

# Implementation of Learning Management by Teachers for Students with Special Needs at SMK Negeri 1 Rantau Prapat Labuhan Batu

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## ABSTRACT

Inclusive education in vocational schools faces significant challenges, particularly in how teachers manage learning for students with special needs. This study aims to explore and describe: (1) teachers' ability in planning learning for students with special needs, (2) the implementation of learning in inclusive classrooms, (3) assessment practices applied to students with special needs, and (4) the extent to which teachers can adapt learning materials and evaluations to meet diverse needs. This research employs a qualitative descriptive approach, with data collected through interviews, observations, and documentation. The research subjects included the school principal, guidance counsellors, homeroom teachers, students with special needs, and regular students. The findings reveal that while teachers show initiative and commitment to inclusive practices, they face major obstacles due to the lack of differentiated curricula, formal assessment tools, and specific training on handling students with special needs. Positive practices include regular parent-teacher communication, informal assessments, and peer-group integration strategies. However, systemic policies or institutional resources do not support these efforts. These findings indicate the urgent need for structured training programs, adaptive instructional materials, and policy-level support to optimise inclusive education practices in vocational schools.

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## 1. INTRODUCTION

Education is a societal institution and a fundamental human right recognised globally. It plays a pivotal role in shaping individuals' capacity to participate meaningfully in social, economic, and political life [1]. As a transformative force, education enables people to acquire knowledge, develop skills, and internalise values essential for personal development and societal cohesion. In Indonesia, the importance of education is explicitly

stated in the Preamble to the 1945 Constitution, which underlines the nation's obligation to "educate the life of the people." However, despite this constitutional guarantee, numerous challenges remain in ensuring equitable access to quality education for all, especially for children with special needs [2].

Inclusive education has emerged as a response to the persistent marginalisation of children with disabilities or learning difficulties. It is a strategy to restructure the mainstream education system to accommodate learners with diverse abilities and backgrounds [3]. Since 2014, Indonesia has begun implementing inclusive education across all formal levels—from kindergarten to senior secondary schools—to provide equal opportunities for all children to learn together in the same environment. This system allows students with special needs (PDBK) to attend regular schools alongside their peers, fostering a sense of belonging, social integration, and equality. More than a physical inclusion in classrooms, the model demands pedagogical shifts that accommodate each student's unique characteristics, challenges, and potential [4].

The implementation of inclusive education involves comprehensive adjustments in curriculum design, teaching methods, learning media, and assessment mechanisms. It requires educators to go beyond conventional instruction and engage in differentiated teaching tailored to the needs of students who may be blind, deaf, physically disabled, or neurodiverse. In this regard, the role of mentor teachers becomes central—they are expected to have a deep understanding of inclusive pedagogy and be capable of applying adaptive learning strategies that ensure each child can access and benefit from the educational process. Inclusive schools must accept and empower these students to thrive academically and socially [5], [6].

Inclusive education is also deeply rooted in moral and religious values. From an Islamic perspective, inclusive education aligns with teachings that emphasise the dignity and equality of all human beings. The Qur'anic verse in Surah Al-Hujurat (49:11) explicitly prohibits mocking or belittling others, as the one who is ridiculed may be more honourable in the eyes of Allah. This verse provides an ethical foundation for developing inclusive mindsets within schools, where physical, cognitive, or emotional diversity should be respected and celebrated rather than stigmatised. As interpreted by scholars like Bisri Mustofa, humility and mutual respect are fundamental to Islamic teachings and are integral to the values promoted in inclusive education [7].

Nevertheless, despite positive developments in policy, the practical implementation of inclusive education in Indonesia is still fraught with challenges. A significant barrier is the lack of readiness among schools to implement inclusive practices effectively. Many institutions remain hesitant to admit students with special needs, often citing limitations such as inadequate infrastructure, lack of trained personnel, or concerns that these students may hinder the learning process of others. These constraints reflect institutional weaknesses and point to deeper systemic issues, including limited commitment and insufficient leadership in driving inclusive reform [8]–[10].

At SMK Negeri 1 Rantau Prapat, a vocational high school in North Sumatra, progressive steps have been taken by admitting students with special needs. However, initial field observations indicate that implementing inclusive learning is not optimal.

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Teachers face difficulties in understanding the unique learning motivations of these students, adapting teaching methods and media appropriately, and aligning instructional materials with suitable assessment instruments [11]. These challenges signal the need for a deeper investigation into the current state of learning management for students with special needs in vocational school settings [12], [13].

