


Learning Management for Children with Special Needs at Ya Bunayya Kindergarten Sambas District

(Manajemen Pembelajaran Anak Berkebutuhan Khusus di TK Ya Bunayya Kabupaten Sambas)

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Abstract

This research aims to describe learning management for children with special needs at YA Bunayya Kindergarten, Sambas Regency. Apart from that, this research also aims to determine learning planning for children with special needs at YA BUNAYYA Kindergarten, Sambas Regency, the implementation of inclusive education. The method used in this research is a descriptive research method with a qualitative approach with a case study design based on Ley Kekeh Marthan's theory. Data collection was carried out through interview techniques, observation. Observations were carried out to determine phenomena related to managing learning in the classroom starting from preliminary activities to final activities. The results of the research illustrate how learning for children with Down syndrome is carried out individually, which is adjusted to the child's level of ability and development. The documents collected function as supporting data.

Keywords: Learning Management, Children Learning Management, Children Special Need

Article Received : July 02, 2022
History Revised : August 30, 2023
Accepted : September 21, 2023

INTRODUCTION

Education in the National Education System Number 20 of 2003 article 1 states that education is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state. Early childhood education aims to provide a positive influence in the form of a basic framework for children to adapt to their environment and for further growth and development.¹ Early Childhood Education as defined by Fauzi et al is comprehensive guidance regarding children's growth and development from birth to six years of age.² The quality of early childhood education determines the success or failure of education at the next level because it is important to guarantee and improve educational standards.³

¹ Umami Nur Febrian, 2016, *Permasalahan dalam pengelolaan Pendidikan Inklusif*, Yogyakarta: Fakultas Ilmu Pendidikan UNY

² Fauzi, A. N., Drupadi, R, & Syafrudin, U. 2021, Pemahaman Guru PAUD terhadap Pembelajaran Membaca Permulaan AUD, *jurnal Of Islamic Early*, 4(1). <https://ejournal.uin-suska.ac.id/index.php/KINDERGARTEN/article/view/11959>

³ Apriliana Nurulita Nur Fauzi, Riswandi, Herpratiwi, Ulwan Syafrudin, Pengelolaan PAUD dalam Meningkatkan Mutu pendidikan Di TK Pertiwi Metro, *jurnal Manajemen Pendidikan Islam Al-idarah*, 8(2), <https://doi.org/10.54892/jmpialidah.v8i02.308>

Published by CV. Creative Tugu Pena
ISSN 2775-2305
Website <https://attractivejournal.com/index.php/bpr/>
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Education is the right of all citizens regardless of origin, socio-economic status or physical condition of a person, including children who have disabilities as mandated in the 1945 Constitution, Article 31 paragraph 1, which states that every citizen has the right to receive education. Apart from that, Law number 4 of 1997 article 5 states that every person with a disability or special needs has rights in aspects of life and livelihood. The content mentioned in the law above shows that education is not only needed by normal children, but education is also needed by children with special needs. In line with the development of educational services for children with special needs, inclusive schools provide services that are different from other special schools. Inclusive education is education in public schools that is adapted to the needs of students who require special education in a systematic unit.

Another thing that must "be paid attention to in implementing inclusive education is school management". According to Marthan, inclusive education management is the overall process of joint activities in the field of inclusive education which includes planning, organizing, managing and evaluating "by using and exploiting available facilities, both personnel, material and spiritual, to achieve educational goals effectively and efficiently. Planning and evaluation must be prepared carefully so that the goals of inclusive education can be achieved."⁴

Education for children with special needs is not only carried out in special schools (SLB) but also in schools that provide inclusive education, especially in this research, the YA BUNAYYA Kindergarten school, as Suparno explained, providers of inclusive education are public schools that have met some of the requirements that have been determined include those relating to the presence of students with special needs, commitment, school management, infrastructure and personnel. Apart from that, you must also have a collaborative network with related institutions, which is supported by the existence of learning facilities and facilities that are easily accessible to all children.⁵ Because in reality managing a class with an inclusion system is not an easy thing to implement, to date the obstacle that is often faced by schools that have not implemented inclusion is the teacher's readiness to manage teaching and learning activities. In this statement, D. Winarsih added that becoming an inclusive school teacher is not easy, you have to be truly patient, caring and truly understand the circumstances, abilities and special needs of your students.⁶ Therefore, organizing an inclusive school in a public school is not easy, if it does not meet the requirements as a school providing inclusive education .

