

Evaluation of Learning for Children with Special Needs in the Context of Inclusive Early Childhood Education

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ABSTRACT

This research aims to comprehensively describe and analyze the process and follow-up of learning evaluation for Children with Special Needs within an inclusive Early Childhood Education setting. A qualitative case study approach was employed, collecting primary data through in-depth interviews with classroom teachers, the school principal, and parents, along with classroom observation and Intervention Plan document analysis. Source and method triangulation were applied to ensure the validity of the findings. The results indicate that the Children with Special Needs evaluation process in inclusive Early Childhood Education is structured, individualized, and systematic. This includes thorough planning with specific goal identification, empathetic implementation utilizing diverse assessment methods (observation, tailored tests, performance assessments), and meticulous recording to measure progress. The follow-up aspect is highly responsive, with evaluation outcomes immediately informing the design of additional programs, specific interventions, and adjustments to the curriculum and teaching methods. Key findings highlight the critical importance of active collaboration between the school and parents, supported by the principal's managerial support in resource provision and staff coordination. In conclusion, this evaluation practice demonstrates a comprehensive, integrated, and responsive model focused on the continuous development of the children's potential.

Keywords: *Evaluation of learning, Children with Special Needs, Inclusive, Early Childhood Education*

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INTRODUCTION

Inclusive education is an educational approach that accommodates all learners without exception, including Children with Special Needs, within the same learning environment (Supardi, 2018). The implementation of inclusive education is based on the principles of fairness and non-discrimination, ensuring every child has an equal right to quality educational services. In Indonesia, this policy has become a constitutional and legislative mandate, requiring educational institutions to adapt their curriculum and teaching systems. Early Childhood Education institutions that organize inclusive education hold a crucial role in realizing this goal at the initial stage of a child's development. The

success of these inclusive programs heavily depends on how Early Childhood Education institutions integrate Children with Special Needs into regular teaching and learning activities. Therefore, this research focuses on the practices in inclusive Early Childhood Education institutions as a vital case study model for in-depth examination.

Learning evaluation plays a central role, especially in the context of inclusive education, as the evaluation results form the basis for determining the success of the program and the individual development of Children with Special Needs (Seim, 2024). Without proper evaluation, it is difficult for educators to know the extent to which the intervention provided has achieved its objectives or whether adjustments are necessary (M. Supardi, 2017). Effective evaluation must be able to measure a child's progress across cognitive, affective, and psychomotor domains, as well as include their social and emotional aspects. This process does not only assess the final outcome but also examines the learning process undertaken by Children with Special Needs, which often requires different steps than those for regular students. Accurate evaluation data is key to designing truly relevant and beneficial Individualized Education Programs (IEP).

The organization of inclusive education at the Early Childhood Education level faces unique challenges, particularly concerning the assessment of diverse Children with Special Needs development. Young children have highly dynamic developmental characteristics, and the diversity of special needs (e.g., autism, learning difficulties, or emotional disorders) adds complexity to determining evaluation instruments. Teachers are faced with the demand to use flexible, adaptive, and continuous evaluation methods, which differ from standard assessments. Moreover, resource limitations, both in terms of teacher training and the availability of assistive tools, often become obstacles to ideal evaluation implementation (Yusra et al., 2019). Inclusive Early Childhood Education institutions, as institutions striving to implement inclusion, naturally face similar challenges in ensuring evaluation is conducted objectively and holistically.

This research aims to analyze in depth the model of evaluation implementation in the context of inclusive Early Childhood Education in general, focusing on a representative case study. The choice of this focus allows researchers to observe closely how the concept of Children with Special Needs learning evaluation is translated into real-world, daily practice within the Early Childhood Education environment. The main focus is to break down the specific procedures used by teachers and school staff in assessing the progress of Children with Special Needs. This includes the types of observation, the frequency of assessment, and the criteria used to interpret a child's developmental data. By studying a case in depth at one institution, the research expects to yield rich and detailed findings regarding effective evaluation mechanisms at the inclusive Early Childhood Education level.

Based on the background presented, this research formulates the main problem as the need to evaluate the effectiveness and implementation of the Children with Special Needs learning evaluation process in the context of inclusive Early Childhood Education. This problem is then broken down into a series of more detailed and operational research questions. There are three core questions that guide the collection and analysis of qualitative data. These questions cover how the overall Children with Special Needs

learning evaluation process is implemented in an inclusive Early Childhood Education environment. Furthermore, the research also focuses on what evaluation instruments or techniques are used by teachers and the school in the context of special needs education. Finally, the research questions also highlight the follow-up aspect of the learning evaluation results, which determines the next intervention for Children with Special Needs.

