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Original Article



Designing an Individualized Education Program for Children with Special Needs at the School of Alam Bogor, Indonesia

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Abstract

This study explores the implementation of the Individualized Education Program (IEP) for Children with Special Needs (ABK) at Alam Bogor School. This study employs a descriptive qualitative approach, utilizing field observations, in-depth interviews, and document analysis. The findings reveal that the IEP, also called PPI at Alam Bogor School, is based on four pillars and one aspect of self-development. An inclusion facilitator develops the program. The steps involved in preparing the IEP include collecting student data from teachers, discussing with parents, observing students during lessons, reviewing the results from psychologists and physiotherapists, designing learning plans, and providing reports to parents. The IEP supports the holistic development of children with special needs through flexible teaching methods and strong support from the school community. This study offers practical insights for educational institutions on implementing nature-based IEPs, focusing on identifying and fostering the potential interests and talents of children with special needs. The research contributes to understanding the effective strategies that can be employed in inclusive education settings to support the diverse needs of students.



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1. Introduction

Inclusive education has become a global priority in providing equal learning opportunities for all students, including children with special needs (Abu Bakar et al., 2022). One key strategy in inclusive education is the Individualized Education Program (IEP), also known in Bahasa Indonesia as Individual Learning Programs (IOP), which adapts materials and methods to meet the unique needs of children with disabilities (Hatta et al., 2021; Jackson, 2024). IEPs play a critical role in unlocking the potential of children with special needs by addressing academic, social, and emotional aspects, ensuring they can fully participate in teaching and learning activities (Musyoka & Clark, 2017).

IEPs must be developed and implemented gradually to address the challenges of providing appropriate support for children with disabilities in regular

classrooms. To successfully implement IEPs, teachers must possess the skills and readiness to work with students with special needs, ensure the availability of supportive infrastructure (such as resource rooms), and gain positive backing from the entire school community. Unfortunately, many schools still accept children with special needs but fail to provide adequate support or tailored care. IEPs are essential in interdisciplinary schools, where it is recommended that the educational system adapt to meet students' individual needs, rather than solely relying on the general education system (Rahmasari, 2017; Dillon et al., 2021).

Studies show that academic underachievement is not always linked to lower intelligence levels. Children with average or higher intelligence may perform as poorly as those with below-average intelligence (Grunau et al., 2002; Scheuffgen et al., 2000). In such cases, thorough assessments involving professionals are crucial to

identifying issues. A comprehensive assessment allows for developing effective IEPs based on a child's specific needs (Winastuti & Noverahela, 2020).

The IEP is an important tool for optimizing learning in specialized environments. Research indicates that 75% of students with IEPs achieve learning goals, and these programs, which involve collaboration among teachers, parents, and school staff, are essential for meeting students' needs (Farisia, 2017). However, challenges such as lack of parental support, limited resources, and inconsistent involvement of parents can hinder IEP implementation (Sowiyah & Perdana, 2020). Effective IEPs require careful assessment, the development of short-term learning objectives, and tailored teaching methods and assessment criteria (Agustini, 2019).

In the case of the School of Alam Bogor, a nature-based school, the IEP approach is particularly promising, as it supports flexible and experiential learning through direct interaction with the environment. This setting fosters the holistic development of children with disabilities by promoting independence, social skills, and self-awareness. This study aims to explore how IEPs are implemented at the School of Alam Bogor and assess their contribution to the overall development of children with disabilities.

2. Materials and Methods

This research employs a qualitative methodology with a descriptive approach to deeply explore the implementation of Individualized Education Programs (IEPs) within the context of the School of Alam Bogor. A qualitative approach is particularly suitable for this study as it enables an in-depth understanding of the complexities of implementing IEPs for children with special needs, focusing on their experiences, interactions, and the challenges educators face. The study utilizes three main data collection techniques: in-depth interviews, participatory observation, and document analysis, each contributing to a comprehensive understanding of the IEP implementation process.