Children with special needs (ABK) are children who have disorders or disabilities and children who are classified as having their own talents compared to normal children.⁷ Meanwhile, what is said about children who have mental disorders are children who have disorders due to certain factors.⁸ Disability is a functional limitation that limits a person's abilities.⁹

Based on this, this research was carried out because the YA BUNNAYA Kindergarten school is a public school that provides inclusive education by having children with special needs with Down syndrome, therefore the researcher wants to dig deeper into school management in the learning process where the learning methods used have not been revealed. In previous studies related to children with special needs in inclusive schools with Down syndrome.

⁴ Dewi Darma Sri Putu, dkk. 2020. "Penerapan Pendidikan Inklusif pada Pembelajaran Taman Kanak-kanak (Studi Kasus pada TK Rare Bali School)" dalam *Jurnal Pendidikan*. Vol. 8, No. 2

⁵ Suparni, 2010, *Jurnal Pendidikan Khusus*, Yogyakarta: Jurusan PLS UNY

⁶ D. Winarsih, 2013, *Panduan Penanganan Anak Berkubutuhan Khusus Bagi Pendamping (orangtua, keluarga dan masyarakat)*, Jakarta: Kementerian Pemberdayaan Perempuan dan Perlindungan Republik Indonesia

⁷ Jhon W Santrock, 2007 *Psikologi Pendidikan*, edisi Kedua, Jakarta: Kencana Prenada Media Group

⁸ Wiryo Setiana, 2011, *Patologi Sosial*, Bandung: Mimbar Pustaka.

⁹ Aslan, 2017, Kurikulum Bagi Anak Berkubutuhan Khusus (ABK), *Jurnal Studia Insania* 5(2), <https://dx.doi.org/10.18592/jsi.v5i2.1358>

In connection with this, in this research, the researcher hopes that there will be a contribution that can be used as a basis or effort made to provide awareness to the public that ABK can also attend public schools, not just special schools such as SLB which implement education for special children in various ways. special needs according to the degree of mildness or severity of the disorder experienced by the child. In this way, public awareness will have a positive effect on early childhood education, both in formal non-formal schools and public schools that provide inclusive education.

Based on information from teachers at YA BUNAYYA, Sambas Regency, information was obtained that there were 4 children who had Down syndrome. According to POTADS, syndrome is literally defined as a symptom or sign that appears together and marks a certain abnormality, people with Down syndrome are often called Mongoloid, this is related to physical characteristics that resemble Mongolian people. Data from the World Health Organization (WHO) in Winurini estimates that there are 8 million people with Down syndrome in the world.

The dynamics of YA BUNAYYA Kindergarten in managing learning for ABK students in inclusive schools is an interesting thing to research. Research on how teachers make learning plans, how teachers teach in inclusive classes, and how teachers carry out evaluations on ABK and non-ABK students, will provide new discourse in inclusive education.

Based on the description above, considering the importance for a teacher to understand the management of the learning process in inclusive classes. Therefore, researchers are interested in researching the management of the learning process and to find out learning planning in inclusive schools with the title "Learning Management for Children with Special Needs at Ya Bunayya Kindergarten in Sambas Regency."

METHOD

This type of research is qualitative research that applies descriptive research methods. According to Sugiyono, the descriptive research method is research that is used to analyze data by describing or illustrating the data that has been collected as it is without the intention of making general conclusions or generalizations. Data was collected through interview, observation and documentation techniques.¹⁰

Data analysis in this research uses Ley Kekeh Marthan's theory. The stages include planning, organizing, managing and evaluating by using and utilizing available facilities, both personnel, material and spiritual, to achieve educational goals effectively and efficiently. Activities in qualitative data analysis are carried out continuously and continue until completion, so that researchers get the desired data.

RESULT AND DISCUSSION

This research was carried out at BUNAYYA Kindergarten, Sambas Regency. Through observation and interview techniques, answers to research questions were found. Data from the results of this research are in the form of interviews with teachers and principals of the research subjects. In managing inclusive education, management must be managed well so that the educational process can run smoothly. At BUNAYYA Kindergarten, Sambas Regency, they have not been able to maximize their personnel, namely educational staff, in terms of school management planning. Apart from that, for the organization at BUNAYYA Kindergarten in Sambas Regency, the principal has selected and sorted teachers with their respective duties, but in reality it has not been able to go according to plan, the direction carried out by the principal sometimes even makes teachers confused in carrying out their duties, teachers still respond incorrectly to the directions given. Apart from that, the principal's supervision of school programs or school activities is still not

¹⁰ Sugiyono, 2013, *Memahami Metode Penelitian Kualitatif*, cet. Ke. 8, Bandung: Alfabeta

comprehensive due to limited time or busy schedules. In this case, school management at YA BUNAYYA Kindergarten in Sambas Regency has not been effective and efficient because the school principal has not been able to maximize participation from existing resources in the school. However, for learning activities, the principal has given directions so that the management of learning for children with special needs is in accordance with the steps instructed by the principal, namely existence, planning, organizing, managing and evaluating. In line with the opinion of George Terry & Leslie W. Rue, management is a process, namely an activity consisting of four subjectivities, each of which is a fundamental function. The four subjectivities in the world of management are known as P.O.A.C (planning, organizing, actuating and controlling).¹¹ If this has been fulfilled then the existing obstacles can be minimized based on the existing problems. There is no perfect learning if it is not from the principal, teachers and parents' role in making learning activities a success.