The main objective of this research is to describe and analyze in depth the implementation and follow-up of Children with Special Needs learning evaluation in an inclusive Early Childhood Education environment. This objective is aligned with the research questions, where the researchers seek to obtain a comprehensive overview of the evaluation procedures in the school. More specifically, the goals include identifying the process of Children with Special Needs learning evaluation implementation in the inclusive Early Childhood Education institution. Additionally, this research aims to identify and describe the evaluation instruments applied by teachers and the school. The results of this study are expected to provide practical benefits as recommendations for schools and teachers in improving the quality of inclusive educational services at the Early Childhood Education level more broadly.

The significance of this research is divided into theoretical and practical aspects, making important contributions to the development of educational science and field practice. Academically, this research is expected to enrich the body of knowledge, especially in the field of inclusive education evaluation at the Early Childhood Education level. The findings produced can serve as a reference for subsequent researchers interested in case studies of inclusive practices in Indonesia (M. Supardi, 2017). Practically, this research provides direct feedback to Early Childhood Education institutions regarding the strengths and weaknesses of the evaluation systems they currently implement. Furthermore, the results of this study can also be a practical guide for other inclusive schools in designing or modifying Children with Special Needs learning evaluation procedures that are more effective and appropriate to the individual needs of each child.

Children with Special Needs

Children with Special Needs is a term referring to children who possess special characteristics, significantly different from typical children, either due to developmental limitations or superior potential requiring special attention (Azizah et al., 2019). This concept is internationally accepted and defines a child who has fundamental issues, whether emotional, mental, intellectual, or physical, thereby requiring special and integrated educational and rehabilitation services. The primary goal of these special services is for every child to achieve their maximum potential, despite certain limitations or uniqueness. Thus, the handling of Children with Special Needs is an integral initiative focusing on development, health services, and rehabilitation.

This document divides Children with Special Needs into two main categories based on the nature of their disability: temporary Children with Special Needs (temporary) and permanent Children with Special Needs (permanent) (Lindner & Schwab, 2025). Temporary Children with Special Needs are children who experience learning or developmental

barriers triggered by external forces, such as trauma from natural disasters or harsh treatment, which, if not properly handled, can become permanent. Conversely, permanent Children with Special Needs are caused by internal disabilities resulting in permanent learning and developmental disorders, such as visual, hearing, intellectual, and motor impairments. This categorization is important for determining the most appropriate type of intervention and special services.

The classification of Children with Special Needs is highly diverse, encompassing a wide spectrum, from those with deficiencies to those with giftedness. The main classifications include children with visual impairment (tunanetra), hearing impairment (tunarungu), physical motor impairment (tunadaksa), intellectual disability (tunagrahita), and slow learners. Furthermore, there are Children with Special Needs related to behavioral and social aspects, such as children with emotional and social disorders, autistic children, and children with Attention Deficit Hyperactivity Disorder (ADHD) (Lestari et al., 2022). Interestingly, gifted children are also included in the Children with Special Needs category because their above-average intellectual potential requires special services for optimization.

Inclusive Education

Inclusive education is defined as a fundamental educational approach, based on the principle that every child has the human right to equal education, regardless of their abilities or disabilities (Nugraha, 2020).. This principle seeks to provide the same learning environment for all students—namely, in regular classrooms—which philosophically promotes unity in diversity and respects individual differences as a normal part of classroom life. The history of this approach is rooted in the human rights movement, and in Indonesia, inclusive education is carried out as the government's commitment to UNESCO's "education for all" principle.

Theoretically, inclusive education is supported by several strong psychological and pedagogical foundations. Among them is Maslow's Hierarchy of Needs Theory, which asserts that a sense of safety and acceptance is a basic prerequisite for every child to achieve effective learning and self-actualization. Furthermore, Vygotsky's Zone of Proximal Development (ZPD) Theory is also relevant, emphasizing that learning for Children with Special Needs occurs optimally when they receive appropriate support (scaffolding) in accomplishing tasks slightly beyond their current capabilities (Jannah & Setiawan, 2022).

