



Implementation of Individualized Learning Programs for Children with Special Needs in Early Childhood Education

*Anggita Gunati Fashlah¹, Hana Ika Safitri², Alfiana Falan Syarri Auliya³

^{1,2,3} Universitas Lambung Mangkurat, Banjarmasin, Indonesia

Article Information

Article History

Received: June 20, 2025

Revised: July 3, 2025

Accepted: August 18, 2025

Keywords:

Individual Learning

Program

Inclusive Early

Childhood

Education Children with

Special Needs

Differentiated Learning

Abstrak

Terselenggaranya PAUD Inklusi tidak terlepas dari adanya program-program layanan yang membantu semua anak mendapatkan pembelajaran yang sesuai dengan karakteristiknya masing-masing, salah satunya dengan adanya program pembelajaran individual. Penelitian ini bertujuan untuk mengkaji implementasi Program Pembelajaran Individual (PPI) di PAUD Inklusi, khususnya di TK Negeri Pembina Banjarmasin Utara 2. PPI merupakan bentuk layanan pendidikan yang disusun berdasarkan hasil asesmen individual peserta didik, khususnya anak berkebutuhan khusus (ABK) guna memastikan proses pembelajaran berjalan efektif, inklusif, dan sesuai dengan karakteristik masing-masing anak. Metode kualitatif dipergunakan sebagai metode penelitian dalam penelitian ini dengan menggunakan teknik pengumpulan data melalui wawancara dan pengamatan langsung. Dari hasil penelitian didapatkan bahwa sekolah melibatkan berbagai pihak dalam penyusunan dan pelaksanaan PPI, termasuk guru kelas, guru pendamping khusus, orangtua/ wali murid serta psikolog. PPI yang disusun memuat hasil asesmen, identitas dan profil anak, tujuan pembelajaran jangka pendek dan panjang, metode dan pendekatan pembelajaran, rencana pembelajaran, serta rencana evaluasi dan tindak lanjut. Evaluasi dilakukan secara berkelanjutan dan bersifat fleksibel sesuai dengan perkembangan anak. PPI terbukti membantu mewujudkan proses pembelajaran yang adaptif dan holistik, serta mendukung terpenuhinya hak pendidikan anak berkebutuhan khusus secara adil dan tanpa diskriminasi.

Abstract

The implementation of Inclusive PAUD cannot be separated from the existence of service programs that help all children get learning that is appropriate to their respective characteristics, one of which is through the existence of individual learning programs. This study aims to examine the implementation of the Individualized Education

Program (IEP) in inclusive early childhood education, specifically at TK Negeri Pembina Banjarmasin Utara 2. The IEP is a form of educational service designed based on individual assessment results of students, particularly children with special needs (CWSN), to ensure that the learning process is effective, inclusive, and aligned with each child's unique characteristics. The research employs a qualitative method with data collected through interviews and observations. The findings show that the school involves various stakeholders in the planning and implementation of the IEP, including classroom teachers, special education teachers, parents or guardians, and psychologists. The IEP includes assessment results, the child's identity and profile, short- and long-term learning goals, teaching methods and approaches, lesson plans, as well as evaluation and follow-up plans. The evaluation is conducted continuously and adjusted flexibly in accordance with the child's development. The IEP has proven to support an adaptive and holistic learning process and helps fulfill the educational rights of children with special needs in a fair and non-discriminatory manner.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: syahmaanggita@ulm.ac.id

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

INTRODUCTION

Early childhood education is an educational stage provided before the level of primary schooling. It focuses on habituation and the introduction of foundational knowledge that supports children's overall growth and development. This includes physical and motor skills, religious and moral values, language, cognitive abilities, socio-emotional competence, as well as artistic appreciation. The learning process at this stage differs from that of higher levels of education, as young children require a more flexible and easily applicable approach in the classroom, considering their relatively limited attention span. To ensure both effectiveness and efficiency, the learning process should begin with carefully designed strategies and planning, followed by a structured evaluation process. (Erwinsyah, 2017).

In early childhood education, the learning process is designed with the concept of inclusion. The learning process in early childhood education must accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions (Sulistiyorini, 2019). This is done to eliminate gaps in access to education, including in the earliest education, which is early childhood education. The concept of

inclusive education aims to provide solutions to the discriminatory treatment in educational services for children with disabilities and special needs.

