online educational applications, allow for easier access and help children with special needs to participate in the learning process.

Given the demand for interactive learning experiences, teachers with a Bachelor's degree in education are expected to provide more interactive learning experiences. Technology can provide such interactive experiences through multimedia tools, including videos, audios, and images. Interactive learning experiences can aid children with special needs in better comprehending the material and improving their learning motivation.

In contemporary learning situations, teachers can facilitate self-directed learning. Technology can aid children with special needs in learning independently through the utilization of educational applications and online learning content. Thus, children with special needs can learn independently and develop self-directed learning skills.

As part of the learning evaluation process, teachers can provide instant feedback. Technology can also provide instant feedback to children with special needs. For instance, by using applications that provide practice questions and show correct answers instantly, children with special needs can correct their mistakes more quickly and improve their learning abilities.

The development of increasingly advanced technology can be optimized through accommodating individual needs. Technology can be utilized to adjust learning to the needs of children with special needs. When using technology, features can be provided that allow for customization based on each child's needs. The use of technology in learning for children with special needs does provide several benefits. However, it is essential for teachers and parents to ensure that the technology used is suitable for the child's needs and does not have negative effects on their development.

### **Teachers Efforts in Learning for Children with Special Needs**

The development of an inclusive and appropriate curriculum for children with special needs is a complex process that requires a holistic approach and involvement of various stakeholders, such as teachers, parents, and relevant experts. Several factors need to be considered in the development of an inclusive and appropriate curriculum for children with special needs, including understanding the needs of the children; adapting learning materials; creating a structured lesson plan; utilizing technology; developing social and personal skills of the children; and conducting evaluation and continuous improvement.

The first step in developing an inclusive and appropriate curriculum for children with special needs is to understand their needs. Teachers need to have a good understanding of the child's physical, emotional, and academic needs ([Widiastuti, 2020](#)). This can be done through observation, interviews, and comprehensive



assessment of special needs. Technically, the aspects to be considered in understanding the needs of children with special needs consist of physical needs, emotional needs, and academic needs.

For physical needs, teachers need to consider the child's physical needs, such as movement, vision, hearing, and motor skills ([Mais, 2016](#)). They need to adapt the learning environment and equipment used to meet the child's physical needs. For emotional needs, every child with special needs has different emotional needs. Teachers need to understand the child's emotional needs and develop strategies to help the child manage their emotions, such as building empathetic relationships, providing support, and developing social skills. For academic needs, teachers need to consider the child's academic needs and provide appropriate learning strategies. They need to adjust the teaching methods and learning resources used to meet the child's needs. In understanding the needs of children with special needs, teachers need to collaborate with parents and other relevant parties, such as therapists, psychologists, and other educators ([Baglieri & Shapiro, 2017](#); [Putri, 2022](#)).

Secondly, the suitability of learning materials; after understanding the needs of the child, the teacher needs to adjust the learning materials to be relevant to the child's abilities and learning style. This can be done by combining various learning methods and strategies, as well as providing varied learning resources. Some ways to adjust learning materials to meet the needs of children with special needs are by creating teaching materials that are suitable for the child's ability level. The teacher needs to ensure that the learning materials are adjusted to the child's abilities by creating teaching materials that are tailored to the child's ability level ([Reupert, 2019](#); [Sukadari, 2020](#)).

To cater to the needs of students with special needs, teachers should use appropriate teaching media, such as pictures or videos, for those with hearing or visual impairments. Additionally, teachers should employ varied teaching methods, such as project-based, problem-based, and direct learning methods, to accommodate the learning styles of students with special needs.

Furthermore, teachers should provide extra support, such as tutoring or individual guidance, to students who require additional assistance in understanding the learning materials. Involving parents in the learning process can also be beneficial, as they can assist teachers in adapting learning materials to meet their child's needs. This can result in effective communication and collaboration in supporting the education of students with special needs ([Sulistyo Nugroho & Minsih, 2021](#)).

When adapting learning materials for children with special needs, teachers need to consider the individual needs and characteristics of each child and ensure that the

learning materials are presented in a way that is appropriate and supportive of the child's optimal development.

#### *Developing vocational skills*

Developing vocational skills is crucial for students with special needs as it can help them build self-confidence, enhance social abilities, and improve their quality of life. To foster vocational skills for students with special needs, teachers can use an approach tailored to the needs and abilities of each individual student. One approach to developing vocational skills is through direct practice, where teachers can provide hands-on opportunities for students with special needs, such as crafting, cooking, or performing simple tasks that match their interests and abilities.