While previous studies on inclusive education have contributed valuable insights—particularly in curriculum adaptation, learning material modification, and student achievement—most focus on special schools (SLB), elementary education, or non-formal learning settings. For example, Arie Laili Nopprima's research focused on language learning for deaf students in SLB PKK Lampung using maternal reflective techniques. Amalia Rahmatini emphasised the importance of synergy between teachers, parents, and the school community in teaching Islamic Religious Education to students with disabilities. Rianae and Mia Fitriani Astuti highlighted the significance of individual-centred learning management and nature-based educational environments. While these studies offer rich perspectives, they rarely address how inclusive education is managed within public vocational high schools, where the context, student diversity, and institutional challenges may differ substantially [14], [15].

This study, therefore, seeks to fill the gap by focusing on the inclusive learning management practices implemented by teachers at SMK Negeri 1 Rantau Prapat. Specifically, it aims to explore four critical aspects [16], [17].

1. Teachers' capacity in designing inclusive lesson plans that address the diverse needs of students with disabilities.
2. The implementation process of inclusive teaching practices in real classroom settings.
3. Evaluation techniques are used to assess the learning outcomes of students with special needs.
4. The degree to which teaching materials are adapted and aligned with individualised assessment strategies.

By examining these dimensions, this study offers a nuanced understanding of how inclusive learning is conceptualised and operationalised in vocational education. It highlights teachers' practical challenges and identifies opportunities for strengthening inclusive education through better planning, teacher training, curriculum development, and institutional support [18], [19].

Theoretically, the research contributes to the growing knowledge on inclusive education by offering an empirical perspective from a vocational high school context, which has received limited attention in previous literature. Practically, it provides actionable insights for school leaders to formulate more effective policies, for teachers to enhance their instructional competencies, and for policymakers to design support mechanisms that facilitate inclusive practices. Ultimately, the findings from this study are expected to contribute to the broader effort of creating a more just, inclusive, and equitable education system that recognises and nurtures the potential of every student, regardless of their abilities [20], [21].

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## 2. METHOD

This research was conducted at SMK Negeri 1 Rantau Prapat, Jalan Jendral Ahmad Yani No. 32, Kartini Village, Rantau Selatan District, Labuhanbatu Regency, North Sumatra. The school was selected due to its relevance to the research focus—specifically, teachers' implementation of learning management for students with special needs [22], [23].

The research process was carried out in several stages. It began with a planning phase, which included preliminary studies, field observations, and proposal preparation in October 2024. This was followed by the implementation stage of field research conducted between January and June 2025. A qualitative descriptive approach was employed in this study, as it enabled the researcher to explore, interpret, and describe in depth the social realities, experiences, and learning practices within the school environment. The qualitative method also allowed for the collection of narrative data through direct engagement with the research subjects [24].

Data collection involved three primary techniques: observation, documentation, and interviews. Observations were conducted to capture teachers' and students' teaching and learning interactions, particularly during classroom activities. Documentation was used to collect various written and visual materials such as school profiles, policy documents, organisational charts, and program records relevant to inclusive education. Interviews were central to understanding participants' perspectives, experiences, and roles in inclusive learning management [25].

The total number of research participants was 12: the principal, a guidance counsellor, three homeroom teachers, three students with special needs, and four regular students. All interviews were conducted face-to-face and recorded with permission from the participants.

As the primary instrument of this qualitative research, the researcher actively conducted fieldwork and interpreted the data. Additional supporting tools included voice recorders, cell phones, notebooks, and writing materials. During the process, the researcher also developed interview guidelines and observation formats to ensure consistency and depth in data collection.

Ethical considerations were strictly observed throughout the study. Informed consent was obtained from all participants prior to data collection. Participants were assured that their identities would remain confidential, and all data would be used solely for academic purposes. The research adhered to ethical standards regarding voluntary participation, privacy, and the right to withdraw at any study stage.

The analysis of the collected data was carried out using the Miles and Huberman model, which includes three interrelated steps:

- a. Data reduction – condensing and organising raw data to focus on relevant information.
  - b. Data presentation – displaying data in narrative, tabular, or matrix form to facilitate interpretation.
  - c. Conclusion drawing and verification – interpreting the data and validating findings based on patterns, categories, and themes emerging from the field.
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To ensure the validity and trustworthiness of the findings, the study applied four criteria:

- a. Credibility was established through prolonged engagement, triangulation of sources, peer debriefing, and member checks.
- b. Transferability was supported by detailed contextual descriptions, allowing the findings to apply to similar contexts.
- c. Dependability was ensured through consistent documentation and a systematic research process.
- d. Confirmability was maintained by keeping an audit trail and ensuring that conclusions were derived from the data, not researcher bias.

