

Curriculum Accommodations for Students with Intellectual Disabilities in Madrasah Ibtidaiyah

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ABSTRACT

Intellectual disability is characterized by significant limitations in intellectual functioning and adaptive behavior. Children with intellectual disabilities are entitled to educational services, whether in special schools (SLB) or in inclusive schools and madrasahs. This study aims to describe curriculum accommodations for students with intellectual disabilities in Madrasah Ibtidaiyah. Curriculum accommodations in this context refer to the process of adjusting graduate competency standards, content standards, process standards, and assessment standards. This research employed a qualitative approach using a case study design. The findings indicate that the madrasah implements curriculum accommodations at three different levels: (1) fully applying the 2013 Curriculum, (2) applying the 2013 Curriculum with modified learning indicators, and (3) using an adaptive curriculum. These three levels are also reflected in the content standards, process standards, and assessment standards. It can therefore be concluded that curriculum accommodations for students with intellectual disabilities in Madrasah Ibtidaiyah are developed based on the abilities, needs, and conditions of each child.

Keywords: Curriculum Accommodation, Intellectual Disability, Madrasah Ibtidaiyah

INTRODUCTION

Education is a fundamental need for every citizen, including children with special needs who experience mental retardation, or what is more commonly referred to as intellectual disability. The American Association on Intellectual and Developmental Disabilities (AAIDD) defines intellectual disability as a condition that emerges before the age of 18 and is characterized by significant limitations in intellectual functioning and adaptive behavior, which subsequently affects an individual's social skills and daily living abilities.

Despite these intellectual limitations, children with intellectual disabilities are entitled to educational services in accordance with Law No. 8 of 2016 Article 10. Educational services for persons with disabilities may be obtained through special education in special schools (SLB) or through inclusive education in regular schools. Inclusive education is an educational system that provides opportunities for learners with special needs to learn alongside their typically developing peers in regular schools while taking into account the diversity of characteristics and individual needs so that their potential can develop optimally (Garnida, 2015; Directorate of Special Education, 2007). Educational institutions that implement inclusive education are mandated to provide reasonable accommodation for learners with special needs based on Law No. 8 of 2016 and Government Regulation No. 13 of 2020.

Efendi (2009) outlines several instructional principles that guide reasonable accommodation for children with intellectual disabilities, including: (1) the principle of compassion, (2) individualized

services, (3) readiness, (4) the use of visual aids, (5) motivation, (6) cooperative learning, (7) skill development, and (8) the cultivation and refinement of attitudes. Reasonable accommodation for learners with special needs, as regulated by the government, includes curriculum adjustments tailored to their needs, encompassing graduate competency standards, content standards, process standards, and assessment standards.

Process standards consist of planning, implementation, assessment, and supervision activities. Planning can be observed through identification documents, assessments, individualized education programs (IEPs), and lesson plans (RPP). Implementation refers to the enactment of planned instructional activities, consisting of introductory, core, and closing sessions. Assessment is carried out to evaluate learning readiness, learning processes, and learning outcomes of students with special needs, using written, oral, or observational methods. Supervision is conducted by the madrasah principal through regular supervision, evaluation, reporting, and follow-up activities.

Assessment standards, as stipulated in the Ministry of Education and Culture Regulation No. 23 of 2016, are implemented by teachers, educational institutions, and the government. All assessment practices for children with disabilities are expected to employ flexible assessment systems that still accurately measure learners' competencies (Murniarti & Anastasia, 2016). Learning outcome reports for children with intellectual disabilities also vary depending on the curriculum used, ranging from numeric scores to descriptive narrative reports.

In practice, inclusive education practitioners in madrasahs face several challenges, influenced by the limited number of madrasahs that have fully implemented inclusive programs, insufficiently trained teaching and non-teaching staff, and a lack of supporting facilities. Purwanti (2016), in her study on curriculum accommodation in an elementary school in Sukabumi, reported that teachers' accommodations were generally aligned with learners' needs and abilities, although the adjustments were not always documented in written form.

