



ANALYSIS OF LEARNING STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS (ABK)

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Abstract

This study examines the analysis of learning strategies and obstacles for ABK at MI Darul Ulum Wates. The purpose of this study is to identify the most effective strategies and obstacles faced in supporting development and learning. The research approach applied to the research is qualitative descriptive. Interviews, documentation studies, and observational methods are all used in the data collection process. The data reduction procedure, data presentation, and conclusion reached are among the data analysis approaches used. The results of this study show that (1) this school accepts children with special needs as long as the school can still overcome it, (2) the learning strategy applied in this school uses the lesson repetition strategy, (3) the obstacles experienced are the limited competence of teachers in educating students with special needs, experience delays in receiving learning materials taught by teachers, the absence of special facilities and infrastructure, such as various learning tools or support provided by the government for services for students with special needs. The implications of this study are ramifications include the necessity of enhancing teacher proficiency in instructing children with special needs (ABK) and the requirement for specialized infrastructure and resources to assist the learning process.

Keywords: Descriptive analysis, learning strategies, learning constraints, children with special needs.

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INTRODUCTION

In life that occurs in the community, people have the perception that extraordinary children, who are currently known as children with special needs (ABK), receive special attention. However, there is a view among the public that meeting the learning needs of children with special needs is not regarded as a top priority in the classroom. (Qolbie et al. 2023). Article 31 Paragraph 1 of the 1945 Constitution emphasizes that every citizen has the right to equal opportunities in the field of education. Based on Law No. 20 of 2003, Education is an effort that is carried out consciously and structurally to create an environment and learning process that allows students to develop the intelligence, morals, personality, and skills necessary for them, society, nation, and country (Maulana, Umam, and ... 2024).

Regulation of the Minister of National Education (Permendiknas) No. 70 of 2009 describes the inclusive education policies of the Ministry of National Education (Kemendiknas). In order for kids with special needs to receive an appropriate education, this policy aims to end prejudice against them. There are two ways to educate special needs pupils in Indonesia. The first is an exceptional school, which is a special educational institution, and the second is a public school that offers an inclusive educational program (Yuwono and Mirnawati 2021).

To meet the needs of children with special needs, the educational and developmental process requires more intensive attention. This entails implementing a customized learning model or strategy to meet their needs. The learning approach for children with special needs is generally special and more detailed, where teachers and parents need to understand the basic conditions experienced by children, including their physiological, psychological, and sociological aspects (Delphie 2006). Physiological refers to the ability to coordinate the movements of the body or its psychomotor aspects. Psychological is related to the mental state that develops during the growth process. Sociological refers to the ability of individuals to interact on lessons about adapting themselves to the environment and daily life (Wafiqni, Rahmaniah, and Supena 2023).

Inclusive education provides a wide opportunity for students with special needs (ABK) to obtain regular education services at school with other students in an equal and adequate learning environment and process. In addition, inclusive education allows for natural interactions between children with special needs and regular students, in line with the demands of daily life. The inclusive education paradigm is a progressive step that supports educational progress, with the aim of creating openness and mutual respect for regular students and ABK students. Inclusive education is expected to be able to overcome one of the main challenges in providing educational services for children with special needs.

In the classroom, teachers play an extremely significant part in the learning process also need to have the ability to apply various approaches in learning, work collaboratively, and use a variety of appropriate methods. The implementation of inclusive education often faces various

challenges due to its complex nature. Therefore, teachers with limited special education backgrounds often feel anxiety. Because instructing children with students with special needs differs from instructing other students. According to Garnida, inclusive education is an education system that integrates children with various limitations and other children without considering their differences in abilities (Yanuar, Anggraeny, and Mahmudah 2023). Thus, children with special needs (ABK) can receive education equivalent to children in general. Inclusive education, according to Sumiyati, is an open education system that accepts all students who need special education, special service education, and other students without discrimination, by learning together in one educational environment.