Through this methodological approach, the study aimed to present a comprehensive and accurate depiction of how teachers at SMK Negeri 1 Rantau Prapat managed the learning process for students with special needs, including the challenges encountered and the strategies employed in creating an inclusive and responsive educational environment.

### **3. RESULTS AND DISCUSSION**

#### **3.1 RESULT**

##### **Teachers' Ability to Plan Learning**

In the context of inclusive education, lesson planning is a foundational activity that determines how effectively the learning process can accommodate diverse student needs. At SMK Negeri 1 Rantau Prapat, lesson planning begins with identifying student conditions during admission. The school's compliance with the national zoning-based PPDB system ensures that students with special needs are not discriminated against in enrollment. According to the principal, students with disabilities are accepted without distinction, provided they meet fundamental readiness indicators.

*"We accept all students based on the zoning system, including those with special needs. It is part of our responsibility to serve the community around us,"* (Principal, Interview 1).

Despite this commitment, further findings reveal a lack of structured assessment to identify students' needs after admission. Teachers and guidance counsellors rely on informal observations and input from parents to recognise special conditions, often during the early weeks of instruction. Guidance counsellors indicated that while they try to be attentive, they lack formal tools or checklists to support this process.

*"When students show signs of difficulty in class or behaviour that stands out, we start discussions among staff. But we do not have a standard screening instrument,"* (BK Teacher, Interview 3).

While the intention to include is evident, most teachers' lesson plans (RPPs) are generalised and do not reflect specific adaptations for students with special needs. Several teachers acknowledged that their limited understanding of inclusive pedagogy, time constraints, and a lack of special training hinder their ability to prepare differentiated plans.

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*“I prepare one lesson plan for all. It is not ideal, but I would not know how to make separate ones for ABK students,”* (Teacher, Interview 4).

### **Implementation of Learning**

The implementation phase of inclusive education at SMK Negeri 1 Rantau Prapat highlights commendable practices and practical barriers. Teachers act as facilitators and mentors, often applying a patient and empathetic approach when handling students with emotional or behavioural challenges. For example, teachers try to understand the underlying causes of disruptive behaviours rather than employing strict discipline.

*“When a student with special needs gets upset or disruptive, I stay calm. Usually, there is an emotional reason behind it,”* (Classroom Teacher, Interview 5).

The school also facilitates peer learning by forming joint study groups that mix regular and special needs students. This strategy is effective in fostering empathy and cooperation among students. In some cases, students with special needs reported feeling more comfortable and engaged when supported by their peers.

*“I like it when I sit in a group because I can ask friends when I do not understand,”* (Student with Special Needs, Interview 7).

However, the absence of specialised support staff, such as inclusion assistants or shadow teachers, limits how much attention can be provided in large classrooms.

### **Learning Assessment**

Assessment practices for students with special needs aim to focus on outcomes and the learning process. Teachers conduct ongoing assessments through portfolios, classroom observations, and simplified assignments. Several teachers try to provide alternative or modified tasks, but no standardised policy or format guides such adjustments.

*“Sometimes I simplify the exam or give extra time, but honestly, I do not know if it is enough”* (Vocational Teacher, Interview 6).

Students benefit from personalised feedback; teachers sometimes discuss with parents to better understand learning progress. Despite these efforts, teachers admitted that their assessment practices are based primarily on personal initiative rather than institutional guidance.

### **Material and Evaluation Adjustments**

In vocational education, theoretical content can be a barrier for students with special needs, particularly when it involves writing or memorisation. Teachers have made individual efforts to simplify materials, such as using images or practical demonstrations. One student with special needs mentioned a preference for hands-on learning:

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*“I prefer doing things directly, like in the workshop. It is easier to understand than writing on paper,”* (Student with Special Needs, Interview 9).

Although no workshops or training programs exist on inclusive material design, the school encourages teachers to explore online resources or collaborate with peers to improve their teaching strategies. Nonetheless, the absence of structured support limits the effectiveness and consistency of these adaptations across classrooms.

To better understand the balance between individual teacher efforts and institutional systems, the following table presents a comparative summary of teacher initiative versus systematic support in key areas of inclusive learning:

Table 1. Comparison of Teacher Initiative and Systematic Support

Area of Practice	Teacher Initiative (Observed)	Systematic Support (School/Policy Level)
Student Identification	Informal observations, parent interviews	Zoning-based admissions; no structured screening tools
Lesson Planning	General RPPs with occasional minor modifications	No institutional adaptation guidelines
Instructional Strategies	Group collaboration, empathy-based interaction	No shadow teachers or classroom assistants
Assessment Techniques	Simplified tasks, portfolios, and oral exams	No formal training in inclusive assessment
Material Adjustment	Use of visuals, online resources, and hands-on tasks	No official materials or adaptation support
Teacher Training & Support	Self-directed learning, informal peer discussion	Lack of continuous professional development in inclusive methods

### Synthesis of Key Challenges and Positive Practices

In summary, the findings from SMK Negeri 1 Rantau Prapat illustrate the dedication of teachers to promote inclusive education, often relying on personal initiative, empathy, and informal collaboration. However, this approach is constrained by the absence of systemic support, such as formal training, structured assessment tools, and inclusive teaching resources.