First, in-depth interviews are conducted with teachers, school staff, and inclusion facilitators at the School of Alam Bogor. These interviews provide rich, qualitative data on educators' perspectives regarding the IEP's effectiveness and the challenges involved in both its creation and implementation. The interviews also explore how the IEP influences the development of children with special needs, particularly in academic achievement, social integration, and emotional growth. By engaging directly with those responsible for the execution of the IEP, the researcher gains valuable insights into the practical realities of inclusive education and the extent to which the school's approach aligns with established educational goals for children with special needs.

Secondly, participatory observation is conducted in classroom and outdoor settings at the School of Alam Bogor. This technique allows the researcher to observe firsthand how children with special needs engage with the curriculum, their peers, and the natural environment. Given the nature-based learning approach at the school, participatory observation also provides insights into how the environment plays a role in facilitating or hindering the learning and socialization of children with special needs. Observing the interactions between students, teachers, and the environment provides a deeper understanding of the effectiveness of nature-based learning methods and how they contribute to the holistic development of these children. The researcher records observations of group dynamics, peer interactions, teacher-student communication, and students' engagement with nature-based activities to assess how these factors support or challenge the goals of the IEP.

Finally, document analysis is conducted on various records related to the IEP, including individualized learning plans, child development progress reports, and assessment results. By analyzing these documents, the researcher can understand how the IEP is structured and implemented over time and the outcomes achieved by students with special needs. This includes examining the specific goals set in the IEP, the strategies used to meet those goals, and the progress monitoring tools employed to evaluate the program's effectiveness. Document analysis also helps identify any gaps or inconsistencies in the implementation process, offering a detailed picture of the educational strategies used and their alignment with the theoretical framework of inclusive education.

Together, these data collection techniques provide a comprehensive view of how IEPs are implemented at the School of Alam Bogor, the challenges teachers and staff face, and the program's impact on children with special needs development. This multi-faceted approach allows the researcher to triangulate data from multiple sources, ensuring a more robust and well-rounded understanding of the subject matter.

3. Results

On the basis of the results of interviews and data analysis, the following information regarding the number of children with special needs at the Bogor Nature School has been obtained:

Table 1. Number of Children with Special Needs for the 2024/2025 Academic Year

No	Program	Gender	Frequency	Total
1	Pre School	Male	8	9
		Female	1	
2	Elementary	Male	19	21
		Female	2	
3	High School	Male	4	5
		Female	1	

Table 1 shows that for the 2024/2025 academic year, there are 35 children with special needs. The highest number of students is in the Elementary School program, while the lowest number is in the Secondary School program. The percentage distribution of the types of children with special needs for the 2024/2025 academic year is as follows:

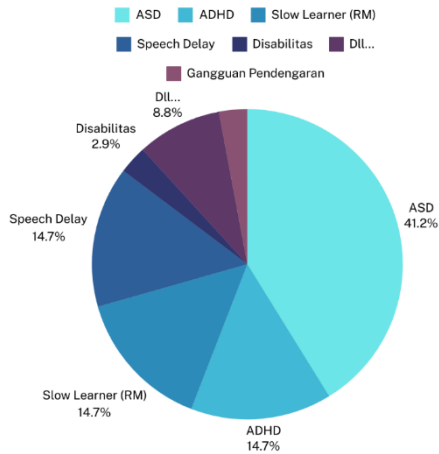


Figure 1. Distribution of Diagnoses Among Children with Special Needs at the School of Alam Bogor for the 2024/2025 Academic Year

Figure 1 shows a total of 41.2% of students are diagnosed with autism spectrum disorder (ASD), 14.7% with attention deficit hyperactivity disorder (ADHD), another 14.7% with Speech Delay, 14.7% as Slow Learners (RM), 2.9% with disabilities, and 8.8% of students have an unknown diagnosis. The preparation of the IEP follows several important steps to ensure that it meets the unique needs of each student. First, the teacher collects student data, including portfolios and the PPI report from the previous teacher. This helps to establish continuity in the student's educational journey.

