



## **The Implementation of Individualized Learning Programs for Children with Special Needs**

**Nurlina Roslina** <sup>1</sup>, **Nita Priyanti**<sup>2</sup>, **Leroy Holman Siahaan**<sup>3</sup>

rossugandhy@gmail.com<sup>1</sup>, nita.priyanti78@gmail.com<sup>2</sup>, leroyholman@panca-sakti.ac.id<sup>3</sup>

Master's Program in Early Childhood Education, Universitas Panca Sakti Bekasi, Indonesia

### **Abstract**

Early Childhood Education plays an essential role in supporting children's overall development, including motor skills, particularly for children with special needs who have diverse developmental characteristics. Differences in developmental pace, language abilities, behavior, and social interaction require adaptive learning approaches that respond to individual needs. This study aims to describe the implementation of the Individualized Learning Program (*Program Pembelajaran Individual/PPI*) in improving the fine motor skills of children with special needs at Integrated Islamic Kindergarten (*Taman Kanak-Kanak Islam Terpadu/TKIT*) Sahabat, East Jakarta. This research employed a qualitative approach using a case study design. The subjects consisted of three children with special needs and two accompanying teachers. Data were collected through observations, in-depth interviews with teachers, the principal, and parents, as well as documentation of the learning program. The findings reveal that the PPI supports the development of children's fine motor skills through activities such as threading, drawing, and pasting that are adjusted to each child's developmental level. The use of varied learning media and individualized instructional strategies helps increase children's motivation, confidence, and engagement in learning. Challenges in implementation include limited facilities and infrastructure and the need for continuous teacher professional development. Collaboration among teachers, parents, and the school supports the successful implementation of the program.

**Keywords:** Individualized learning program, children with special needs, fine motor skills, inclusive education.

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 Corresponding author:

Email Address: rossugandhy@gmail.com (**Nurlina Roslina**<sup>1</sup>)

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## **INTRODUCTION**

Early Childhood Education (ECE) constitutes the foundational stage for developing children's knowledge, attitudes, and skills. At this stage, education functions to shape personality while preparing children to enter the next level of schooling (Hanafiah et al., 2024). Early childhood is a critical phase that fosters creativity, independence, and readiness to face future challenges.

Therefore, learning effectiveness must be aligned with developmental stages to ensure optimal learning outcomes (Mulyasa, 2017).

As a formal educational institution for children aged 4–6 years, kindergarten plays a strategic role in creating a safe, enjoyable, and developmentally supportive learning environment that enhances social, emotional, cognitive, and motor development holistically (Dhieni et al., 2020). The success of kindergarten education is therefore not only reflected in children's academic achievement, but also in how the institution designs habituation programs and developmental foundations that are gradually aligned with children's levels of maturation.

Aligned with this strategic role, the government positions ECE as a central pillar in human resource development. Policies such as *Merdeka Belajar* are designed to create learning experiences that are relevant to each child's needs (Syahril, 2023). Modern educational paradigms emphasize appreciation for diversity, requiring learning environments to be inclusive and nondiscriminatory. ECE management must therefore be adaptive to accommodate individual characteristics, including those of children with special needs, in accordance with the principles of inclusive education (Susilowati et al., 2025).

In practice, the implementation of inclusive education in early childhood education still faces various challenges, particularly in creating learning environments that can respond to the needs of children with special needs. Learning practices often remain uniform, resulting in limited attention to individual developmental differences. As a consequence, the developmental progress of children with special needs tends to be less optimal, particularly in areas that require continuous and structured stimulation, such as fine motor development.

The legal foundation for fulfilling children's right to education is established in the Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection, which guarantees children's rights to grow, develop, and receive education according to their interests and talents. Article 9 affirms the right of children with disabilities to receive special education, which is reinforced by Ministry of Education and Culture Regulation Number 157 of 2014 concerning the special education curriculum. These regulations emphasize that educational services must be adjusted to children's individual needs from an early age, as early childhood represents a critical period for developing basic skills and character (Aldhilan & Rafiq 2025).