## 3.2 DISCUSSION

### Teachers' Ability to Plan Learning for Students with Special Needs

At SMK Negeri 1 Rantau Prapat, the lesson planning process for students with special needs begins with the student admission stage, which follows a zoning-based policy. While zoning primarily serves administrative and geographical functions, it plays a crucial role in determining the inclusivity of the school environment. It obliges schools to be prepared to welcome students of diverse backgrounds and learning needs, including those with physical, intellectual, emotional, or social challenges.

In practice, however, the initial assessment stage—meant to identify students' unique profiles and needs—is neither formalised nor systematic. Teachers and guidance counsellors must recognise these needs through informal classroom observations and occasional parental input. As a result, lesson implementation plans (RPPs) remain uniform across student populations, without specific differentiation for those with special needs. This condition stems from several structural issues, including large class sizes, time constraints, and limited teacher training in inclusive education.

Teachers are placed in a position where they must navigate between their professional responsibilities and systemic gaps in institutional support. Consequently, students with special needs are often exposed to conventional learning models such as lectures and writing assignments—methods that may not align with their learning preferences. One student preferred practical learning experiences over theory-based instruction, reinforcing the need for a differentiated learning approach.

This situation underscores the necessity for ongoing professional development for teachers, particularly in recognising the characteristics of various types of special needs and designing responsive instructional strategies. Inclusive education cannot be effectively realised unless planning incorporates adaptive learning goals, materials, and methods tailored to students with special needs.

### **Implementation of Learning by Teachers for Students with Special Needs**

Teaching in a mixed classroom presents both challenges and opportunities for inclusive practice. Teachers at SMK Negeri 1 Rantau Prapat are expected to play multiple roles—not only as subject matter experts, but also as motivators, facilitators, and mentors. The essence of inclusive implementation lies in its ability to foster a welcoming, empathetic, and participatory classroom atmosphere.

Strong communication with parents is one key strategy employed. Parent-teacher meetings each semester offer a formal platform to discuss academic and behavioural progress, exchange insights, and jointly address learning barriers. This level of engagement helps personalise the support system and keeps parents involved in their children's education.

Classroom strategies also reflect inclusive intent. Teachers use peer groupings that mix regular and special needs students to promote cooperation, empathy, and mutual assistance. These group dynamics help students with special needs feel more integrated and confident. In one instance, a student shared that being part of a supportive group made it easier for them to ask questions and feel accepted by classmates.

However, despite these positive efforts, teachers still struggle with managing disruptive behaviours like tantrums or emotional outbursts. Instead of punitive discipline, teachers rely on empathy and dialogue to uncover the underlying causes—an approach that builds emotional trust and strengthens teacher-student relationships. Nonetheless, such individualised attention is difficult to sustain in overcrowded classrooms without additional support staff or specialised intervention programs.

### **Assessment of Learning for Students with Special Needs**

At SMK Negeri 1 Rantau Prapat, the philosophy of assessment aligns with the principles of inclusive education: it values both the process and progress of student learning, rather than just outcomes. Teachers try recognising each student's unique trajectory using observation and portfolio-based assessments.

Despite these good intentions, assessment practices remain largely inconsistent due to the absence of institutional training and support. Teachers depend on personal judgment and classroom experience to adapt assessments, a method that risks subjectivity and

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inconsistency. They also face difficulties balancing fairness and equity: students with special needs must be evaluated according to their growth, yet current tools still compare them against uniform standards used for regular students.

This creates a disconnect between policy aspirations and classroom realities. The lack of specialised mentors or shadow teachers further complicates the situation, leaving teachers to manage instruction and assessment unaided. A more structured and systemic approach is needed to ensure that evaluation practices genuinely reflect the competencies and learning progress of students with special needs.

### **Adaptation of Learning Materials and Evaluation for Students with Special Needs**

Adapting learning materials and evaluation techniques is central to achieving meaningful inclusion. However, in practice, SMK Negeri 1 Rantau Prapat continues to use general curriculum documents and standard assessment formats that do not sufficiently address the learning diversity of their student body.