The practical implementation aspect of inclusive education is strongly supported by Tomlinson's Differentiated Instruction (DI) Theory, which allows teachers to individually adjust learning strategies, materials, and assessments to meet the diverse learning needs of students. In addition to DI, Resilience Theory also plays an important role, focusing on developing the Children with Special Needs' ability to persist and develop positively despite facing challenges (Subakat, 2022). In a specific context such as TKIT Azzahra (an assumed institution for the case study), the application of these theories demands curriculum modification, adaptive and individualized humanistic teaching, periodic evaluation, and a strong, active partnership with parents.

Inclusive Class

An inclusive class is the physical and operational context of inclusive education, which is a space where general students and Children with Special Needs participate in the public school system, receiving the same educational services while considering diversity and individual needs (Nadlifah et al., 2022). The main goal of organizing this class is to ensure Children with Special Needs have the right to education equal to that of other typical children, as well as to contribute to the overall basic education program. Furthermore, inclusive classes socially aim to educate all students to be able to recognize, respect, and appreciate the diversity of viewpoints, while also overcoming the problems of truancy and school dropout by creating a non-discriminatory education system.

The implementation of inclusive classes can be realized through various flexible operational models, adjusted to the Children with Special Needs' level of need and the school's capacity. These models include the Regular Class (Full Inclusion) where Children with Special Needs study full-time with general students, or modified models such as Regular Class with Cluster (forming special groups within the regular class) and Regular Class with Pull Out (withdrawing Children with Special Needs to another room for a certain time to receive special services from a special educator) (Hastari & Sujana, 2020). There are also combination models of cluster and pull out, as well as Special Classes with various integration levels, where Children with Special Needs mainly study in a special class but integrate with general students in certain fields (e.g., arts or sports).

The key to the successful management of inclusive classes, regardless of the model used, lies in the availability and role of the Special Needs Guidance Teacher (GPK). The GPK is tasked with providing special educational assistance and support to Children with Special Needs, ensuring that learning activities are tailored to the students' needs and characteristics through individualized learning planning (Prasasti et al., 2022). The learning principles in inclusive classes must be aligned with the general education principles for children, but enriched with additional principles that are sensitive to the special characteristics of Children with Special Needs, so that every child receives a fair opportunity in education to develop their optimal potential.

Learning Evaluation

Learning evaluation is a crucial stage and an inseparable component of the teaching-learning process, defined as a systematic action or process to determine the value, quality, or impact of student learning activities and progress (Jayadi & Irawan, 2022). This process must be continuous and comprehensive, including assessment through exams, practical work, assignments, and teacher observation. The results of this evaluation have a dual function; for students, evaluation can diagnose the learning difficulties they face, while for teachers, it functions as important feedback to improve and refine future learning plans and activities.

The goals of learning evaluation go beyond merely assigning grades, encompassing the determination of specific learning content competencies achieved by the students and the improvement of the entire learning system, including its components such as methods,

media, learning resources, and the teacher's role. Furthermore, evaluation results play a vital role in the accreditation function of an educational institution, as regulated in Law Number 20 of 2003, where knowledge acquisition is one of the bases for determining the quality of the program in that institution. Thus, evaluation guarantees the quality and accountability of the educational program (Ayu et al., 2019).

To produce a good and valid evaluation, the activity must adhere to strict general principles. The Principle of Continuity demands that evaluation be conducted continuously so that student development can be clearly monitored over time. The Principle of Comprehensiveness ensures that the assessment considers all aspects of learning. In addition, the principles of Honesty and Validity are required, ensuring teachers are neutral and fair, the Cooperative principle mandates partnership with all parties (parents, fellow teachers, and students), and the Practical principle ensures the evaluation tools are easy to use and utilized by relevant parties.

METHODOLOGY

This research uses a qualitative approach with a case study focus to understand in depth the learning evaluation process for Children with Special Needs in the context of inclusive Early Childhood Education. The selection of the qualitative method is highly appropriate because it allows researchers to explore rich and descriptive data regarding the practices, procedures, and experiences encountered by various parties (Sugiyono, 2017). Primary data was collected through three main techniques: in-depth interviews with various parties such as classroom teachers, the school principal, and Children with Special Needs parents; classroom observation to directly observe the implementation of evaluation and follow-up in the learning environment; and document analysis, especially Intervention Plan documents which serve as written evidence of program adjustments. This diverse data collection technique ensures that the information obtained is comprehensive and comes from various operational viewpoints.