Vocational skills can also be developed through enhancing social skills. Teachers can teach social skills necessary for the workplace, such as communicating with colleagues and superiors, working collaboratively in teams, and resolving conflicts. As part of contemporary teaching methods, project-based learning can be implemented, where teachers can provide challenging projects for students with special needs to work independently or in groups to accomplish specific tasks, which can help improve their vocational skills.

In all of these efforts, it is crucial for teachers to value the uniqueness of students with special needs, consider their needs and abilities, and provide necessary support to help them succeed in developing their skills and potential, as a result of the study undertaken by Boyle and Winarno ([Boyle & Kennedy, 2019](#); [Danial et al., 2021](#); [Winarno, 2016](#)).

### **Parental Participation in Learning**

Parents play a vital role in assisting children with special needs in their learning process. The curriculum development approach for children with special needs that requires parental involvement can be implemented through the following steps: 1) communication; 2) creating a conducive learning environment, 3) assisting with homework tasks, 4) encouraging creative learning activities, 5) building positive emotional relationships.

#### *Communication with Teachers*

Parents play a crucial role in supporting their children with special needs in learning. Regular communication between parents and teachers can help parents stay informed about their child's progress in learning. Parents can ask about the learning strategies used in the classroom and how they can support their child's learning at home. Consistent communication between parents and teachers is essential to ensure that students with special needs receive consistent support in their learning.

Parents can request regular meetings with teachers to discuss their child's progress in learning and to find out the best ways to support their child at home. Parents can also share information about their child's special needs with teachers so that teachers can prepare appropriate and effective lessons. With good communication, parents and teachers can work together to help students with special needs reach their full potential in learning.

#### *Creating a Conducive Learning Environment*

Creating a conducive learning environment is crucial for the academic success of children with special needs. Parents can play a significant role in this aspect by providing a quiet and comfortable study area free from distractions and ensuring access to adequate learning resources. To this end, parents can establish an organized study space at home and minimize any noise or interruptions that might hinder their child's focus.

Additionally, parents can develop a consistent and tailored study schedule that balances their child's learning needs and capabilities. They can also assist in preparing learning materials, such as providing writing tools and notebooks, and offer guidance and support when needed. Encouragement and positive reinforcement can be equally important in motivating the child to complete tasks and achieve goals.

Beyond academic pursuits, parents can inspire their children to explore other areas of interest, such as reading books, watching educational videos, or engaging in artistic activities. By creating a nurturing and supportive learning environment at home, parents can help children with special needs achieve their full potential in their academic pursuits.

#### *Helping Children with Homework*

Parents can assist their children with homework, such as reviewing lesson materials, practicing skills taught in school, and reading together. This will help the child strengthen their understanding of the material learned. One educational activity that can be done at home is reviewing lesson materials; parents can help children with special needs by reviewing the lesson materials taught in school. In doing so, parents can help the child remember and understand the important concepts learned.

Children can also practice skills; parents can help special needs children by practicing the skills taught in school. This can be done by creating exercises or simulations to help the child strengthen their skills. In addition, reading together with the child can help improve their reading and text comprehension abilities. Parents can assist the child in selecting books that are appropriate for their interests and reading level.

When assisting children with homework, it is important for parents to pay attention to their needs and abilities. Parents can select tasks that are appropriate for the child's abilities, provide positive reinforcement, and help the child solve problems that arise during the learning process.

#### *Encouraging Creative Learning Activities*

Parents can encourage their children to engage in creative learning activities such as reading books, writing, and creating art related to their school subjects. This will help children deepen their understanding of the material and develop their creativity and critical thinking skills. To create a safe and comfortable learning environment, parents can provide support and positive feedback for their children's achievements.

Parents play an important role in creating a safe and comfortable learning environment at home, such as encouraging reading activities. Parents can encourage children with special needs to read interesting books that match their interests. Additionally, parents can help children understand the contents of the book by asking questions and discussing the story. Writing activities can also be implemented by parents by giving short writing assignments related to the subject matter, such as summarizing or creating short stories.

Art activities related to the subject matter can also be beneficial in helping children understand difficult concepts. For example, children can create drawings or dioramas that illustrate natural processes or history. When encouraging special needs children to engage in creative learning activities, parents should pay attention to their interests and abilities. Parents can also provide praise and support to motivate their children to engage in learning activities.