The Ministry of Religious Affairs has contributed to the advancement of inclusive education through Regulation No. 90 of 2013, which obligates madrasahs to provide access for learners with special needs. One madrasah that has practically implemented inclusive education at the elementary level is Madrasah Ibtidaiyah Terpadu (MIT) Ar-Roihan, located in Lawang District, Malang Regency, East Java Province. Based on the Decree of the Director General of Islamic Education No. 3211 of 2016, MIT Ar-Roihan was officially designated as an inclusive madrasah.

This study aims to examine how curriculum accommodations for students with intellectual disabilities are implemented, specifically in relation to graduate competency standards, content standards, process standards, and assessment standards. Based on this background, the author intends to conduct a study entitled "Curriculum Accommodations for Students with Intellectual Disabilities in Madrasah Ibtidaiyah." The results of this study are expected to contribute to the development of knowledge and practice related to inclusive education in Indonesia, particularly at the Madrasah Ibtidaiyah level.

METHOD

This study employed a case study method within a qualitative research design. The use of a qualitative case study approach is highly appropriate for conducting an in-depth investigation of inclusive education programs, particularly curriculum accommodations for students with intellectual disabilities in Madrasah Ibtidaiyah. The research was conducted at Madrasah Ibtidaiyah Terpadu (MIT) Ar-Roihan, located on Monginsidi 2 Street, Lawang District, Malang Regency, East Java Province. MIT Ar-Roihan is led by the principal, Laili Qomariyah, M.Pd. As an independent educational institution, MIT Ar-Roihan is not affiliated with any political groups or parties. Established in 2008, the madrasah operates

under the Ar-Roihan Islamic Education Foundation, chaired by Farid Afandi. The data sources in this study refer to Sugiyono (2016), consisting of research informants and archival documents. Data collection techniques followed Yin (2015), which include: (1) interviews, (2) observations, and (3) document analysis.

RESULT AND DISCUSSION

RESULT

1. Graduate Competency Standards

The Graduate Competency Standards (SKL) for learners with special needs in Madrasah Ibtidaiyah are categorized into three groups: the full 2013 Curriculum; the modified 2013 Curriculum; and the adaptive curriculum.

2. Content Standards

The content standards consist of the curriculum and the scope of learning materials, which are divided into three groups. 2013 Curriculum, which uses the same curriculum structure, basic competencies, and scope of materials as those applied to regular students; Modified 2013 Curriculum, which applies a curriculum structure and scope of materials that are approximately 60–70% similar to those used for regular students. The modifications occur in several aspects, including indicators, learning objectives, and material scope, which are adjusted to the learner's abilities; Adaptive Curriculum, developed independently by the madrasah based on the needs and abilities of students with special needs. The competencies within this curriculum differ significantly from those in the 2013 Curriculum. Examples of differences in the scope of learning materials across the three curricula

3. Process Standards

The process standards pertain to the implementation of learning and are divided into four components:

a. Planning

Identification and observation, conducted by the inclusion team to gather information regarding the strengths and weaknesses of each learner with special needs; Development of an Individual Education Program (IEP) by special education teachers, which serves as the individualized syllabus for one semester or academic year (each teacher uses a different format); Development of lesson plans (RPP) by special education teachers.

b. Implementation

The implementation of learning consists of: Number and ratio of students with special needs to special education teachers. MIT Ar-Roihan has 78 learners with various types of disabilities supported by 51 special education teachers. The ratios vary—1:1, 1:2, or 1:3—depending on teacher capacity and the level of the learner's disability; Time allocation. In regular settings, one lesson hour consists of 35 minutes. For students with special needs, learning time is flexible and adjusted to their abilities and conditions; Learning activities, which include opening, core, and closing activities. Opening activities consist of greetings, prayers, and recitation of Asmaul Husna. Core learning activities are carried out flexibly, adjusted to students' abilities and learning materials. Closing activities include reflection, prayer, and farewell.

c. Supervision

Supervision is carried out by the principal and the inclusion coordinator. Each stage of supervision produces specific outcomes and follow-up actions.