The involvement of all parties in the implementation of Inclusive Early Childhood Education (PAUD Inklusi) helps create a good learning process to optimize the growth and development of all young children without exception. In this case, for children with special needs, individualized learning is required, often referred to as an Individual Learning Program (PPI). The Individual Learning Program is created by involving various parties in both the planning process and the implementation and evaluation stages. The Individual Learning Program is one form of service that can be provided to children with special needs, and this program is designed based on the assessment results and the individual conditions of each child. (Direktorat Jenderal PAUD dan DIKMAS, 2018). The existence of this individual learning program allows children with special needs to be served in a more optimal manner

Haryati et al., (2022), Individualized learning programs can enhance the development of children with special needs, which is closely related to the involvement of all parties from planning to evaluation and follow-up stages. Individualized learning programs assist children in receiving education that is tailored to their individual needs, unlike regular learning programs that sometimes include lessons that are not suitable or cannot be implemented for children with special needs. As is known, children with special needs are those who possess special characteristics or traits that differ from those of typically developing children, both physically and non-physically. (Rahmawati et al., 2024).

Budyawati, (2020) Individual learning programs are created for children with special needs who are unable to follow learning using the general curriculum. In the learning process, the implementation of the programs that have been created may adapt to existing programs. Children with special needs can be conditioned to participate in learning alongside other children, or engage in individual learning.

The goals of education can be optimally achieved by creating individualized learning programs that are tailored to the characteristics and assessment results of each child. This helps fulfill the rights of children to receive education, especially for children with special needs, so that there is no longer any discrimination in the learning process within the school environment.. (Mardiana et al., 2022) At least there are three

benefits of individualized learning programs, including helping teachers to adapt general or special programs for children with special needs, providing services for children with special needs according to the characteristics of each child, and offering more flexible learning support services to be used by both teachers in school and parents at home.

This research will examine the implementation of individualized learning programs in inclusive early childhood education (PAUD). From the planning stage, implementation, to evaluation and follow-up stages. The benefit of this research is to understand how to develop individualized learning programs for children with special needs, especially in inclusive PAUD, which is considered a school capable of creating an equitable, fair, and quality educational environment for all without regard to differences.

METHODS

The research was conducted using qualitative research methods. Field studies were carried out as the main technique for data collection. In this study, the researcher went directly to the research site to conduct interviews, observations, and data collection in the field; this was done so that the researcher could obtain comprehensive data. Sugiyono, (2019) The presence of researchers in the field is mandatory to ensure the validity and authenticity of the research data.

Before conducting the interviews, the researcher prepares the interview instruments and the observation evidence sheets to be used in data collection later. The research was conducted at Integrated Early Childhood Education (PAUD) Negeri Pembina Banjarmasin Utara 2 located in Banjarmasin City, South Kalimantan Province. The research period started from May 2025 until July 2025. The data collection process involved interviews with the school principal and teachers, as well as direct observations. The data obtained were analyzed through a process of reduction, in-depth presentation, and conclusion drawing to achieve the research objectives..

RESULT AND DISCUSSION

Result

This study was conducted at State Kindergarten Pembina Banjarmasin Utara 2, and the findings indicate that at the beginning of the new academic year, the school has already conducted identification and assessment of all prospective students. An interview with the head of the early childhood education center explained that the identification starts with interviewing the child along with their parents or guardians. Besides being interviewed, the child is also observed by the teacher. This is the reason why, during the admission of new students, parents are required to bring their children during the school registration process. Children with special needs are also required to provide medical records obtained from doctors or hospitals to facilitate the identification and assessment process for the child later on. Furthermore, the results of the interviews and observations are used as a basis for assessing how the child's development is progressing, whether it aligns with developmental expectations for their age or not. The identification and assessment conducted also involve or collaborate with child psychologists. Collaboration between parents, educators, and therapists is considered important because it can provide more comprehensive support for children with special needs. (Dhar & Betal, 2022). The school principal plays an important role in promoting collaboration between schools, parents, and therapists to ensure coordinated support for each student. (Damara et al., 2025).