However, in practice, many kindergartens continue to rely on uniform learning methods that are not sufficiently responsive to the developmental characteristics of children with special needs. Previous research has shown that uniform instructional approaches are often ineffective because they fail to accommodate differences in learning pace, abilities, and learning styles (Mulyati et al., 2021). (Fitriana et al., 2023). When these differences are not adequately addressed, difficulties in motor, language, cognitive, and socio-emotional development may persist and become more complex over time, as also noted in studies on early childhood development (Fitriana et al., 2023).

Gaps in educational services for children with special needs may also limit their participation in classroom activities and social interactions, which are essential components of early learning. These conditions contribute to unequal learning opportunities and may widen developmental disparities between children with special needs and their peers (Noorsy, 2025). Therefore, inclusive ECE services must not only ensure access but also provide learning strategies that actively support children's developmental needs.

Inclusive education enables children with diverse backgrounds and abilities to learn together in the same environment (Fitriani et al., 2022). However, its implementation requires concrete instructional strategies, flexible curriculum planning, and teacher readiness to respond to individual differences (Roza & Rifma, 2020). One approach that aligns with these demands is the Individualized Learning Program (*Program Pembelajaran Individual/PPI*), which allows learning to be tailored to children's abilities, interests, and developmental profiles.

Previous studies indicate that PPI are effective in supporting children's development and improving learning outcomes (Trisnani et al., 2024). In addition, PPI provide teachers with flexibility to design responsive instructional strategies that address individual learning needs and strengthen teachers' roles in inclusive classrooms (Nasitoh et al., 2024).

Evidence from an early childhood setting also shows that curriculum modification through PPI under the Merdeka framework can produce measurable developmental improvements within a relatively short period (Haryati et al., 2022). Despite these findings, existing research largely emphasizes outcomes or curriculum adjustment, with limited attention to how PPI are implemented in regular kindergartens that accommodate children with special needs, particularly in relation to fine motor development. At the level of practical implementation, challenges related to teacher competence and professional readiness remain evident (Melati et al., 2024). In addition, limited training opportunities reduce teachers' capacity to respond empathetically to learner diversity (Esny & Rukiyati, 2022). Constraints in adaptive facilities further affect developmental stimulation,

including fine motor development, which continues to show notable delays at the national level (Hamat et al., 2024).

Based on this gap, there is a need for in-depth research that examines how PPI are implemented in inclusive early childhood settings and how these programs specifically support fine motor development in children with special needs. Therefore, this study focuses on the implementation of PPI at TKIT Sahabat, a regular kindergarten that accommodates children with special needs. This research is expected to provide a contextual understanding of instructional strategies, challenges, and supporting factors in applying PPI to enhance fine motor development within inclusive ECE environments.

## **METODOLOGI**

### **Type Study**

This study employs a qualitative research design with a case study approach, emphasizing the collection of data in the form of words, behaviors, and processes observed in a naturalistic setting. The case study approach was selected because the research focuses on a specific phenomenon, namely the implementation of the Individualized Learning Program (PPI) to enhance the fine motor skills of children with special needs within a single institution, TK Sahabat Kebon Pala. Through this qualitative design, the researcher seeks to gain an in-depth understanding of the learning context, including teachers' experiences, classroom dynamics, and children's developmental progress as observed through direct engagement with the program. This approach enables the researcher to explore the PPI implementation process in detail, identify supporting and inhibiting factors, and obtain a holistic understanding of the program's effectiveness within the context of early childhood education.

### **Time And Place Study**

The research was conducted at TK Sahabat, located in Kebon Pala, Makasar District, East Jakarta. This school was selected because it has implemented the PPI since the 2025–2026 academic year, making it a representative site for an in-depth examination of PPI implementation. The study was carried out over a period of three months, providing the researcher with sufficient opportunity to observe the learning process continuously, conduct interviews, and review documentation of

children's developmental progress. This timeframe enabled the collection of rich and varied data, allowing for more accurate and comprehensive analysis.