4. Assessment Standards

Assessment conducted by teachers includes daily assessments (PH), end-of-semester assessments (PAS), and end-of-year assessments (PAT). Assessment instruments are prepared by special education teachers; however, for learners who can follow the regular curriculum, the instruments are developed by classroom teachers and/or subject teachers. The role of the special education teacher during assessments includes assisting students, reading questions aloud, providing clarification, and helping simplify items to ensure comprehension. Assessment at the institutional level is conducted through the madrasah examination (UM). For students with special needs, the assessment instruments are developed by special education teachers. The guiding principle of assessment for these learners is that it must be based on their individual capabilities; therefore, no fixed standard is applied. Assessment by the government is conducted through a written national examination (UN). The instruments are developed by the central government. However, as the national examination has been discontinued for the past two years, government-level assessment has been replaced by the madrasah examination (UM).

DISCUSSION

Accommodation of Graduate Competency Standards (SKL) The accommodation of Graduate Competency Standards at MIT Ar-Roihan Lawang is differentiated based on the curriculum model applied, namely:

1. 2013 Curriculum

Learners with special needs (PDBK) who follow the 2013 Curriculum are characterized by the absence of academic barriers; therefore, their graduation standards are aligned with those of regular students. This finding is consistent with Murniati & Anastasia (2016), who state that when PDBK participate in the same instructional process as regular classes and use competencies aligned with national education standards, their graduation system follows the same minimum mastery criteria (KKM) and examination procedures. Students who meet the standards are awarded a diploma.

2. Modified 2013 Curriculum

Sumadi (2021) describes curriculum modification as the process of adjusting or altering several components of the national curriculum including objectives, content, learning processes, and evaluation based on the needs, abilities, and conditions of PDBK. MIT Ar-Roihan Lawang implements curriculum modification by simplifying learning indicators according to the learner's abilities while still using basic competencies (KD) that align with the national education standards. This curriculum model is commonly assigned to learners with mild academic difficulties such as slow learners and students with ADHD. Although PDBK under this curriculum still participate in examinations, the assessment standards are adjusted to their capabilities. MIT Ar-Roihan issues a standard diploma accompanied by a formal statement explaining that the learner participated in an inclusive program to avoid misinterpretation of achievement scores. This practice aligns with Murniati & Anastasia (2016), who emphasize that modified curriculum graduates follow school examinations with adapted materials and subsequently receive an official certificate (STTB).

3. Adaptive Curriculum

Instruction under the adaptive curriculum is conducted in a resource room setting. The adaptive curriculum falls under the omission model of curriculum development. According to Jannah & Marwiyah (2020), the omission model involves removing components of the curriculum that are

considered too difficult or irrelevant for PDBK. This model is typically applied to learners with significant academic barriers and developmental difficulties, such as delays in speech, communication, or behavior. MIT Ar-Roihan determines graduation competency standards for this group based on functional abilities, particularly communication and simple social interaction skills, such as greeting, responding to greetings, expressing gratitude, apologizing, and exhibiting basic social behaviors.

The Content Standards outline the qualification profiles of graduates encompassing attitudes, knowledge, and skills as mandated by the Ministry of Education and Culture Regulation (Permendikbud) No. 20 of 2016. Within the development of these content standards, the discussion includes curriculum accommodations and the scope of learning materials for students with special needs (PDBK). At MIT Ar-Roihan Lawang, curriculum accommodations for PDBK are categorized into three types: (1) the 2013 Curriculum, (2) the Modified 2013 Curriculum, and (3) the Adaptive Curriculum. According to Jannah and Marwiyah (2020), curriculum accommodations may be implemented through various models, including duplication, modification, substitution, and omission. Components that can be adapted within the curriculum for PDBK include objectives, content, processes, and evaluation mechanisms. Based on document W/L/39/4, MIT Ar-Roihan Lawang employs three curriculum development models for PDBK: the national curriculum (duplication model), the modified curriculum (60–70% aligned with the national curriculum), and the adaptive curriculum (combining modification and omission). The national curriculum is applied to PDBK without academic barriers, allowing them to follow the same standards as regular students. The modified curriculum is adjusted to the needs and abilities of PDBK, making it highly flexible. Meanwhile, the adaptive curriculum employs an omission model, meaning that the national curriculum is not used. Both the modified and adaptive curricula are developed collaboratively by special education teachers (GPK) and the inclusion team, based on assessment data.