The results of observations and interviews with teachers at the school explain that after obtaining the analysis results of new students, the class teachers begin to map each child to be placed in their class according to the child's age. The placement of children with special needs in one class is aimed to be no more than 2 children, as this is expected to facilitate the teaching and learning process to remain conducive. The classroom assistant teacher also contributes to the planning process of mapping students. The learning program is structured starting from the semester learning program to daily learning plans adjusted to each individual child, so that an individual learning program is also obtained for children with special needs. Learning modifications are also carried out both in planning and during implementation in the classroom, in order to adjust to the characteristics of the students..

The implementation stage, according to the results of researchers' observations in the field, shows that each class is filled with an average of 15 children, including one or two children with special needs. The classroom teacher, along with the special assistant

teacher, conducts the teaching that has been structured in the individual learning program by integrating children with special needs alongside other children. The placement of students with special needs in inclusive classes with regular students is insufficient without adequate support. (Allam & Martin, 2021). Therefore, in certain activities, children with special needs require special assistance and learning is sometimes carried out in different locations to accommodate each child's conditions. Learning is conducted by instilling the concept of differentiated learning, which in its process can use content differentiation, process differentiation, or product differentiation. The learning received by children with special needs is tailored to the characteristics and needs of each child, so the indicators of developmental achievement for one learning activity will certainly differ from the developmental achievement indicators of other children. Haryati et al (2022) In its implementation, the PPI is created by adjusting to the needs of the students. The school has made efforts to ensure that the learning obtained by the children aligns by conducting differentiated learning.

The results of interviews with teachers indicated that the individual learning program includes a differentiated learning model, which is carried out to help children learn according to their own needs and interests. Content differentiation is implemented to provide variations in learning content; this occurs during the planning stage of learning. Therefore, activities for special needs children may differ from those of other children, as long as the learning objectives remain the same. To ensure that learning objectives are met, the principal periodically conducts supervision or monitoring. The monitoring conducted by the principal aims to ensure that the learning objectives in the classroom can truly be achieved in accordance with the developmental progress of the child. (Astuti et al., 2024). During the learning process, the way each child learns may differ from one another. For children with special needs, the learning process can be assisted by special support teachers. Sometimes, there are activities that do not get completed in just one meeting; this adjusts to the capabilities of the special needs child, differing from other children who may complete activities fully in one session. The works produced by the children can also differ from one another; a child who is more kinesthetic may produce works in the form of visual arts, while another child may express their work through singing, poetry, summarizing activities, or simply

completing worksheets. All of this depends on the individual interests and talents of each child.

The evaluation stages, the PPI that has been created and implemented by the teacher may undergo changes during the process. Interviews with the school principal revealed that evaluations of children's development are carried out periodically to adjust teaching strategies. Collaboration between teachers, parents, and experts is very important in the evaluation process (Hugh,Tuck, et al., 2024). This happens to adjust to the development of the participants. If it is considered effective, the PPI can continue; conversely, if it is considered ineffective, the program may be changed and adjusted. This is in line with what is known that evaluation is carried out by looking at how the planning, implementation, and assessment of learning activities run during the event (Jaya, 2018). The follow-up on the learning outcomes obtained by children serves as the basis and reference in designing the next learning program. Curriculum modifications may be made to create a more inclusive learning adjustment for students. Furthermore, the existing learning outcomes are also used as material for conducting further therapy involving various parties, especially the relevant health team.

Continuity of individual learning programs from the planning stage to the evaluation stage is necessary to ensure an optimal learning process for children. The contribution of all parties is essential in efforts to optimally support all aspects of child development in the organization of an inclusive school (Goo, 2020). TK Negeri Pembina Banjarmasin Utara 2 carries out the management process of learning by involving and maximizing all available resources at the school, besides involving the teachers and the students themselves. According to field observations, the school also engages various other parties such as the nearest community health center and integrated health post, parents and the surrounding community, as well as teachers who are actively involved in participating in activities organized by the education department and the health department, among others, related to how inclusive schools operate or address the needs of children with special needs.

Discussion

Before obtaining an individual learning program that is suitable for the characteristics of students, the results of the identification and assessment obtained by

the school at the beginning of the new student admission process are used as a basis to map the characteristics, interests, and talents of each student. The identification conducted includes identifying successful program components, discussing challenges, and future directions. (Pérez & Ríos, 2024). This is done so that the planning of the learning program carried out later is truly on target, in accordance with the personal characteristics of the child. Ningsih & Fitriani (2022) It is stated that assessment principles are very important to carry out, especially in Inclusive Early Childhood Education (PAUD), because the results will be used as a reference in developing learning programs so that learning can be implemented effectively for diverse students. This is in line with what has been done by the school, considering the importance of the assessment results to be used as a basis for creating individual learning programs. Planning a learning program aims to design student experiences to achieve learning objectives (Reza, 2024).

