

Analysis of Online Learning Strategies in a Pandemic Period

Rizqi Fajar Pradipta^{1,*} Yon Ade Lose Hermanto², Herlina Ike Oktaviani³, Dimas Arif Dewantoro¹, Mohd Hanafi Mohd Yasin⁴

¹ Department of Special Education, Universitas Negeri Malang, Malang, Indonesia

² Dept. of visual communication design, Universitas Negeri Malang, Malang, Indonesia

³ Dept. of Educational Technology, Universitas Negeri Malang, Malang, Indonesia

⁴ Department of Special Education, Universiti Kebangsaan Malaysia, Selangor, Malaysia

*Corresponding author. Email: rizqi.fajar.fjp@um.ac.id

ABSTRACT

This study aims to analyse the form of distance learning strategies for students with special needs in the era of the Covid-19 pandemic. The research method used is descriptive qualitative with the type of case study. This research was conducted at the Inclusive Elementary School in Malang City. Collecting data using the methods of observation, interviews, and document analysis. The results showed that the distance learning strategy applied at the Blood School Inclusion in Malang City was 5M learning. First Humanize relationships by building positive relationships between teachers, students and parents. Second, Understanding Concepts with the teacher guides learning through explaining the goals and learning process to parents. Third, build sustainability by reflecting with parents. Fourth, choose challenges by providing a variety of learning activities according to student conditions and flexible learning hours. Fifth, Empowering context by involving resources at home as learning resources. Based on the results of this study, the use of the 5M distance learning strategy contributes to teachers and parents in collaborating in educating students with special needs to be empowered to learn and remain productive during the Covid-19 pandemic.

Keywords: *Inclusive Schools, Online Learning Strategies, Pandemic Learning.*

1. INTRODUCTION

Education is one of the human rights without exception. Every child has the right to an education that including students with special needs. In Indonesia students with special needs can attend school education regularly in a legally formal inclusive school setting has been accommodated in Article 31 of Law and specifically regulated in Permendiknas Year 2009 number 70. This inclusive education is a progressive step in supporting progress in the education of students with special needs so that their potential owned can develop well. It is supported with Hamilton's research together with the University of Denver which states that students with special needs who study in inclusive schools show more development good because it can get a hands-on learning experience in the classroom normal. Ability in students with hearing loss speech and language also improve when placed in the environment rich in language [1]. Pradipta's research results also shows the influence of

inclusive education on social skills and self- esteem of students with special needs with an increase in skills and self-esteem in students with special needs make them able to develop their potential [2]. Although many studies have stated the benefits obtained from inclusive education, but there are also many debates on how to implement inclusive education, considering that inclusive education is a concept that complex. Amka's research results involving 238 respondents shows that the progress of inclusive education in Indonesia still slow due to problems in implementation inclusive education. Among them are the condition of teachers who are still low confidence in practicing inclusive education and parents who have not fully provided support and full attention to students with special needs [3]. This shows that there is still a lack of readiness of the parties who fully assists students with special needs and totality in society. So there needs to be a strategies used in assisting students with needs specifically so that their potential can develop especially in the midst of the current Covid-19

pandemic. When the Covid-19 outbreak appeared and hit the whole world human activities are limited, including good learning activities from elementary school to college. So demanding school basis to be able to make adjustments in the implementation of education. One of them is changing face-to-face learning (offline) go online during a pandemic. Self-online learning can be understood as formal education held by schools whose students and instructors (teachers) are in separate location so it requires a telecommunications system interactive to connect both and multiple sources the power required in it to limit the spread massive virus [4]. The enactment of online learning provides separate challenges for accompanying teachers in inclusive schools because students with special needs are included in groups who most vulnerable to degradation in education when applied prolonged distance learning. Learning that has been built for years in school can be lost because it is not there is continuity with applied learning in the home environment if there is no learning strategy appropriate from the teacher for parents and students with needs special. Learning design for students with special needs in inclusive schools are developed based on the learning model collaborative with the principles of flexibility, modification, and support [5]. The principle of flexibility and modification will make it easier for children to carry out activities related to the development of potential and their skills to build a brighter future. The principle of support has a very important role. because the success of inclusive education is very dependent on support system, both from teachers, the community and also participation active parents in their children's education [6]. Third that principle should be applied in student learning with special needs both face-to-face at school and online like today.