Definition of Management for Children with Special Needs

Handayani management means carrying out an activity. "Management can also be interpreted as management, which is an activity process that starts from planning, organizing, directing and supervising the efforts of members of the organization and the use of other organizational resources in order to achieve predetermined organizational goals." Hamalik further stated in the book Curriculum Development Management that the operational management formula "includes:¹²

1. Management is a social process which is a formal process of collaboration between two or more people.
2. Management is carried out with the help of sources, namely humans, materials, costs and information.
3. Management is carried out using certain work methods that are efficient and effective in terms of energy, funds and time.
4. Management refers to the achievement of certain, predetermined goals.

Based on the theory above, it can be concluded that the term management can be interpreted as management and is defined as the activity of managing various resources by collaborating with other people through certain processes to achieve organizational goals effectively and efficiently.

Management functions are basic elements that will always exist and are inherent in the management process which will be used as a reference by managers in carrying out activities to achieve goals. Management functions are designing, organizing, commanding, coordinating and controlling. However, currently, these five functions have been summarized into four, namely planning, organizing, directing and evaluating.¹³

1. Planning

Planning is thinking about what to do with the resources you have. Planning is done to determine the company's overall goals and the best way to meet those goals.

2. Organizing

Organizing is carried out with the aim of dividing a large activity into smaller activities. "Organization makes it easier for managers to supervise and determine the people needed to carry out the tasks that have been divided.

3. Directing

Direction is an action to ensure that all group members strive to achieve targets in accordance with managerial planning and organizational efforts.

¹¹ George R Terry & Leslie W. Rue, 2011, *Dasar-dasar Manajemen*, cet. Ke 12, Jakarta: Bumi Aksara

¹² Hamalik, O, 2008, *Manajemen Pengembangan Kurikulum*, Bandung: PT Remaja Rosdakarya Offset

¹³ Ulfah. F, 2015, *Manajemen PAUD Pengembangan Jejaring Kemitraan Belajar*, Yogyakarta: Pustaka Pelajar

4. Evaluation

Evaluation is the process of monitoring and controlling company performance to ensure that the running of the institution is in accordance with predetermined plans.

Based on these four functions, the program carried out at the school is the result of an agreement between the principal and teachers taking into account needs. The implementation of activities is regulated and adapted to the material to be taught and the learning methods used are based on the needs of the material conveyed to children with special needs, in the learning process also children with Down syndrome, according to Beirne-Smith, Ittenbach and Patton in Mangungsong, Down syndrome or often called Trisomy 21, is the most common form of mental retardation that occurs at birth. According to POTADS, syndrome is literally defined as a symptom or sign that appears together and marks a certain abnormality, people with Down syndrome are often called Mongoloid, this is related to physical characteristics that resemble Mongolian people..¹⁴

Understanding Down Syndrome Children in BUNAYYA Kindergarten, Sambas Regency

The learning process for children with special needs with Down syndrome also has a classification in its teaching. Where this level describes the limits of the abilities possessed by each child. According to Bricker, D. Dennison, L. & Bricker, W. A. A, learning for children with Down syndrome is as follows:¹⁵

1. On Task Behavior, in this case it can be done by, the teacher asks the child to sit in a chair for some time, then the teacher asks the child to pay attention to the teacher, then the teacher gives the task directly to the child.
2. Imitation, in this case the child imitates what the teacher says in class
3. Discriminative use of objects, in this case children learn through systematic interaction with their environment. Environmental interactions result in the ability to differentiate between objects and events
4. Word Recognition, in this case the child learns to recognize words from objects that the child sees directly. Parents play a very important role in their children's development. If parents have a positive influence in teaching their children at home, they will also get positive results.