Research conducted by Dina Aprelia Dewi Berliana (Dwi and Aulia 2024) It also shows that an inclusive social environment and the integration of students with special needs outside the classroom are concrete evidence of the school's efforts to create an educational environment that supports children's social development. In addition, Devy Wahyu's research (Dewy Wahyu Cindy Mulyani 2021) It shows that the repetitive learning approach is specifically designed for students with special needs and the challenges faced by special tutors for students with special needs. In Indonesia, there is a law that expressly guarantees its citizens by not discriminating in obtaining access to education. However, in practice, realizing this is not simple (Hidayati 2017). Since receiving a formal education might be difficult, parents of children with special needs must work harder to get their kids to school. Because there aren't any teachers in Indonesia that specialize in teaching special education classes, not all schools accept pupils with special needs.

Based on existing research, there has been an inclusive policy in Indonesia that guarantees access to education for children with special needs (ABK), as stated in Law No. 20 of 2003, the 1945 Constitution Article 31, and Permendiknas No. 70 of 2009. However, gaps still occur when putting inclusive education into practice, especially in the form of limited facilities, lack of teachers with special competencies, and lack of adequate infrastructure support. Although schools in Indonesia, including MI Darul Ulum Wates, have implemented inclusive learning strategies, more in-depth studies are needed to understand the specifics of the strategies implemented, the obstacles faced, and their effectiveness in meeting the development needs of ABK. Therefore, in an environment that is typically dominated by regular students, this study thoroughly outlines the learning strategies and challenges that schools face while fulfilling the particular needs of kids.

The focus of this research is to analysis of the learning strategies used for MI Darul Ulum Wates's pupils with special needs (ABK) and identification of the challenges encountered throughout the classroom learning process. Although this school is generally filled with students in general, however, there are also students with special needs who study there. This attracted the interest of researchers to explore the learning strategies applied and the obstacles faced during the learning process in the classroom.

METHODS

The method used by the researcher to conduct this research applies the qualitative case study method. Descriptive qualitative research, which focuses on documenting and explaining what happens in the field when children are in school, has become an increasingly popular type of research in recent years (Sugiyono 2013). In the process of collecting data, the researcher applied in-depth interview methods, conducted observations in the field, and researched relevant documents. (Rijal Fadli 2021).

The researcher carried out observations accompanied by recording as part of a documentation and observation study related to learning strategies and obstacles for children with special needs. (Kurniawati 2023). This research was conducted at MI Darul Ulum Wates on October 3, 2024, with the subject of the study, namely students with special needs, there are 3 students with special needs, namely: learning delays, behavioral disorders, and difficulties in socializing. Therefore, it can hinder the learning process in the classroom, with obstacles in understanding the material, lack of self-control in the classroom, and difficulties in group work.

In the process of collecting data in the field, the researcher uses observation and interview methods. The interview was conducted with one of the teachers and guardians of students with special needs at MI Darul Ulum Wates. The researcher uses observational observations on learning strategies and obstacles in the classroom and also records learning activities as a documentation study (Anto et al. 2024).

The descriptive analysis carried out includes 3 stages as stated by Miles and Huberman: (a) data reduction, (b) data presentation, and (c) drawing conclusions based on available data (Rijali 2019). Data reduction, in this study, involves a selection and summary process from data in the field, where researchers select data that is considered representative and relevant to be included in the discussion. Furthermore, at the data display stage, the researcher systematically compiles research findings to identify research patterns and focuses. Through the conclusion, the data is given a meaning that is in accordance with the focus of the research. The final stage, data verification, involves testing the conclusions that have been drawn by comparing them with relevant theories, as well as guiding and solidifying the testing of conclusions through examination activities, which ultimately results in detailed and scheduled research. (Kase, Sukiatni, and Kusumandari 2023).

RESULTS AND DISCUSSION

Based on the results of observations, interviews, and documentation carried out on October 3, 2024 at MI Darul Ulum Wates, with data obtained from a research informant,

namely a teacher named Muh. Hasan Faizin, the following are presented research results that are in line with the goals that have been set, as follows:

The researcher applied the focus to this research, namely describing learning strategies for students with special needs, and obstacles in learning. The learning strategy referred to in this study focuses on the teacher's approach in providing tutoring to students during the learning process (Devitasari, Sulaiman, and Herdiyanti 2023). This includes providing support in the form of services including teaching methods and materials, adjustment of assignments and assessments, time allowance, and learning environment arrangements.