The preparation of individual learning programs involves the classroom teacher working together with the special education teacher to design a learning program that meets the child's needs. Children with special needs are provided services according to their needs, focusing on the strengths and weaknesses of the students (Hastuti & Musslifah, 2023). For example, a child with special needs indicated by autism will certainly have a different learning program than a child indicated with speech delay. The preparation of individualized learning programs is designed to ensure that the learning needs of special needs students are met. This is the function of the mapping done at the beginning so that what the teacher creates in their planning is not solely based on the teacher's assumptions. Teachers play an important role in planning and implementing the program according to the abilities, strengths, and weaknesses of each student (Ismail & Majid, 2020)

The involvement of special assistant teachers is not without reason; special assistant teachers (GPK) understand better how to handle children with special needs, while class teachers master the knowledge of classroom management to carry out differentiated learning. GPK has knowledge and skills in managing and developing the potential of children with special needs according to their characteristics. (Fashlah et al., 2021). Teachers apply different teaching methods based on individual learning needs, utilize assistive technology, and promote social interaction through collaborative

activities (Ritonga et al., 2025). In addition to involving classroom teachers and special education assistants in creating individual learning programs, schools also involve parents/guardians and experts. The involvement of all parties is a maximal effort in handling children with special needs in a holistic integrative manner. Collaboration also plays an important role in creating an inclusive learning environment and supporting all students (Roy, 2023; Manullang et al., 2019).

The individual learning program (PPI) created by the teacher includes the child's identity and the profile resulting from the child's mapping. In addition to these two aspects, there are also goals to be achieved in both short-term and long-term; the learning plan to be implemented, which includes time, tools, materials, and media used; as well as the methods/approaches used in implementing the learning program. The PPI created also includes an evaluation plan and follow-up, which is done so that the results of the ILP that has been implemented can be followed up continuously and are expected to achieve the planned objectives. The IPI created contains at least the identity and profile of children with special needs, goals, implementation time, methods, and evaluation plans. (Direktorat Jenderal PAUD dan DIKMAS, 2018). PPI that is clearly created and well-structured makes it easier for teachers to implement PPI in the classroom. The objectives of PPI are set for two time frames; the first is the short-term objective, which helps teachers measure the success of the program in a short period (daily or weekly), while the long-term objective helps teachers assess the success of the program by observing the child's ability to engage in the learning process at a more advanced level later on (in subsequent semesters or when moving up a grade or continuing to elementary school).

Providing inclusive services in early childhood education requires teachers to have a good capability in at least three aspects: designing learning plans, implementing learning that adapts to each child's needs, and conducting assessment evaluations. (Rosalia Nurkholifah et al., 2024). Teachers at TK Negeri Pembina Banjarmasin Utara 2 have developed a well-planned individual learning program that begins with conducting initial assessment evaluations, designing the learning program, and proceeding to the evaluation stage. The implementation of individual learning requires professional development that can strictly adhere to policies and is supported by leadership, in this case, the school principal. (Allam & Martin, 2021). Sunanto &

Hidayat (2016) The enthusiastic attitude and support from all parties, especially teachers, are key to the implementation of inclusive education. This is in line with the program that has been implemented at TK Negeri Pembina Banjarmasin Utara 2, where every stage of the process involves various parties responsible for the quality of education provided.

The implementation of individual learning programs aims to ensure that each child receives educational services tailored to their individual needs, especially for children with special needs. A flexible curriculum is essential to support the implementation of inclusive early childhood education (Widoningrum et al., 2025). Adjustment of the learning program to the needs of the children can be done by implementing differentiated learning as has been carried out at the State Kindergarten Pembina Banjarmasin Utara 2. Individual learning is inseparable from the collaboration established between stakeholders such as teachers, principals, and parents which will influence every process of individual learning implementation. (Wong & Mohd Rashid, 2022). Learning content, learning processes, and the results of learning are adapted to the characteristics, interests, and talents of the students. The existence of such individual learning programs demonstrates that educational services have become inclusive, fulfilling the right to education for children with special needs fairly and without discrimination.