#### *Building a Positive Emotional Relationship*

Parents can build a positive emotional relationship with their child so that the child feels safe and comfortable in learning. This can be done by providing support and encouragement to the child, as well as giving positive feedback on their achievements. Here are some ways parents can build a positive emotional relationship with a special needs child by providing support and praise: provide support and praise to the child when they do something well. This will help increase the child's self-confidence and build their self-confidence in learning.

In addition, parents can actively listen to their child: listening and speaking to the child with full attention will help the child feel valued and build their self-confidence and social skills. Parents can also schedule quality time together: schedule time to do activities together, such as playing games, engaging in sports activities, or

activities the child enjoys. This will help strengthen the bond between parent and child.

Parents are expected to provide a space for emotional expression: sometimes, special needs children have difficulty expressing their emotions. Therefore, it is important for parents to provide a safe and comfortable space for the child to express their feelings. In certain situations, parents can provide consistent attention: providing consistent and firm attention to the child, especially in terms of policies and rules that must be followed, will help the child understand their boundaries and responsibilities, as well as feel valued by the parents.

The collaboration between teachers and parents is crucial in curriculum development for children with special needs. As a facilitator, teachers should understand the needs of the child and adjust the learning materials to meet those needs. Teachers also need to create a structured lesson plan, use technology, develop the child's social and personal skills, develop vocational skills, and conduct evaluation and re-development.

On the other hand, parents need to participate in their child's learning by building a conducive learning environment, helping with homework, encouraging creative learning activities, and building a positive emotional relationship. Through the collaboration between teachers and parents, as depicted in figure 2 below, it is hoped that children with special needs can achieve their full potential.

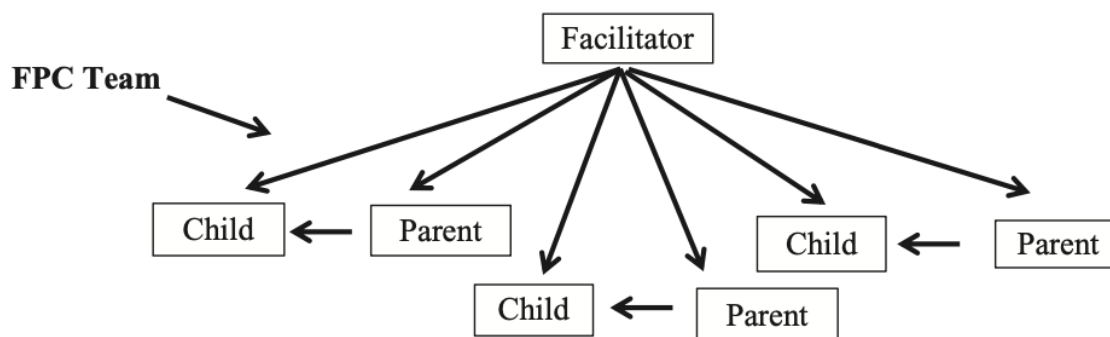


Figure 2: Conceptualization of Teacher and Parent Collaboration

The implementation of a collaboration model, as depicted in Figure 2, requires a teacher (facilitator) with special education qualifications, possessing strong pedagogical, social, personality, and psychological competencies. This will enable them to teach in the classroom, plan and execute lessons, address individual issues, and communicate with parents to encourage their involvement in monitoring the child's learning and behavior. As a result, as part of the collaboration, parents must be proactive in educating their children with special needs. Therefore, the synergy

between the government and schools is needed to enhance the application of children with special needs by the objectives of the inclusive curriculum.

## CONCLUSION

This research indicates that a suitable curriculum development approach for children with various special needs, such as autism, hearing impairment, or other learning disabilities requires special attention from teachers and parental participation in the learning process of children with special needs at state special need school, Samarinda. Teachers can make efforts in learning for children with special needs by understanding their needs, adapting learning materials, making structured lesson plans, using technology, developing social and personal skills of the child, developing vocational skills, and conducting evaluations and redevelopment.

Curriculum development for children with special needs also requires the participation of parents in several steps, such as communication, creating a conducive learning environment, assisting children with homework, encouraging creative learning activities, and building positive emotional relationships. Therefore, it can be concluded that a curriculum development approach for children with special needs involving both teachers and parental participation is crucial in helping them achieve their full potential. The results of this research are expected to provide insights into how teachers and parents can participate in the learning process of children with special needs.

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