Discussing with the previous teacher provides valuable insights into the child's development and progress. The next step is a discussion with the parents, where the teacher works closely with them to understand the child's challenges and areas that require focus. This collaboration forms a crucial part of the IEP development. Following this, the teacher conducts observations of the student during learning sessions for about a week to better understand their learning needs. These observations help to tailor the learning approach to each student's unique requirements.

Additionally, results from psychologists and physiotherapists are integrated into the IEP process. The school collaborates with specialized institutions for assessments, and parents may also provide external diagnostic results. These results and expert recommendations, such as strategies for developing motor skills or addressing cognitive or emotional needs, guide the teacher in creating an individualized learning plan. Based on the collected data, discussions, and

expert input, the teacher designs a learning plan that aligns with the school's four pillars: morality, logic, leadership and business, and self-development. Finally, once the IEP is developed, the teacher conducts a socialization session with the parents to review the plan, usually at the start of the semester. The IEP is then periodically evaluated every six months to assess the child's progress.

In addition to these evaluations, teachers communicate with parents through a parent liaison book, class discussions, and student daily journals to ensure ongoing support and involvement. Through this comprehensive and systematic approach, the school ensures that each child with special needs receives a personalized and effective educational experience. The Individual Learning Program (PPI) at the School of Alam Bogor is an inclusive education initiative tailored to meet the unique needs of Children with Special Needs (ABK). According to interviews with school authorities, the school has developed the PPI to support these students' holistic development.

The program integrates spiritual values, logic, leadership, business skills, and self-development, reflecting the school's commitment to fostering all aspects of a child's growth. While based on the educational pillars distinctive to the School of Alam, the PPI has been specifically modified to cater to students with special needs (ABK). The program begins with an assessment by a psychologist to identify the individual needs of each student and determine suitable learning strategies. This approach aligns with the principles of Individualized Educational Programs (IEP), which emphasize the customization of learning to meet the unique needs of each student.

The PPI at the School of Alam Bogor reflects the foundational elements of an IEP by tailoring learning materials, methods, and objectives to each student's individual needs, as Rahmasari (2017) suggested. The program's structure is based on five pillars: moral development, logic, leadership, business, and self-development. These pillars were identified through interviews with teachers, revealing their critical role in the benefits and challenges faced during the program's implementation.

The Moral Pillar fosters spiritual values through Quranic greetings, memorization, ablution, daily prayers, and worship. The targets set for this pillar are flexible and adapted to the abilities of each child, such as completing five pages of Quranic greetings per semester. Agustini (2019) emphasizes the need for adaptable learning objectives, reflected in the School of Alam's approach, with periodic evaluations to assess student progress and ensure that goals are realistic and achievable.

The Logic Pillar emphasizes developing basic academic skills, particularly in language and math, that are foundational to inclusive education. The program

draws on input from psychologists and therapists to ensure that the academic content aligns with each student's cognitive abilities. According to Winastuti and Noverahela (2020), a comprehensive assessment of cognitive needs is vital to the success of an IEP, and this approach is evident in the School of Alam's initial assessment process. Limiting the program's focus to two core subjects ensures that students are not overwhelmed, helping to improve learning outcomes.

The Leadership Pillar aims to build independence and responsibility in children through disciplines such as discipline, responsibility, and self-management. Psychologists and facilitators provide direct observation to monitor students' progress in these areas. This approach aligns with the findings of Badiah et al. (2020), who highlight the importance of active participation in learning to boost students' self-confidence and social skills. This pillar is crucial in promoting the holistic development of children with special needs, one of the primary objectives of inclusive education.

The Business Pillar teaches practical skills such as transactional and economic skills through activities like business days. These activities contribute to experiential-based learning, empowering children with special needs to build practical life skills. Farisia (2017) highlights the importance of integrating real-world applications into educational programs, which is evident in this pillar. This hands-on approach enhances students' independence and prepares them for life beyond school.

The Self-Development Pillar focuses on communication, socialization, concentration, self-care, fine and gross motor skills, and interest development. Morning gross motor activities are included to address behavioral and focus issues, reflecting a preventive approach and early intervention. According to Munfarikhatin and Natsir (2023), IEPs are designed to consider students' physical and emotional needs, contributing significantly to their active participation and success.