Learning materials for PDBK in inclusive madrasahs are adjusted according to their abilities and needs. Sumadi (2021) states that material accommodations relate to the depth, difficulty, and breadth of content, which generally are lower than those used for regular students. However, PDBK who follow the 2013 Curriculum receive learning materials equivalent to their regular peers. Therefore, the scope of materials for PDBK varies depending on the curriculum model and the learner's abilities. Accommodations to the Process Standards for PDBK involve planning, implementation, assessment, and supervision.

1. Planning

According to the Ministry of National Education (Kemendiknas, 2010), the design of learning activities in inclusive classrooms must consider several components, including classroom management planning, content organization, methods, learning procedures, learning resources and media, and assessment. At MIT Ar-Roihan Lawang, the administrative planning flow includes:

a. Identification and Assessment

Budiyanto (2017) defines identification as the process of detecting, while assessment refers to measurement. Both aim to gather detailed information regarding a child's condition and abilities to serve as the foundation for designing individualized learning programs. Identification and assessment are essential initial steps in preparing learning programs for PDBK. These processes involve homeroom teachers, subject teachers/counselors, GPK, parents, and relevant professionals such as psychologists or psychiatrists (Garnida, 2015). At MIT Ar-Roihan, identification is conducted for all new students at the beginning of the academic year using the Multiple Intelligence Research (MIR) assessment in collaboration with Next Edu Surabaya. Children suspected of having special needs are then referred for psychological testing. Subsequently, the inclusion team conducts follow-up observations. Based on MIR results,

psychology reports, and observational data, the inclusion team prepares an initial assessment containing the child's profile, diagnostic information, and recommendations. This assessment is then provided to the GPK to serve as the foundation for developing an Individual Education Program (IEP), known locally as the Program Pembelajaran Individual (PPI).

b. Individual Education Program (PPI)

The PPI outlines learning programs designed based on the child's individual assessment (Assjari, 2005). Assjari further emphasizes that a PPI must contain five components: (1) the learner's abilities based on assessment (strengths, weaknesses, and needs), (2) general goals for a one-year period translated into specific objectives, (3) methods or strategies used to develop skills, (4) projected duration of service delivery, and (5) evaluation procedures used to determine success or failure in the service process.

c. Lesson Planning (RPP)

According to Garnida (2015), instructional planning must be aligned with the needs of PDBK and the individualized curriculum outlined in the PPI. After preparing the program, GPK develop lesson plans that include basic competencies, indicators, duration, materials, activity procedures, instructional strategies, learning media, assessment, and special notes. Each PDBK has a unique lesson plan even if they are in the same class.

2. Implementation

The implementation of inclusive education in madrasahs requires the involvement of classroom teachers, subject teachers, and special education teachers (GPK). Zakia (2015) asserts that GPK assist classroom and subject teachers in facilitating PDBK to optimize their potential. Reinforcing this, Ministry of National Education Regulation No. 70 of 2009 Article 10 requires each inclusive school to employ at least one GPK. Based on observations and documentation, MIT Ar-Roihan has 78 PDBK with varied types of disabilities and employs 51 GPK. The accommodation for instructional implementation is reflected in GPK-PDBK ratios of 1:1, 1:2, and 1:3, depending on the severity of learners' needs and the GPK's capacity.