### **Target Study**

The targets of this study were children with special needs who participated in the PPI in Group A at TK Sahabat Kebon Pala, particularly those experiencing delays in fine motor development. In addition to the children, the study also involved classroom teachers who implemented the PPI, the school principal as the program manager, and parents who were relevant to the individual learning process. The main subjects—children enrolled in the program—were the focus of observation to examine their fine motor development through activities such as pasting, beading, and buttoning. Meanwhile, teachers served as key informants who provided insights into the implementation process, instructional strategies, and challenges encountered throughout the program. The subjects were selected using purposive sampling, in which participants were intentionally chosen based on specific criteria relevant to the study objectives, namely children with identified fine motor delays who were actively engaged in the PPI. This technique was employed to ensure that the selected subjects could provide rich, contextually meaningful data for an in-depth qualitative analysis.

### **Technique Data Collection and Development Instrument**

The data collection techniques in this study consisted of observation, in-depth interviews, documentation, and field notes. Observation was carried out participatively in the natural classroom setting, directly recording fine motor activities such as sticker pasting, beading, and buttoning clothes, as well as teacher-child interactions during the implementation of the PPI. In-depth interviews were used to obtain information from teachers, the school principal, and parents regarding the implementation of the program and their perspectives on the children's development. Documentation in the form of daily lesson plans (RPPH), developmental records, and activity photos was also collected as supporting data to strengthen the observational findings. The research instruments were systematically prepared during the initial stage, consisting of interview guidelines, observation sheets, and documentation lists, all of which were adjusted to the focus and objectives of the study to ensure that the data obtained were accurate and relevant.

### **Technique Data analysis**

The data analysis in this study followed the Miles and Huberman model (in Darmawan, 2021), which consists of three main stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and simplified the data obtained from observations,

interviews, and documentation to identify patterns and themes related to the implementation of the PPI and the children's fine motor development. Next, the reduced data were presented in narrative or matrix form to make the relationships among findings easier to understand. The final stage was conclusion drawing and verification, in which the researcher formulated interpretations based on the overall data and ensured their validity through source and method triangulation, as well as member checking. In addition, NVivo 12 software was used to support the processes of coding, theme categorization, and the analysis of relationships among categories, enabling the analysis to be conducted more systematically and in greater depth.

## RESULTS AND DISCUSSION

### RESULTS

#### Identification of the Needs and Characteristics of Children with Special Needs at TK Sahabat

To obtain a comprehensive understanding of the needs and characteristics of children with special needs, the researcher conducted a thematic analysis of interview data from teachers, the school principal, and parents. The key findings from this identification process are presented in Table 1 as a basis for understanding the developmental challenges faced by the children and the learning needs that must be accommodated

Table 1. Key Findings of the Identification of Special Needs Children

Aspect	Key Findings
Characteristics of SNC	Difficulty following instructions, easily distracted, often daydreaming, unclear speech, easily bored/frustrated, difficulty in social interaction, low fine-motor performance
Children's Needs	Extra attention, gradual and repeated explanations, longer learning time, patient and consistent approach
Teacher Strategies	Direct assistance, gradual communication, and concrete demonstrations
Parent Collaboration	Quarterly progress reports, special meetings for specific issues, and collaborative problem-solving

Based on the results of the interview analysis, children with special needs at TK Sahabat exhibit characteristics that differ from their peers. They have difficulty following instructions even when repeated, are easily distracted by their surroundings, and often appear lost in thought, resulting in reduced engagement in learning activities. These challenges affect their concentration and the

overall effectiveness of the learning process. Furthermore, their language abilities remain limited; pronunciation and sentence formation are unclear, making communication with teachers and peers less effective.