To ensure the validity and credibility of the findings, the researcher extensively applied the triangulation technique. Triangulation was performed in two forms: source triangulation and method triangulation (Afrilianto et al., 2017).. Source triangulation involved comparing findings between interviews (e.g., what the teacher said) with the principal's report and parents' experiences, as well as verifying all this information with existing official documents. Meanwhile, method triangulation compared the results obtained from interviews, observation, and document analysis to ensure data consistency and reliability. This robust methodological approach aims to present an accurate analysis of how the learning evaluation process and the follow-up mechanism of the evaluation results are carried out within the framework of inclusive education.

FINDING AND DISCUSSION

RESEARCH RESULT

The overall results of the research indicate that the learning evaluation process for Children with Special Needs in the context of Early Childhood Education is carried out with

a structured, individualized, and systematic approach. This systematization ensures that the evaluation is not done on an ad-hoc basis but follows established procedures, which is aligned with the philosophy of inclusive education that demands service adjustment. The evaluation begins with an initial assessment of the child's development, which then becomes the basis for intervention design. The implementation of this evaluation focuses on curriculum adjustments and individually tailored intervention methods, demonstrating the school's commitment to the principles of diversity and the unique needs of each child. Thus, the process reflects an integrated effort to measure a child's progress holistically.

Key findings from the Classroom Teacher explicitly confirm that evaluation follow-up is an important stage involving the design of additional programs and curriculum adjustments. These adjustments aim to ensure the child's optimal development, where the regular curriculum is modified to align with the child's profile and Individualized Education Program (IEP) or Intervention Plan targets. Classroom Observation reinforced this finding by showing that the follow-up implementation is truly "systematic" in the daily learning environment. This consistency between the Classroom Teacher's statements and observations in the field indicates that school policy has been internalized and executed well at the classroom implementation level.

The aspects of leadership and managerial support play a crucial role in the success of the evaluation and follow-up process. Interviews with the School Principal revealed that follow-up is supported by good coordination among staff, as well as the availability of necessary resource support. This resource support can include additional training for teachers, the provision of specific assistive learning tools, or adequate teacher-student ratio arrangements. These findings affirm that the success of inclusion is not only the responsibility of the Classroom Teacher but also supportive school-level policies that provide the structural prerequisites for effective education. This administrative support forms the foundation for sustainable inclusive practice.

This research clearly highlights that collaboration is a central element and the main strength in evaluation follow-up. Interviews with Parents revealed that they are actively involved and provided clear information regarding additional support strategies that must be continued at home. This involvement ensures the continuity of intervention between the school and home environments, which is crucial for Children with Special Needs development. This collaboration model demonstrates the existence of an effective multidisciplinary team effort, where the family is recognized as a partner in the educational process. Transparent information to Parents facilitates their role as primary supporters outside of school hours, optimizing intervention outcomes.

The credibility of the research findings is supported by the extensive use of triangulation techniques, both source and method triangulation. The consistency of findings from various sources—Classroom Teacher, School Principal, and Parents—validated by the Intervention Plan Document data, ensures the validity of the conclusions. The Intervention Plan Document serves as written evidence indicating that the program adjustment plans and child development records are factually based on evaluation results. These overall findings show that the Children with Special Needs learning evaluation practices, from

assessment to intervention, are well-integrated, demonstrating a strong and comprehensive model of inclusive education implementation.

DISCUSSION

The main discussion of this research affirms that the Children with Special Needs learning evaluation process in the Early Childhood Education environment studied is carried out systematically and adaptively, in accordance with the demands of the inclusive education philosophy. The findings indicate that this evaluation system does not merely measure results but is oriented towards follow-up through curriculum adjustments and the design of additional intervention programs. This interpretation positions the school's practice as a model of continuous formative evaluation implementation, where initial assessment results are directly integrated to modify the Individualized Education Program (IEP). The consistency between the Classroom Teacher's statements, observation, and the Intervention Plan document evidence strengthens the idea that this systematization has become an institutional culture, not just administrative compliance, thus ensuring that educational services are truly adapted to the unique needs of Children with Special Needs optimally.