CONCLUSION

The development of the Individual Learning Program at the State Kindergarten Pembina Banjarmasin Utara 2 begins with the process of identifying and assessing all students, involving the principal, teachers, parents/guardians, psychologists, and other experts. The results of the existing assessment or mapping are used as a basis for designing the individual learning program tailored to the characteristics, needs, interests, and talents of each child, particularly for children with special needs. The preparation and implementation of the individual learning program are carried out collaboratively between the homeroom teacher and the special support teacher, along with other relevant parties, applying the principles of differentiated learning.

The individual learning program includes short-term and long-term goals, adapted methods and approaches, media, as well as evaluations that can be modified

according to the child's development. Evaluation is conducted continuously, and the results obtained are used for the further development of learning, including curriculum adjustments and additional therapy involving relevant parties. This is done with the aim of realizing inclusive, effective, and holistic learning for all students.

REFERENCES

- Allam, F. C., & M. Martin, M. (2021). Issues and challenges in special education: A qualitative analysis from teacher's perspective. *Southeast Asia Early Childhood Journal*, 10(1), 37–49. <https://doi.org/10.37134/saecj.vol10.1.4.2021>
- Astuti, A. D., Fauziah, S., & Pg-Paud, P. (n.d.). *Analisis Manajemen Pembelajaran Bagi Anak Berkebutuhan Khusus (ABK) di KB/TK Anak Cerdas Ungaran. 4.*
- Budyawati, L. P. I. (2020). Pengembangan Program Pembelajaran Individual (PPI) Bagi Anak Berkebutuhan Khusus di Sekolah Inklusif Jember. *SELING: Jurnal Program Studi PGRA*, 6(2), 89–101. <https://doi.org/10.29062/SELING.V6I2.625>
- Damara, S. D., Aditya Hidayah, M., Ratriani, S., Dwi Mu'azzizah, M., & Farel Al Fawazi, M. (2025). Implementation of Adaptive Methods in Individualized Learning for Early Childhood Students with Intellectual Disabilities: A Case Study. *Nak-Kanak: Journal of Child Research*, 2(2), 53–60. <https://doi.org/10.21107/njcr.v2i2.147>
- Dhar, N., & Asim Kumar Betal. (2022). Unlocking Potential: Early Childhood Special Education (ECSE) and Its Profound Impact on Children's Development. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(07). <https://doi.org/10.48047/intjecse/V14I7.374>
- Direktorat Jenderal PAUD dan DIKMAS. (2018). Prosedur operasi standar pendidikan anak usia dini inklusif program pembelajaran individual. *Kementrian Pendidikan Dan Kebudayaan*, 021, 1–17.
- Erwinsyah, A. (2017). Manajemen Kelas Dalam Meningkatkan Efektifitas Proses Belajar Mengajar. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 5(2), 87–105.

- Fashlah, A. G., Rizalie, A. M., & Suhaimi. (2021). BCCT-Based Learning Management in Inclusive Kindergarten (Multi-Site Study in Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District). *Journal of K6 Education and Management*, 4(4), 396–400. <https://doi.org/10.11594/jk6em.04.04.02>
- Goo, M. Y. (2020). Manajemen Peserta Didik Anak Berkebutuhan Khusus Melalui Pendekatan Lingkungan Inklusi Ramah Pembelajaran (LIRP) Pada Sekolah Dasar Reguler. *Jurnal Pelayanan Pastoral*, 1(1), 33–39. <https://doi.org/10.53544/jpp.v1i1.141>
- Haryati, T., Winata, W., & Suryadi, A. (2022). Pengembangan Program Pembelajaran Individual Bagi Siswa Slow Learner di SD Lab School UMJ. *Jurnal Instruksional*, 04(01), 34–61.
- Hastuti, I. B., & Musslifah, A. R. (2023). Implementation of Individual Learning for Children with Special Needs. *Early Childhood Research Journal (ECRJ)*, 6(1), 23–31. <https://doi.org/10.23917/ecrj.v6i1.22971>
- Hugh, M. L., Tuck, K. N., Schnitz, A. G., Didion, L., & Nelson, A. (2024). Meeting the Need: Proposed Early Childhood Special Education Intensive Intervention Competencies for Preservice Preparation. *Journal of Special Education Preparation*.
- Ismail, N. H., & Majid, R. A. (2020). Implementation of Individual Education Program (IEP) in Curriculum of Students with Learning Disabilities. *Social Sciences*, 4.
- Jaya, J. P. (2018). Evaluasi Program Pendidikan Inklusi Pada Pendidikan Dasar Sekolah Sif Al Fikri Depok. *Jurnal Evaluasi Pendidikan*, 9, 97–106.
- Mardiana, A., Muzakki, I., Sunaiyah, S., & Ifriqia, F. (2022). IMPLEMENTASI PROGRAM PEMBELAJARAN INDIVIDUAL SISWA TUNAGRAHITA KELAS INKLUSI. *SITTAH: Journal of Primary Education*, 1(2), 177–192. <https://doi.org/10.30762/SITTAH.V1I2.2491>
- Ningsih, L. Z., & Fitriani, W. (2022). Pentingnya Asesmen dalam Menyusun Program Pembelajaran di Sekolah Inklusi. *Gema Pendidikan*, 29(2), 151–157. <https://doi.org/10.36709/GAPEND.V29I2.25389>