This condition was also confirmed by one of the accompanying teachers, who stated: *“The child has difficulty following instructions even when they are repeated. The child’s attention is easily distracted, and during fine motor activities such as drawing or coloring, the child needs more time and the results are not yet optimal”*.

Emotional and social aspects are also significant concerns. These children tend to become easily bored, frustrated, or withdraw during group activities and have difficulty forming relationships with peers. This can lower their self-confidence and hinder social development. Additionally, their fine motor skills, such as drawing, writing, and beading, remain below average and require targeted interventions through repeated practice and appropriate materials to stimulate coordination and dexterity.

To address these needs, teachers implement tailored learning strategies, providing explanations that are simple, gradual, and repeated, along with extended learning time. Direct guidance allows for intensive supervision and quick responses to the children’s needs, while concrete demonstrations support understanding, as children respond better to visual stimuli and hands-on practice.

Regarding these learning needs, a teacher explained: *“Children with special needs require extra attention and a different approach. Some children need more time to understand lessons, so teachers must be patient and provide explanations gradually”*.

Collaboration with parents is also key to success; teachers provide progress reports every three months and hold special meetings when necessary, ensuring continuity between learning at school and at home. Overall, the research findings emphasize the importance of appropriate teaching strategies, a patient and consistent approach, and strong cooperation between teachers and parents to optimally support children’s development.

### **Implementation of Individualized Learning Methods, Varied Learning Media, and the Teacher’s Role in the Individualized Learning Program (PPI)**

To examine how these tailored learning strategies are implemented in practice, Table 2 presents the main findings on the implementation of the Individualized Learning Program (PPI) and the use of fine motor skill media at TK Sahabat.

Table 2. Key Findings on the Implementation of Individualized Learning Program (ILP) & Fine Motor Skill Media

Aspect	Key Findings
Importance of PPI	Learning is adjusted to the child’s pace and needs; children feel more comfortable and focused
PPI Strategies	Initial observation, development of individual learning plans, use of media according to ability, and peer assistance
Challenges	Limited teacher time and energy; insufficient learning aids; teacher creativity required
Impact of PPI	Increased motivation, clearer learning outcomes, improved child self-confidence
PPI Evaluation	Daily evaluations, progress recording, and comparison of initial and final performance
Fine Motor Skill Media	Crayons, colored pencils, stickers, and beads; improve coordination and perseverance
Media Constraints	Limited media, lack of variety, and child condition affect effectiveness
Child Response	Children become more active, focus improves, and hand movements are better trained

At TK Sahabat, teachers use various learning media such as crayons, colored pencils, stickers, and beads to develop children’s fine motor skills. Each medium encourages activities that involve repeated finger and grip movements—for example, placing stickers to practice coordination and stringing beads to strengthen finger muscles. The variety of media makes learning more engaging and challenging, while allowing teachers to adjust the difficulty level according to each child’s abilities, ensuring that every child has the opportunity to learn optimally. In addition to enhancing fine motor skills, these media also improve children’s concentration and endurance, while testing teachers’ creativity through innovative use of simple or recycled materials to maintain the effectiveness of learning despite limited resources and the children’s physical conditions.



Figure 1. Fine motor skill activities using varied learning media in the PPI at TK Sahabat

As stated by an accompanying teacher: *“One of the main challenges is managing time and energy to provide maximum attention to each child. It is sometimes difficult to balance assistance between children, especially when peer teachers are unavailable. In addition, limited learning aids make it harder to adjust instruction to children’s special needs, requiring extra creativity in developing suitable learning materials”*.

Teachers play a central role throughout all stages of the PPI, from planning to evaluation. With a deep understanding of the philosophy of individualized learning, teachers adjust strategies to accommodate differences in children’s abilities, interests, and learning styles. Planning begins with assessments through observation, interviews, and analysis of learning outcomes, followed by the development of a flexible yet measurable program. During implementation, teachers act as facilitators, tailoring activities to the child’s conditions and interests, and providing media and exercises suited to each child’s abilities.