The interview sheet prepared by the researcher above serves as a reference in collecting data related to the analysis of learning strategies and learning obstacles for students with special needs at MI Darul Ulum Wates. There are 10 questions made by the researcher to be the focus of this research. The following are the results of the data that have been found by the researchers, namely:

School Background

Based on teacher interviews, the history of admitting students with special needs demonstrates that this madrasah is open to all potential students and is founded on Islamic teaching. However, if there are obstacles in handling students with special needs and the school cannot overcome them, the student will be transferred to a special school. On the other hand, if the school is still able to handle, students will continue to study at MI Darul Ulum Wates.

Teachers' attitudes towards students with special needs

Teachers are the main component in the learning process in the classroom. Teachers must have qualifications, i.e. knowledge, skills, and attitudes about the subject they teach. then be able to recognize the traits of students (Nurhakim and Furnamasari 2023). Teachers' attitudes towards students with special needs, based on interviews with teachers revealed that teachers' attitudes towards students with special needs are different from other students, where teachers tend to understand their conditions better, especially in learning situations that involve interaction in the classroom (Ode Hadiyanto, Pieter Jacob Pelupessy, Tontji Soumokil 2024). This has an impact on students with special needs because they feel cared for so they do not feel differentiated from other students. And that is the strategy in the learning process can run well.

School facilities for students with special needs

Children with special needs really need many facilities to support learning and also for how to handle it is difficult.(Novriani et al. 2023). The amenities required by students with special needs are different from those required by regular students since these students have unique characteristics. facilities for special education pupils, According to interviewees, this

institution is primarily a typical school and does not have any particular facilities for pupils with special needs. However, the school still serves students with special needs who apply. This needs special attention because the need for facilities for students with special needs is different from students in general. Therefore, the provision of appropriate facilities is very important to support the smooth learning process for students with special needs.

Availability of special tutors

The availability of special assistant teachers, based on the results of interviews, shows that there are no special assistant teachers, because this school is a general education institution that only has classroom teachers for each class (Rizqianti et al. 2022). The absence of special assistant teachers in the classroom poses various challenges for classroom teachers, including limited knowledge and skills of teachers in handling students with special needs, difficulties in providing individual assistance, and increasing teacher workload. To address these challenges, it is important for schools to consider providing advanced training for classroom teachers, as well as find solutions to provide additional support, such as the assignment of special facilitators, relevant training programs, or the use of more inclusive learning technologies.

Differences in curriculum for students with special needs

One crucial element of the classroom learning process is the curriculum. (Marani 2017). In addition to their responsibility to educate students with special needs, educators also have a responsibility to provide a positive example so that their students can implement the principles they learn in their everyday life. on a daily basis, both in the family, the community, and the country (Marani 2017). The difference in the curriculum for students with special needs, based on interviews, kids with special needs and other kids follow the same curriculum., because learning in the classroom is carried out in a mixed manner.

Problems that occur when students with special needs and ordinary pupils are taught the same curriculum in blended learning in the classroom include: incompatibility of the curriculum with the specific needs of students with special needs, difficulties in managing blended learning, and obstacles in providing individualized learning. To address these issues, it is crucial for schools to consider implementing a more flexible or adaptive curriculum.

Effective learning strategies

It is inextricably linked to the learning practices that educators employ to accomplish learning objectives. Therefore, teachers must first evaluate their pupils' character in order to support the learning process. And also teachers must pay close attention to the strategies used because it greatly affects students' interest in the learning process in the classroom (Zuhria and Hayudinna 2021).

A learning strategy is essentially the best and most suitable usage of every component of the learning process. Objectives, subject content, media, techniques, students, teachers, the learning environment, and evaluation are some of these elements. All of this is necessary to ensure that learning takes place effectively and efficiently (Benefactor 2018). Effective learning strategies, Teachers implement effective learning strategies by providing additional tasks so that students with special needs can understand the subject matter with the help of parents.

Supporting and inhibiting factors in the learning process

both facilitating and impeding the process of learning, According to interviews, teachers find that special needs kids may successfully follow classes without interfering with other students, which helps the learning process go more easily. (Hendi 2023). On the other hand, the obstacle is that teachers have difficulty teaching students with special needs because they have to focus on all students in the class.