Despite its potential, the PPI faces challenges, including the lack of openness from some parents regarding their children's diagnoses, which leaves some students' needs unaddressed. Additionally, there is a need for further education and training for teachers working with children with special needs to ensure they can effectively handle the complexities of inclusive education.

The nature-based learning environment at School of Alam Bogor is a unique aspect of the PPI. It provides opportunities for students to engage directly with the environment, fostering independence, social skills, and self-understanding. Winastuti and Noverahela (2020) argue that nature-based approaches are particularly effective in inclusive education, and the flexibility of learning in such an environment supports the principles of IEPs. Overall, the PPI at the School of Alam Bogor

illustrates how inclusive education can be adapted to suit the needs of children with special needs, combining flexibility, environmental learning, and a comprehensive approach that includes academic, social, and moral development.

This research highlights the importance of collaboration among teachers, psychologists, and parents in ensuring the program's success. Although the PPI shows promise, challenges must be addressed for continued improvement. With ongoing development and active involvement from all stakeholders, the School of Alam Bogor PPI can serve as a model for other inclusive education institutions.

4. Discussions

The interview results indicate that the implementation of the Individualized Learning Program (ILP) at the School of Alam Bogor is centered around five key pillars: ethics, logic, leadership, business, and self-development, all tailored to meet the specific needs of Children with Special Needs (CSN). These pillars reflect a holistic approach, emphasizing not only academic growth but also the development of social, spiritual, and independence skills. This approach is consistent with the principles of Individualized Educational Programs (IEP), which focus on adapting learning to students' individual needs (Rahmasari, 2017). In the context of the School of Alam Bogor, the nature-based environment offers an additional advantage, enabling students to learn through direct experiences and interactions with the environment, as highlighted in Badiah et al. (2020).

The approach taken by the School of Alam Bogor supports the findings of Winastuti and Noverahela (2020), emphasizing the importance of comprehensive assessments by psychologists to ensure that learning strategies are aligned with the needs of children with special needs. The School of Alam Bogor assessment system categorizes students with special needs into specific groups, providing a clear basis for tailoring learning plans. However, challenges in implementing the ILP, such as limited parental support and inadequate learning resources, mirror the constraints identified by Sowiyah and Perdana (2020).

The implications of these findings are significant. First, the success of the ILP at School of Alam Bogor could serve as a model for other institutions seeking to develop adaptive and inclusive programs. Second, the requirement for daily gross motor activities positively impacts the focus and engagement of children with special needs, suggesting that incorporating physical activities into inclusive curricula could be beneficial. Third, the collaboration between teachers, psychologists, and parents is essential to the program's success, underscoring the need for specialized training for educators and increased parental involvement in supporting the program.

Future research could focus on the longitudinal evaluation of the impact of ILPs on the academic and social development of children with special needs. Comparative studies between nature-based approaches and traditional IEP models could also provide deeper insights into the effectiveness of different methods. Furthermore, developing innovative learning media and strategies to enhance parental involvement are crucial areas that warrant further exploration to overcome existing challenges. With these findings and implications in mind, it is hoped that inclusive programs like the ILP will continue to evolve, better supporting the full potential of children with special needs in an inclusive educational environment.

5. Conclusions

Implementing the Individual Learning Program (PPI) at School of Alam Bogor represents a well-organized and comprehensive approach to addressing the unique needs of Children with Special Needs (ABK). The PPI is structured around five key pillars: morals, logic, leadership, business, and self-development, reflecting a holistic framework that extends beyond academics to foster the overall growth of students. By integrating these pillars, the program is designed to support not only the academic development of students but also their social, emotional, and practical skills, preparing them to navigate educational environments and real-world challenges. This comprehensive approach to inclusive education aligns closely with the core principles of Individualized Educational Programs (IEPs), which prioritize tailoring educational experiences to the distinct needs of each student, ensuring that they have the necessary support to succeed.