Beyond facilitating learning, teachers also serve as motivators and emotional guides. The PPI focuses not only on academic achievement but also on social and emotional development, creating a learning environment where children feel safe, accepted, and confident, in line with the principles of child-centered learning. The success of the program is supported by collaboration among teachers, school principals, support staff, and parents, ensuring continuous monitoring of children’s development and maintaining synergy between school and home. Despite challenges such as limited resources, varying abilities among children, and constrained time, creative and diligent teachers can maximize the effectiveness of PPI, making it a learning strategy that optimally supports the academic, social, and emotional development of children with special needs.

### **Evaluation of the Effectiveness of the Individualized Learning Program (PPI) in Improving Children’s Fine Motor Skills**

The evaluation of the PPI at TK Sahabat is key to ensuring its effectiveness in improving children’s fine motor skills. Teachers conduct regular assessments through direct observation, daily records, and individual learning reports, not only evaluating the final outcomes but also monitoring the process of each child’s development. This approach allows teachers to adjust learning strategies accurately according to each child’s actual needs, ensuring that the exercises provided fully support their potential.

PPI plays a central role in developing fine motor skills in children with special needs through exercises tailored to each child’s abilities. Activities such as drawing, coloring, and sticking stickers are designed to stimulate coordination, precision, and finger dexterity, while also supporting other

skills like writing or handling writing tools. Beyond physical development, PPI also enhances focus, concentration, and cognitive abilities, as engaging activities require children to pay attention to details, control hand movements, and maintain attention for longer periods.

A teacher described the observable changes in children after participating in the PPI program, stating, *“The improvements observed in the children’s fine motor skills were quite significant. Initially, the children had difficulty moving their fingers, for example when holding a pencil or crayon, as their fingers were still stiff. However, after being trained according to each child’s abilities, their fingers became more flexible and stronger. The children also became more confident when performing activities that previously felt difficult. In addition to the development of fine motor skills, their concentration and focus also improved”*.

Although the findings indicate improvements children’s fine motor skills after participating in the PPI, several challenges remain in its implementation. These challenges include limited learning resources, differences in children’s abilities, time constraints faced by teachers, and less optimal parental involvement. Such conditions require teachers to demonstrate creativity, patience, and flexibility in adapting learning media and strategies to meet individual needs. The effectiveness of PPI is further supported by collaboration among teachers, parents, psychologists, and therapists to ensure continuity in children’s development. Through daily evaluations, continuous teacher capacity building, and regular coordination, PPI can be implemented in a more adaptive manner and contribute not only to the improvement of fine motor skills but also to children’s social, emotional, and cognitive development.

## **DISCUSSION**

This study aims to evaluate the implementation of the Individual Learning Program (PPI) in enhancing fine motor skills of children with special needs at TK Sahabat Kebon Pala, East Jakarta. PPI emerges as a response to the unique needs of each child, who differ in developmental patterns and learning characteristics. Implementing this method requires teachers to tailor learning activities according to each child’s characteristics and potential. Setiariksa and Diana (2025) states that PPI can contribute significantly to improving fine motor skills, making individual intervention highly important. Children with special needs often face obstacles in understanding instructions, and

Angraeni and Afifah (2025) emphasize that they require more opportunities to hear and repeat directions to make learning effective.

Children's easily distracted focus and tendency to become bored quickly add complexity to fine motor skills learning. These children need appropriate stimulation to stay engaged in repetitive activities that are crucial for developing fine motor skills. Arriani et al. (2021) highlight that children with special needs require longer learning time and extra attention, so the duration and intensity of the learning method must be adjusted to ensure that the learning experience is not only effective but also enjoyable and aligned with each individual's development.