Based on the theory above regarding how children with Down syndrome learn, the findings obtained in this research are that teachers maximize learning management for children with special needs by preparing learning plans with teaching themes in accordance with the facilities the school has, in this case also teachers and people. Parents have an important role in children's development by providing a positive influence in teaching children and providing good services. Teachers carry out their duties and responsibilities as facilitators who are responsible for learning activities. Although in essence there are some children who develop smoothly, gradually, step by step, while others move at a rapid pace and some of them show little deviation, while in others there are many deviations..¹⁶ Besides that, curriculum planning is also part of learning management, according to the opinion,¹⁷ that the success of this planning greatly influences the success of curriculum management activities as a whole. Curriculum objectives for each

¹⁴ Sriyanti Rahmatunnisa. 2020." Study Kasus Kemandirian Anak Down Syndrome Usia 8 Tahun" dalam *Jurnal Pertumbuhan, Perkembangan, dan Pendidikan Anak Usia Dini* Vol.17 No.2

¹⁵ Ida Farida, Marmawi,dkk." 20015 Cara Pembelajaran Anak Down Syndrome Di Kelas B1 Tk Luar Biasa C Dharma Asih" dalam *Jurnal Pendidikan Dan Pembelajaran (khatulistiwa)*, Vo. 4 No. 5

¹⁶ Novi Cahya Dewi, Individual Differences in Developmental Psychology Early Childhood Mentality, *Jurnal Pendidikan Islam*, Nazhruna, 4(2), <https://doi.org/1031538/nzh.v4i2.1594>

¹⁷ Sarinah, S., Febrini, D., & Syarifin, A., 2018, Bagaimana Manajemen Kurikulum Pendidikan Anak Usia Dini di RA Al-Haq Pematang Gubernur Kota Bengkulu. *Al Fitrah: Journal Of Early Childhood Islamic Education*, 2(1), <https://doi.org/10.29300/alfitrah.v2il.1515>

educational unit must refer to achieving national education goals, as stipulated in Law No. 2 of 1989 concerning the national education system.¹⁸ Curriculum is an effort to administer, regulate and manage the subject matter that will be taught in educational institutions as a guideline for organizing learning activities to achieve certain educational goals.¹⁹

The learning method for ABK with Down syndrome at YA BUNAYYA Kindergarten is based on the results of interviews and observations of teachers who carry out the learning and have taken steps to handle learning methods that are in accordance with the classification of mental retardation, where the level describes the limits of the child's abilities. In this case, the connection between the obstacles found is in organizing because the teachers view that if there are no training activities or seminars related to ABK learning activities then the teachers who teach are confused and do not know to identify which parts have not been completed to fulfill the teaching and learning abilities of ABK children so that The principal really needs special attention to his teachers to provide guidance, motivation and infrastructure that supports learning activities. Organizing the management of learning, namely the principal organizes the distribution of teaching tasks, preparing teaching schedules and extracurricular activity schedules,²⁰ The characteristics of learning management based on an appropriate curriculum are that it is appropriate to the child's development, comprehensive and covers all aspects of the child's development.²¹

Other results also show that the management of learning for children with special needs with Down syndrome means that teachers carry out individual learning that is adapted to the level of ability and development of each child. This is in line with opinion.²² that children who are classified as mild mental retardation are children whose learning capacity is classified as capable of being educated. These children can be taught how to have high self-confidence, be independent, be good at communicating and social interactions well if their social environment provides support. Apart from this, the teacher also uses teaching methods that use concrete material and clear examples so as to help the effectiveness of the teaching and learning process, and the teacher also in providing the material adjusts the lightness or severity of the differences, because even though they have the same skills, they have different abilities, therefore during learning the teacher also provides material according to the child's abilities, even though it is with the same theme but uses different strategies and learning management, because teachers are required to read each child's character and abilities. Therefore, the learning materials used are appropriate to the child's age. Learning in the classroom is child-centered, according to Ekberg et.al,²³ learning that is in accordance with the curriculum can encourage child-centered and curriculum-focused experiences, implementing learning activities in the classroom, teachers must ensure that learning activities include a curriculum that supports educational institutions. Learning and teaching resources are the most

¹⁸ Aslan, 2023, Kurikulum Pendidikan Agama Islam Di Sekolah Dasar, *jurnal pendidikan dan keguruan*, 1(1), <https://jpk.joln.org/index.php/2/issue/view/1>

¹⁹ Novi Cahya Dewi, Aslan, Muhammad Suhardi, 2020, Gaya Kepemimpinan Taman Kanak-kanak, *jurnal manajemen dan supervise pendidikan*, 4(2), <https://dx.doi.org/10.17977/um025v4i22020p159>

²⁰ Septiani, G, 2018, Manajemen Kurikulum dan Pembelajarannya di TK ABA Gendingan, Kalasan (Aliran Muhammadiyah). *Jurnal kajian Perkembangan anak dan manajemen pendidikan Usia Dini*, 1 (1)