Online learning for students with special needs will experience many obstacles and obstacles if there are no cooperation from parents in assisting learning at home. As an example experienced by one teacher at Inclusion elementary school that has students with sensory processing conditions disorders. This condition makes it difficult for students to respond to incoming information through the five senses because blockage in the brain. First distance learning time once done, the student insisted that he did not want to learn. Need it took days until finally the teacher and his parents can convince study from home. Even so the teacher who accompanying students are often anxious, because both students' parents are still forced to work in the office during this pandemic. As a result they not all the time can accompany [7]. Phenomenon this is also the same as experienced in inclusive elementary schools in Malang that there is one students with special needs whose parents do not have a smartphone, so it's a little difficult to learn long distance. This is also in line with the results of Briliannur's research which shows the ineffectiveness of online learning that carried out in elementary schools due to lack of

infrastructure and unpreparedness of technology education for parents [8]. Even though while learning from home, parents are the handle major for students with special needs. Especially because a lot of them are not able to learn independently. Joko said there are five things people should do parents of students with special needs in distance learning strategies far, that is, parents should cooperate with the school, follow it directions from the school, make changes and adjustments, recognize resources at home, make activities at home also learn daily [9]. These five things go well when the school, namely the teacher accompanying students with needs specifically provide effective learning with strategies that appropriate to the conditions and needs of students with special needs which includes productivity, independence, and utilization spend free time at home. One of the schools that has commitment in providing decent educational services towards all children without exception is elementary school in Malang. This is an inclusive elementary school whose implementation process teaching and learning prioritizes exploring the potential of children who hidden without discriminating between physical and psychological conditions child. Both for regular students and students with needs special. This school also has a harmonious relationship between teachers and parents in providing support and support for the growth and development of students [10]. In implementation of learning programs, Inclusive elementary school always doe strategic innovation in each of its learning programs, so that we should examine this matter more deeply, especially in relation to with distance learning strategies for students with needs especially during the Covid-19 pandemic. Even though there are obstacles and obstacles during this pandemic, but elementary school in Malang is trying to distance learning for all students can run well and learning objectives can be achieved. Based on the data that the researcher took the inclusion coordinator Elementary school in Malang shares good practices in implementing learning long distance for students with special needs during the pandemic Covid-19. Distance learning carried out refers to 5 M learning concepts, namely 1) Humanizing relationships with learning practices based on orientation to children based on a positive relationship that understands each other teachers, students and parents. 2) Understanding Concepts with practice learning that guides students, not just mastering content but master a deep understanding of the concept that can be applied in various contexts, 3) Build sustainability with guiding learning practices students experience a directed learning experience route and sustainability through feedback and sharing of good practices. 4) Choose challenges with guiding learning practices students master skills through a tiered process with meaningful challenge choices. 5) Empowering context with learning practices that guide students to engage resources and opportunities in the community as

resources learning as well as the opportunity to contribute to change [11].

Therefore, this research was conducted in elementary schools inclusion in Malang with the aim of describing the implementation distance learning of students with special needs, analysing form of distance learning strategies for students with needs specifically, as well as analysing constraints and alternative solutions that carried out by teachers in providing educational services to students with special needs during the Covid-19 pandemic. Reason The selection of research locations was carried out in Inclusive Elementary Schools in Malang because of the implementation of effective learning strategies innovative in this school. First, primary school seedlings are schools the basis of inclusion in Malang that applies the concept of learning remotely with a 5M strategy whose activities are adaptive and contextual. Second, based on the results of observations and interviews the beginning to several teachers of inclusive elementary schools in Malang seedlings stated that the application of distance learning with 5M learning is used to help all students both regular and students with special needs to stay at home stay productive and parents can accompany learning flexible and flexible according to the child's free time and conditions at each day [12].

Based on this, the distance learning strategy distance applied to students with special needs becomes important to be analysed and mapped. The results of this study can enrich data about the form of learning strategies distance students with special needs in educational institutions inclusive, the unique thing about this study that has not been widely studied in some previous studies are learning strategies distance learning for students with special needs applied in this inclusive school. The results of this study are expected to find distance learning strategy formulation and also the form of collaboration of teachers and parents in assisting students with special needs maximally at home. It becomes important as an illustration of the solution to the problem implementation of distance learning for students with needs specifically in Indonesia.

2. METHOD

This research is a field research that uses a case study method with a qualitative descriptive form that aims to analyse and explore in depth the programs, events, processes, activities regarding implementation distance learning applied by teachers to students with special needs to a moving community

In the field of education, namely the Inclusive Elementary School in Malang City. This matter According to Creswell, the case study is a type of qualitative research, in which researchers carry out an in-depth exploration of the program, events, and processes,

activities, against one or more people [13]. The location of this research is the Inclusive Elementary School in Malang City. Malang city was chosen because of the application of distance learning by means of learning 5M (Humanizing relationships, Understanding concepts, Building sustainability, Selecting challenges, and Empowering context).