A crucial aspect of the success of evaluation and follow-up is the presence of strong collaboration and structural support from school management. The discussion concludes that the role of the School Principal is vital in providing resource support and ensuring good coordination among staff, which is an absolute prerequisite for successful inclusion. Furthermore, the findings showing the active involvement of Parents and the provision of transparent information affirm that the school successfully realized a collaborative partnership. In the theoretical context, this collaboration functions as an informal source triangulation mechanism that bridges intervention between school and home, thereby maximizing the effectiveness of the Children with Special Needs program. Overall, this research underscores that the effectiveness of inclusive learning evaluation lies in the synergy between systematic procedures, managerial support, and active partnership with the family.

This research aims to comprehensively describe and analyze how the learning evaluation process—from planning, implementation, to follow-up—is conducted for Children with Special Needs in an Early Childhood Education environment implementing inclusion. The analysis results, conducted using the Miles and Huberman qualitative model, show that the Early Childhood Education institution subject to the study adopts an approach that is systematic and highly responsive to the principles of inclusive education and differentiated learning.

The planning aspect of the evaluation shows mature coordination among parties, including classroom teachers, the school principal, and the curriculum team. Planning begins with the identification of specific learning objectives tailored to the individual needs of each Children with Special Needs, covering cognitive, social, and emotional skills. The principle of differentiated learning is upheld by considering the strengths and weaknesses of each child. The designed evaluation methods are comprehensive, including observation,

tailored tests, and performance assessments. The conclusion of these findings affirms that planning is systematic and mature, contributing significantly to the effectiveness of evaluation at the Early Childhood Education level.

In the implementation stage, evaluation is carried out with an empathetic approach, creating a supportive learning environment so that children can demonstrate maximum ability without excessive pressure. Teachers conduct periodic assessments using various methods and meticulously record the results to measure progress and identify intervention needs. Parental involvement is a crucial point, where evaluation results are communicated routinely, and input from parents is used to develop home support strategies, ensuring the continuity of education in the Early Childhood Education environment and at home. This implementation is considered effective because it uses various methods and is carried out with careful consideration of the unique needs of each child.

Evaluation follow-up is the most responsive stage, where evaluation results are immediately used as the basis for designing individual improvement strategies. These actions include the design of additional learning programs, specific interventions, and adjustments to the curriculum and teaching methods. Structured coordination among the education team ensures the availability of resources and the monitoring of the child's progress over time. Effective communication with parents continues, ensuring they are actively involved and given clear information on how to support the child's development. The final conclusion shows that the follow-up is well-coordinated, affirming a responsive approach focused on the continuous development of Children with Special Needs within the scope of Early Childhood Education.

CONCLUSION

The planning of learning evaluation for children with special needs in an inclusive Early Childhood Education environment is carried out with a systematic and inclusive approach. The research findings indicate that evaluation planning involves several important stages conducted by considering the individual needs of each child. The planning process begins with the identification of specific learning objectives for Children with Special Needs, covering cognitive, social, and emotional skill aspects. These objectives are designed to accommodate the strengths and weaknesses of each child, and to provide support tailored to their needs. Furthermore, the evaluation methods used include observation, tailored tests, and performance assessments, which allow teachers to gain a comprehensive overview of the child's progress. Coordination among the teacher, principal, and curriculum vice-principal is also an integral part of the planning. Planning documentation shows that the evaluation plan is clearly communicated to all members of the educational team, with curriculum adjustments made according to previous evaluation results and feedback received. Parental involvement in the planning process ensures they are adequately informed and can provide useful input. Overall, evaluation planning in the inclusive Early Childhood Education environment reflects the principles of inclusive education and differentiated learning, with a comprehensive and responsive approach to

the individual needs of the child.

The implementation of learning evaluation in the inclusive Early Childhood Education environment is carried out with an empathetic and needs-based approach. The research findings indicate that the evaluation is implemented using planned methods, including direct observation, tailored tests, and performance assessment in daily activities. During the evaluation process, the classroom environment is designed to support and facilitate the children without imposing excessive pressure. Teachers apply evaluation methods that allow children to demonstrate their abilities to the maximum. In addition, the evaluation results are meticulously recorded and used to assess the child's progress and determine intervention needs. Communication with parents is also a crucial part of the evaluation implementation. Evaluation results are routinely communicated to parents through meetings, and feedback is provided regarding the child's progress and strategies that can be implemented at home. This approach ensures that parents can participate in the evaluation process and support the child's development outside the school environment. Overall, the implementation of evaluation in the inclusive Early Childhood Education environment demonstrates practices consistent with the principles of formative evaluation, focusing on creating a supportive environment and effective communication with parents.

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