The success of PPI heavily depends on direct teacher guidance, with the teacher acting as a facilitator who provides step-by-step instructions and repeated reinforcement so that children can understand and perform tasks properly. Lathifah et al. (2025) stress that repeated teaching techniques are essential for optimizing the learning process of children. The use of varied learning media, such as drawing with crayons, stringing beads, or sticking stickers, provides different sensory stimulation, maintains children's enthusiasm and participation, and supports the principles of multisensory learning. Mufarrochah (2023) emphasizes that media diversity can increase motivation and concentration, while Oktaviani and Setiyono (2022) note that varied media effectively stimulate focus and support children's fine motor skills.

Although PPI provides positive outcomes, its implementation faces challenges, particularly limitations in learning tools and the diverse characteristics of children. Teachers must design individual strategies to address differences in attention span, difficulties in social interaction, and motor skill limitations. Kustawan (2012) asserts that children with special needs not only face cognitive or motor challenges but also complex social and emotional issues, making a holistic approach that covers all aspects of child development essential. Collaboration among teachers, school principals, peers, and parents is crucial to ensure that PPI is implemented optimally and adapts to the child's development. Arrian et al. (2021) highlight that such collaboration facilitates coordination, evaluation, and the continuous adjustment of learning strategies to meet each child's needs.

Evaluation of PPI shows improvements in children's fine motor skills, including pencil grasping, writing, and bead stringing, which support independence and self-confidence. Oktaviani and Setiyono (2022) emphasize that systematic interventions in fine motor skills have a significant positive impact on children with special needs. The success of the program relies on teacher competence, collaboration among stakeholders, and parental support. Fauziyah et al. (2025)

underline the importance of continuous teacher training, while Esny and Rukiyati (2022) highlight inclusive classroom management and understanding children's socio-emotional needs. Yesi et al. (2019) note that collaboration between teachers and school principals enhances the quality of PPI implementation.

Overall, the implementation of PPI demonstrates that a learning approach tailored to the characteristics and needs of children with special needs can optimally promote fine motor development. The success of the program depends not only on teaching methods and media but also on the synergy between teachers, parents, and the school. Adequate support, cross-professional collaboration, and ongoing teacher training are key factors to ensure PPI is effective, fostering learning motivation and providing a comprehensive, inclusive learning experience for children with special needs.

Based on these findings, this study has important implications for the implementation of inclusive early childhood education, particularly in relation to the use of PPI. The results show that individualized learning strategies can be effectively applied in regular kindergartens to support the fine motor development of children with special needs, emphasizing the importance of adaptive planning, teacher sensitivity to individual characteristics, and the use of varied learning media. From a theoretical perspective, this study contributes to the limited body of research on the practical implementation of PPI in PAUD, particularly in relation to fine motor development, which has often been discussed only in general terms. Practically, the findings provide insights for teachers and PAUD institutions regarding the design, implementation, and evaluation of individualized learning, as well as the importance of collaboration with parents and institutional support. However, this study is limited to a single PAUD setting and relies on qualitative data, which may restrict the generalization of the findings. Future studies are therefore encouraged to involve a wider range of institutions and employ diverse research approaches to strengthen evidence on the effectiveness of PPI in inclusive early childhood education.

## **CONCLUSION**

This study evaluates the Individualized Learning Program (PPI) for developing fine motor skills in children with special needs at TK Sahabat Kebon Pala, East Jakarta, showing that PPI is an effective, flexible, and personalized approach. Tailored to each child's unique characteristics, it

enhances basic skills such as holding a pencil, writing, stringing beads, and other simple activities. Success is supported by varied learning media like crayons, origami paper, modeling clay, and stickers, which maintain motivation and engagement through multisensory learning. Challenges include limited tools and media, teacher competence, time constraints, and low parental involvement, requiring attention to improve effectiveness. Recommendations include teacher training, school support, active parental participation, government policies, and further research. Overall, PPI can optimally foster fine motor development when backed by skilled teachers, creative media, stakeholder collaboration, and institutional support.

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