Approach and strategy

Abdul Majid defines a learning strategy as an action that both teachers and students must complete in order to successfully and efficiently accomplish learning objectives. (Nuraini 2022). The approach or strategy used, based on the results of the interview, shows that the teacher approaches students with special needs by providing leniency, not equating them with other students. This makes students with special needs feel comfortable in class and can follow the learning process. The strategy implemented to ensure comprehension of the material is to pay more attention and homework for repetition at home.

Communication between the school and parents

Communication with parents of students with special needs, According to the results of the interview, communication between the school and parents of students with special needs went well, because parents can be open about their child's development and receive input from the school. This can encourage the creation of effective communication between parents and the school, thus allowing accurate information about the development of students with special needs to be conveyed to parents.

Obstacles in the learning process

The most difficult task when instructing pupils with exceptional needs is According to teacher interviews, teachers encounter difficulties when special needs children throw tantrums. For instance, a student may leave the classroom to get ice or food, which his buddies may then follow. However, nowadays, friends have begun to understand when students with special needs experience tantrums (Cahyani 2022).

The challenges faced by teachers in managing tantrums of students with special needs can be overcome with a more structured approach and more comprehensive support. Teacher training in behavior management, emotional support for students, and the involvement of regular students and parents in creating an inclusive environment will go a long way in addressing these challenges. In the future, with the right attention and support, both teachers and students can more easily overcome situations that arise due to tantrum behavior and create a more conducive learning atmosphere for all parties.

Based on the 10 main findings of the result, the researcher came to the conclusion that schools tolerate pupils with special needs as long as they can still be managed there; if not, they will be transferred to a special school. When it comes to reacting to students with special needs, schools and teachers are sufficiently aware of the students in the class, their traits, their benefits and drawbacks, and their developmental stages. This information is derived from the experience instructors have gained in the classroom and helps parents of kids with special needs understand the progress their children have made.

DISCUSSION

This research aims to present learning strategies and identify obstacles faced in the learning process of students with special needs at MI Darul Ulum Wates. Researchers methodically conducted observations, interviews, and documentation techniques to gather the data for this study. Teachers are particularly concerned about how to teach the learning process in the classroom because the learning process for kids with special needs differs greatly from that of other students. Thus, teachers play a crucial part in the classroom learning process.

Previous research has shown that an inclusive social environment and the integration of students with special needs outside the classroom is concrete evidence of the school's efforts to create educational environments that support children's social development and repetitive learning approaches designed specifically for students with special needs and the challenges faced by special needs tutors. Therefore, success in the learning process for children with special needs can be encouraged by the teacher's attention in providing learning.

The following will present strategies and obstacles in the learning process for students with special needs:

Learning Strategies for Children with Special Needs

The learning strategies used by teachers for students with special needs are divided into 3 focuses of the research results, namely: When working with students who have special needs, teachers use homework as a teaching tool to help them grasp the material, with parental assistance available. (Wafiqni et al. 2023). Even though the same Learning Implementation Plan (RPP) is used, children with special needs receive more time and different evaluation

requirements. Giving homework to pupils with special needs is regarded as an inadequate learning approach. This might be because classroom teachers are primarily responsible for teaching kids in general and lack the specialized knowledge necessary to instruct students with special needs. As a result, they may encounter challenges during the learning process for students with special needs. (Wafiqni et al. 2023).

Since special needs students essentially require more attention than normal students, learning practices that involve a direct approach to them help them feel more cared for. (Imran et al. 2021). Special Guidance Teachers (GPK) should be in charge of teaching children with special needs because this is one of the reasons why classroom teachers have not been able to do so as effectively. Therefore, the technique used is to deliver learning to children with special needs at the conclusion of the session, after other students have finished the learning activities, in order to minimize interruption to the classroom learning process. Students with special needs were given more time in conjunction with this technique, and they responded favorably to the tactic.

This research aligns with a study conducted by Wafiqni and Devy Wahyu Cindy on learning strategies for students with special needs. Wafiqni highlighted the importance of providing homework with parental support, using similar lesson plans but with adjustments in assessment and time allocation. Meanwhile, Devy Wahyu Cindy highlighted the need for direct observation during Distance Learning to monitor student development, along with the application of individualised learning methods. In addition, more intensive attention and affection is given to encourage the learning motivation of students with disabilities. This study reinforces previous results by emphasising the importance of collaboration between teachers, students and parents in realising inclusive and effective learning.