- Pérez, D. M., & Ríos, N. (n.d.). *The effectiveness of early intervention programs for children with special needs*.
- Rahmawati, I. D., Ayu, M., Salmiah, J., & Andriani, O. (2024). KARAKTERISTIK DAN KLASIFIKASI ANAK BERKEBUTUHAN KHUSUS SECARA AKADEMIK. *Jurnal Pendidikan Vokasi Dan Seni*, 2(2), 16–26. <https://doi.org/10.52060/JPVS.V2I2.2017>
- Reza, F. I. (2024). *Implementation of an Individualized Learning Program for Childhrtetpn://wejoiutrhJnoauAl.runupail.tehidosumt/ieincpdaeSgxe.pp: Hepc/ItJCrSuNmE/ Disorders at a Therapy Centre for Children with Special Needs*.
- Ritonga, D. O., Junaidi, J., & Nurfaisal, N. (2025). Exploring Inclusive Education in Early Childhood: Perspectives, Practices, and Implementation. *AL-ISHLAH: Jurnal Pendidikan*, 17(1). <https://doi.org/10.35445/alishlah.v17i1.6744>
- Rosalia Nurkholifah, D., Sunardi, S., & Susetyo, B. (2024). Peran Koordinasi Guru Kelas dan Guru Pembimbing Khusus dalam Penyusunan Program Pembelajaran Individual bagi Anak Berkebutuhan Khusus. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(8), 7739–7744. <https://doi.org/10.54371/JIIP.V7I8.4860>
- Roy, S. (2023). Individualized Education Plan, Process of IEP With Special Reference To Its Development and Implementation. *Researchgate*.
- Sugiyono, sugiyono. (2019). *METODE PENELITIAN KUANTITATIF KUALITATIF DAN R&D / Sugiyono / Perpustakaan Universitas Bina Darma* (Ed. II. cet. 1, 2019).
- Sulistyorini, S. (2019). Implementasi Layanan Inklusi ABK pada Satuan Pendidikan pada Anak Usia Dini. *Annual Conference on Islamic Early Childhood Education (ICIECE)*, 4(70), 53–66.
- Sunanto, J., & Hidayat, H. (2016). Desain Pembelajaran Anak Berkebutuhan Khusus dalam Kelas Inklusif. *Jurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus*, 16(1), 47–55. <https://doi.org/10.17509/JASSI.V16I1.5738>

- Widoningrum, W. K., Rahmawati, D., & Handayani, A. (2025). Desain Kurikulum Yang Fleksibel Untuk Anak Berkebutuhan Khusus Pada Tk Pangudi Luhur Vincentius. *Jurnal Visi Ilmu Pendidikan*, 17(1), 83–88. <https://doi.org/10.26418/jvip.v17i1.88933>
- Wong, M. T., & Mohd Rashid, S. M. (2022). Challenges of Special Education Teachers in Implementation Individual Education Plan (IEP) For Students With Learning Disabilities (LD). *International Journal of Academic Research in Business and Social Sciences*, 12(11), Pages 113-128. <https://doi.org/10.6007/IJARBSS/v12-i11/15159>