²¹ Suminah, E., Nugraha, A., Lestari, G. D., Mareta & Wahyuni, M., 2015, *Kurikulum Pendidikan Anak Usia Dini, Apa, Mengapa dan Bagaimana*, Direktorat Pembinaan Pendidikan Anak Usia Dini

²² Suharmini, 2012, *Psikologi Anak Berkebutuhan Khusus*. Jakarta: Departemen pendidikan Nasional Direktorat Jendral Pendidikan Tinggi Direktorat Ketenagaan

²³ Ekberg, S., Danby S., Houen, S., Davidson, C., & Thorpe, K.J, 2017 Soliciting and pursuing suggestions: Practices for contemporaneously managing student-centred and curriculum-focused activities. *Linguistics and Education*, 42, <https://doi.org/101016/j.linged.2017.007>

important materials in facilitating the learning process through teacher guidance to achieve effective learning goals for each program.²⁴

The evaluation carried out at YA BUNAYYA Kindergarten in learning management looked at the extent to which the curriculum was used which included needs and feasibility analysis, planning and development, whether the learning process that had been implemented was satisfactory or not so that it became an evaluation material for consideration of where the obstacles or deficiencies were in further teaching. As the opinion of (Sarinah et.al; Sugiyanto, et.al; Suryawan & Romadi) states that curriculum evaluation is a consideration of a series of teaching activities that have been carried out in accordance with agreed criteria and can be accounted for..²⁵ Therefore, the evaluation system is also given great attention here in order to properly assess the child's development in cognitive and other developments.

In the results of the next interview, it is based on the teachers who were interviewed that they need cooperation with parents because the role of parents here is also very important because without parents' contribution it is difficult for children to develop or make better progress, because learning activities with teachers have limited time, space and patience in handling, apart from providing teaching to children with special needs, teachers are also obliged to provide it to other normal children who study in the same class, therefore the role of parents is very important and has a positive influence on their child's development.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that research regarding the management of learning for children with special needs at YA BUNAYYA Kindergarten in Sambas Regency can be concluded as follows: Learning planning at YA BUNAYYA Kindergarten, Sambas Regency includes: preparing learning implementation plans, determining themes and sub-themes, planning methods, media and environmental settings, while the curriculum used at YA BUNAYYA Kindergarten is the K-13 curriculum, planning learning methods used to implement plans including real activities such as stories using audio-visual media, demonstrations and questions and answers in the form of habituation, repetition and direct practice. Media planning at YA BUNAYYA Kindergarten presents real and realistic tools or objects so that children play a direct role with the support of a comfortable and safe environment for children, especially children with special needs here. Organizing learning at YA BUNAYYA Kindergarten in Sambas Regency involves class teachers who are tasked with carrying out preliminary activities, core activities and closing activities. At YA BUNAYYA Kindergarten there is no special accompanying teacher in handling ABK children, but in this case the teacher is advised to visit a psychologist and the mental revolution ambassador's house to learn about handling ABK children in inclusive schools and the teacher is able to adapt in play activities and the assessment process, the ambassador's house This mental revolution is a place of legal protection for women and children from victims of violence and bullying.

²⁴ Kilile, J. M., Mwalw'a, S. N., & Nduku, E., 2019, Challenges Facing Early Childhood Development Education Centres in the implementation of the Competency Based Curriculum in Mwingi West Sub-County, Kitui County. *International Journal Of Education Theory and Practice*, 2(3)

²⁵ Sarinah, S., Febrini, D., & Syarifin, A., 2018, Bagaimana Manajemen Kurikulum Pendidikan Anak Usia Dini di RA Al-Haq Pematang Gubernur Kota Bengkulu. *Al Fitrah: Journal Of Early Childhood Islamic Education*, 2(1), <https://doi.org/10.29300/alfitrah.v2i1.1515> ; Sugiyanto, S., Kartowagiran, B., & Jailani, J., 2015, Pengembangan Model Evaluasi Proses Pembelajaran Matematika di SMP Berdasarkan Kurikulum 2013. *Jurnal Penelitian dan Evaluasi Pendidikan*, 19(1), <https://doi.org/10.21831/pep.v19i1.4558> ; Suryawan, M. J., & Romadi R., 2018, Komparasi Pelaksanaan Kurikulum 1994 dan Kurikulum 2006 pada mata pelajaran Sejarah (Studi kasus di Sekolah Menengah Atas (SMA) di Magelang). *Indonesian Journal Of History Education*, 6(1), <https://journal.unnes.ac.id/sju/index.php/ijhe/article/view/27355>

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