Based on the 3 focuses of the results of the above research, the researcher concluded that the learning strategy applied includes repetition of material, where the class teacher gives homework (homework) to students with special needs to repeat the lessons that have been delivered in class. Even though they use the same Learning Implementation Plan (RPP), there are differences in assessment and additional time allocation. In addition, a more intensive approach to students with special needs is also part of the learning strategy. Although the strategies implemented are less effective, at least they can increase the learning spirit of students with special needs because they feel more cared for by teachers.

Learning Obstacles for Students with Special Needs

The obstacles faced during the learning process in the classroom for children with special needs are divided into 3 research focuses, namely: 1) Teachers face challenges when implementing learning activities in the classroom, particularly when it comes to students with special needs. This is because they are not as competent in teaching these students, which leads to a less than ideal learning process in the classroom. (Habibulloh, Suranto, and Wijayanti 2022).

2) Students with special needs experience delays in digesting and obtaining learning materials taught by teachers, so it is necessary to repeat the material continuously to ensure their understanding. The process of repeating this material takes a long time. 3) The absence of special facilities and infrastructure, such as various learning tools or support provided by the government for services for students with special needs, is an obstacle (Pamuji 2022).

Based on the 3 focuses of the results of the above study, the researcher concluded that the obstacles faced related to students with special needs include delays in the learning process and lack of focus in receiving the lessons given, which results in a long time for teachers to explain and repeat the material that has been taught. In terms of facilities and infrastructure, the obstacle faced is the unavailability of supporting facilities at MI Darul Ulum Wates. Currently, there is no special facilities and infrastructure assistance owned by the school because in general this school is a school where the notes are general students and there has been no assistance provided by the local government to support the learning process of children with special needs.

The challenges are related to the learning delays of ABK students, who have trouble grasping the content that is offered to them and even have a tendency to not understand the teacher's material. Based on the IQ (Intelligence Quotient) level possessed by ABK with learning delay characteristics, their IQ scores tend to be much lower compared to children in general. According to Triani & Amir, in terms of intelligence, the IQ possessed by ABK with learning delays is below average, which is between 70 and 90.

In an effort to improve the quality of education for children with special needs, the government should pay greater attention to meeting their educational needs including: teacher training, curriculum adjustments, and infrastructure improvements to better support inclusive education. (Firdausyi 2024). Children with special needs are part of Indonesia's young generation who deserve protection and proper fulfillment of their rights. Through various learning models that have been developed based on in-depth research, it is hoped that the government will show a strong commitment to supporting these programs, in order to realize a better future for the nation's children.

By analyzing learning strategies for students with special needs at MI Darul Ulum Wates, teachers pay special attention to their students to make them feel comfortable while studying. This research can help identify strategies and obstacles in the learning process. One of the limitations of this study is that the initial school was a public school that only accepted students with special needs. Therefore, the researchers suggest that other researchers research in special schools that accept students of children with special needs.

CONCLUSION

Based on the results of the research MI Darul Ulum Wates accepts children with special needs as long as the school can still meet their needs, according to the findings of the researchers' investigation and analysis. However, if the school cannot cope with the need, the student will be transferred to a special school. The teacher's attitude towards students with special needs in the classroom shows an understanding of the conditions experienced by the student. There are no special accompanying teachers for students with special needs, and the learning strategy applied in this school uses the material repetition method, where teachers give additional tasks so that students can repeat the lessons that have been taught in class with parental assistance at home. In addition, special attention is also given to students with special needs. The obstacles faced include the limited competence of teachers in educating students with special needs, the delay of students in understanding the material taught, and the unavailability of special facilities and infrastructure, such as learning tools and support provided by the government for services for students with special needs.

The success of education for children with special needs depends on an individualized approach, the application of effective and efficient learning methods, and strong collaboration between families, schools, and the government. This also includes training for teachers in handling ABK and providing supporting infrastructure for an optimal learning process.

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