This uniform approach limits access to content for students with special needs. Ideally, instructional materials should reflect varied learning speeds, communication modes, and cognitive abilities. Currently, teachers fill this gap through direct observation and intuitive adjustments. For example, they may use visual aids, rephrase questions, or offer additional time during evaluations. Although helpful, these adjustments are informal and lack institutional backing.

The absence of specialised modules or inclusive instructional kits poses a significant barrier. Teachers cannot access professionally developed tools that could help them objectively assess learning outcomes based on individual student needs. Despite lacking formal training, many teachers show initiative by sharing strategies among colleagues or seeking resources independently online.

### **Critical Reflections and Study Limitations**

This study provides in-depth insights into implementing inclusive education at SMK Negeri 1 Rantau Prapat. However, it is important to recognise the contextual limitations of the research. The findings are based on observations and interviews from a single vocational school in North Sumatra, which may not fully represent the broader landscape of inclusive education across Indonesia. Furthermore, generalizability is limited due to the school's unique demographic and cultural context.

The research relied heavily on qualitative data without triangulation through standardised observation tools or longitudinal tracking. Future studies would benefit from incorporating multi-site comparisons, longitudinal designs, and mixed-method approaches to deepen understanding.

Based on the findings, several actionable recommendations can be proposed for policymakers and educational authorities:

a. **Structured Teacher Training Programs**

Introduce regular and certified professional development for vocational teachers, focusing on special education, differentiated instruction, and inclusive assessment.

b. **Development of Adaptive Curricula**

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Design flexible curriculum frameworks that allow for the integration of visual, kinesthetic, and auditory learning styles, especially for practical and vocational subjects.

c. Deployment of Inclusive Support Staff

Assign teaching assistants or special education mentors to support teachers in classrooms with identified students with special needs.

d. Creation of Inclusive Learning Modules and Tools

Provide schools with differentiated learning materials and inclusive evaluation instruments tailored to specific disabilities.

e. Formalised Identification and Monitoring System

Standardise the early identification of students with special needs during the PPDB process and create individual education plans (IEPs) to track student progress.

The current study opens several avenues for future inquiry. Comparative studies between multiple vocational schools in urban and rural settings could reveal how geographic and institutional factors affect inclusive education. Longitudinal research could explore how inclusive practices evolve and their long-term impact on student outcomes. Moreover, action research involving teacher training interventions could directly measure the effect of professional development on classroom inclusivity.

#### 4. CONCLUSION

Based on the focus and findings of this study, it can be concluded that the ability of teachers at SMK Negeri 1 Rantau Prapat to plan learning for students with special needs (ABK) remains significantly constrained. This limitation stems from the absence of a differentiated curriculum, instructional guidelines, and specific assessments tailored to the needs of ABK. Furthermore, the school has not yet provided targeted training or technical support to prepare teachers for the demands of inclusive education. Despite these limitations, many teachers have taken commendable initiatives to adapt to the needs of ABK. Through consistent observation, informal assessments, online resources, and peer collaboration, they demonstrate a sincere commitment to fostering a more inclusive learning environment, albeit without a formalised support system.

Teachers display several positive practices in the implementation phase despite the systemic gaps. These include fostering empathetic classroom atmospheres, managing behavioural challenges with calmness and care, and forming mixed peer groups that allow ABK students to develop confidence and feel included. The school also organises regular parent-teacher meetings to discuss student progress, strengthening the collaborative approach. However, the implementation still lacks structure due to the unavailability of adapted materials, inclusive curriculum models, and adequate classroom support personnel.

Assessment practices at the school focus on students' learning progress and individual development rather than solely on final academic results. This approach aligns with inclusive education principles. Nevertheless, teachers remain dependent on their knowledge and professional discretion due to the lack of formal training in assessing students with special needs. This raises concerns regarding consistency and fairness in evaluation practices, as they are not grounded in standardised procedures.

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Similarly, in adapting learning materials and evaluation methods, significant challenges persist. Instructional content and assessment formats are generally designed for regular students, which often disadvantages students with special needs. Although the school encourages teachers to use digital platforms and professional networks to develop their materials, the lack of structured institutional resources limits the scalability and sustainability of these efforts. Teachers rely primarily on continuous observation to monitor learning engagement and outcomes, which, while useful, cannot fully replace formal adaptation tools.

Therefore, structured policies and targeted training are essential to ensure optimal inclusive education practices in vocational schools. Addressing the systemic gaps in curriculum design, assessment frameworks, teacher development, and learning materials will be critical to supporting educators and ensuring that students with special needs receive equitable, meaningful, and empowering educational experiences.

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