A key element of the PPI implementation at the School of Alam Bogor is the use of thorough and systematic assessments conducted by psychologists, which help identify each child's specific needs. These assessments provide valuable insights into students' cognitive, emotional, and social development, guiding educators in creating personalized learning strategies. The involvement of teachers as facilitators is also crucial to the program's success. Teachers are responsible for implementing individualized plans, adjusting teaching methods as needed, and offering continuous support to ensure that students with special needs can fully engage with the curriculum. In this context, the role of the teacher extends beyond traditional instruction, as they must be attuned to the unique requirements of each student and be capable of modifying their approach accordingly.

Furthermore, the curriculum at the School of Alam Bogor is adapted to meet the individual characteristics of each student. This flexibility is a critical aspect of the program, as it enables students with special needs to engage with learning materials in ways that suit their strengths and challenges. For example, visual aids,

hands-on activities, and nature-based learning methods are incorporated into the curriculum to promote deeper understanding and retention. These adjustments create a learning environment where all students can succeed regardless of their abilities. The individualized nature of the PPI ensures that every student has access to inclusive education that effectively addresses their learning needs.

In addition to the personalized approach to learning, another innovative aspect of the PPI at the School of Alam Bogor is the implementation of mandatory gross motor activities each morning. These physical activities, which focus on improving coordination, motor skills, and overall physical health, have significantly positively impacted the focus, engagement, and responsiveness of children with special needs. By beginning each day with gross motor activities, students can release pent-up energy, improve their concentration, and prepare their bodies and minds for learning. This practice supports not only the physical development of students but also contributes to their emotional well-being by providing a structured and calming start to the day. As such, the integration of physical activity into the daily routine of students is an important innovation that enhances the overall effectiveness of the PPI.

However, despite the promising aspects of the PPI, several challenges remain in its implementation. One of the main obstacles identified in this study is the limited availability of learning media. The resources available for teaching students with special needs are often insufficient or not sufficiently varied to meet the students' diverse learning styles. This lack of resources can hinder the ability of educators to implement individualized learning plans fully and can limit the impact of the PPI. Additionally, while important, parental support is often not as robust as it should be. Parental involvement is crucial for the success of any individualized learning program, as it ensures that the strategies implemented at school are reinforced at home. However, many parents may not fully understand their role in the educational process or may not have the resources to support their child's needs outside of school. This parental support gap can undermine the program's effectiveness and highlights the need for ongoing communication and collaboration between the school and families.

In light of these challenges, there is a clear need for continued development and improvement of the PPI at the School of Alam Bogor. To address the limitations in learning media, it is necessary to invest in additional resources, such as specialized teaching tools, adaptive technologies, and educational materials tailored to children with special needs. Furthermore, strategies to enhance parental involvement should be developed. This could include providing workshops or support programs that help parents better understand the needs of their

children and how they can actively contribute to their education. By fostering a stronger partnership between the school and families, the effectiveness of the PPI can be significantly improved.

Overall, the PPI at School of Alam Bogor has great potential to serve as a model for other inclusive schools. Its holistic approach to education, emphasis on individualized learning, and integration of nature-based learning techniques set it apart as an innovative program that supports the comprehensive development of children with special needs. With ongoing development and improvements, particularly in the areas of resource allocation and parental engagement, the PPI can make a substantial contribution to the field of inclusive education in Indonesia. This model has the potential to be replicated in other educational institutions, providing a pathway for more inclusive, equitable, and effective educational opportunities for children with special needs.

Further research is needed to evaluate the long-term impact of the PPI on the academic, social, and emotional development of children with special needs. Longitudinal studies would help assess whether the benefits of the program are sustained over time and provide insights into areas where further improvements can be made. Additionally, comparative studies between nature-based approaches and traditional IEP models could provide deeper insights into the effectiveness of different approaches in fostering the development of children with special needs. Exploring the potential for further development of innovative learning strategies and enhancing parental involvement are crucial areas for future research. As the PPI continues to evolve, it is hoped that inclusive programs like this will play an increasingly vital role in supporting the full potential of children with special needs in an inclusive educational environment.

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