3. Assessment

Assessment refers to the process of gathering and analyzing information to measure learning outcomes (Permendikbud No. 66 of 2013). Assessments require adaptation according to the learner's condition and abilities to ensure flexibility (Murniati & Anastasia, 2016). At MIT Ar-Roihan, assessments for PDBK are carried out flexibly, including instrument development, assessment techniques, portfolio compilation, and timing. Instruments include quantitative measures (tests, numeric scores) and qualitative measures (observation rubrics, descriptive developmental reports). Techniques may involve written or practical assessments depending on the learner's abilities.

4. Supervision

Monitoring and evaluation are critical for improving service quality. Kustawan (in Sumarni, 2019) defines supervision as the principal's efforts to observe, monitor, and evaluate the achievement of inclusive education goals. Evaluation refers to the systematic process of collecting, analyzing, and interpreting data based on predetermined criteria. At MIT Ar-Roihan, monitoring and evaluation are conducted by the principal as supervisor and the inclusion coordinator as program manager.

Kustawan (in Sumarni, 2019) states that assessment involves collecting and processing information to measure learning achievements. PDBK require assessment accommodations tailored to the type and severity of their disabilities. These accommodations may include adjustments to time, method, and content. Murniati & Anastasia (2016) emphasize that inclusive education should apply flexible assessment systems while still accurately measuring learning outcomes. Teachers may use various assessment techniques, including authentic assessment, self-assessment, attitude assessment, performance assessment, and tests (Hadiana, 2015). At MIT Ar-Roihan, assessments include daily tests (PH), mid- and end-semester tests (PAS), and end-of-year assessments (PAT). Assessment instruments are developed by GPK based on previously taught materials and adjusted to learners' abilities.

Institutional assessments are conducted through the Madrasah Examination, with instruments designed by GPK according to the curriculum model used by each PDBK. Content is adapted to learners' abilities, and no fixed institutional standard is used, ensuring flexibility. Mastery learning criteria (KKM) follow institutional guidelines as per Permendiknas No. 23 of 2016. PDBK following the 2013 Curriculum use the same KKM as regular students, while those using modified or adaptive curricula do not have fixed KKM. Government-conducted assessments previously involved the National Examination (UN), but this has not been administered in the last two years. Thus, assessments are conducted at the institutional level by sixth-grade teachers, following principles of adaptation to PDBK abilities. Government-issued certificates record cumulative scores from grades 4 to 6, accompanied by a statement indicating that the student is enrolled in an inclusive program. This documentation is intended to prevent misinterpretations of reported achievement scores.

CONCLUSION

Accommodations to the Graduation Competency Standards (SKL) for students with intellectual disabilities are implemented through curriculum development tailored to their individual abilities. These accommodations take three forms: the standard 2013 curriculum, the modified 2013 curriculum, and the adaptive curriculum. Each model offers a different level of adjustment, enabling the madrasah to select the most appropriate curriculum based on the learner's functional profile. Accommodations to the content standards involve adjustments to the curriculum structure and the scope of learning materials. These adjustments are carried out through two primary models: modification, which alters indicators, learning objectives, or selected content, and adaptation, which entails developing new competencies and learning materials that differ from those in the regular curriculum. These measures ensure that the instructional content remains meaningful and aligned with the learners' developmental capacities.

Accommodations to the process standards encompass the stages of planning, implementation, assessment, and supervision. All instructional processes are designed with flexibility, beginning with the identification of student needs, the preparation of Individual Education Programs (IEPs) and lesson plans, the arrangement of teacher-student ratios, the management of instructional time, and the facilitation of learning activities that correspond to the conditions and abilities of students with special needs. Accommodations to the assessment standards are made by adjusting instruments and procedures to authentically measure the abilities of students with intellectual disabilities. Assessment is conducted by three parties: teachers, through daily assessments, mid-semester and end-of-year evaluations; the educational institution, through the madrasah examination; and the government, in accordance with prevailing policies. Despite these adjustments, the primary principle of assessment remains the measurement of each learner's actual abilities.

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