Data collection techniques used in research these are interviews, observations and document analysis. There is 2 teachers, 1 principal and 1 coordinator for students with needs specifically the Malang City Inclusion Elementary School which is the object of research as well as students with special needs and parents of students with special needs who will be the objects of observation. Interviews can be understood as two-way communication with the aim of obtaining information [14]. Interviewers and respondents interact directly and information is obtained orally. The interview technique used in this research is structured interview where the interview questions have been designed beforehand and the interview questions for all respondents are the same. Observation techniques were also carried out to collect data from the implementation of distance learning at the Inclusive Elementary School in Malang City. In this study, the researcher becomes an observer in the activity, which type of observation is called participant observation [14]. The data analysis technique in this study uses an inductive qualitative analysis, which is an analysis based on the data obtained, then a certain relationship pattern is developed. The steps that must be passed in data analysis are data reduction (summarizing choosing the main things, focusing on the important things according to the theme) and discarding unimportant data. Each data line is coded with each research question. Furthermore, data display, and conclusion drawing or verification are carried out [15].

3. RESULT

Based on an interview with the Malang City Inclusive School Coordinator, he stated that the 5M distance learning strategy began to be recognized and implemented by the Malang City inclusive elementary school since the implementation of online learning during the Covid-19 pandemic which was adopted from existing online learning. Because since 2017 the teachers have attended training related to competency development in the field of online learning. From there, the inclusion teacher joined in inclusive teacher community and become a pioneer in the existence of a special mentor teacher community. The programs in the teacher community are very interesting and in accordance with the concept of inclusive elementary schools in the city of Malang that use a humanist approach in providing educational services to all students, both regular and students with special needs.

Based on interviews with members of students with special needs at the Inclusive Elementary School in Malang, he stated that the reason for implementing the 5M distance learning strategy at the Inclusive Elementary School in Malang was because this strategy made distance learning meaningful and students with special needs remained productive because teachers and parents could collaborate with each other and are equally empowered to create learning experiences that remain in favor of children's needs and abilities.

The importance of the 5M distance learning strategy for students with special needs is that students' productivity and independence can still develop well. This is due to the collaboration between teachers and parents in providing intervention to students with special needs through the activity guide module provided by the teacher. In addition, teachers can also monitor student progress by reflecting with parents after completing activities at the agreed time. Parents who become educators at home as a substitute for teachers [16]. The results of observations at the home of one of the students with special needs that have been carried out by researchers show that the use of the 5M strategy in distance learning can provide benefits for students with special needs to be able to carry out activities at home with their parents or family by following the module instructions given by the teacher. In addition, the independence and productivity of students with special needs is also slightly developed.

Therefore, there are several arguments why the 5M strategy is important in distance learning during this pandemic, namely:

- a) The 5M strategy seeks to make distance learning meaningful while still taking into account the abilities and needs of students.
- b) By using the 5M strategy, the independence, productivity, and potential of students with special needs can still develop with the collaboration of teachers and parents in providing interventions through practical activities that can be done with parents at home;
- c) By using the 5M strategy, the paradigm of teachers and guardians has one frame, namely assuming that learning is a shared responsibility of teachers and parents.

Based on the results of an interview with one of the guardians of an elementary school student in Malang City, he said that by using the 5M strategy in distance learning, students with special needs became happy because they were still cared for by teachers and parents.

By using the 5M strategy in distance learning, students can learn according to the activity guide in the module provided by the teacher with parental assistance. Parents are also a little easier to accompany students with special needs in learning because this strategy provides

flexibility in learning time and flexibility. Learning can be done according to the conditions of parents and students with special needs.

In addition, the reflection carried out with the teacher makes parents understand more about their child's development. Although according to them, learning is still more effective at school, parents are willing to understand the situation and conditions during this pandemic. With the implementation of the 5M strategy in distance learning, students' independence, productivity, and potential can still develop even though the results are not as optimal as when face to face with teachers at school.

Parents and students benefit from implementing the strategy. In terms of independence, students are encouraged to carry out activities at home independently such as making beds, washing slippers, sweeping, drying clothes. In terms of productivity, students are encouraged to do activities such as making works from used goods, making videos of joint activities carried out with parents. In terms of exploring potential, guidance is given with various activities from the teacher through modules such as learning to count with kitchen spices, colouring pictures, and singing and various activities that are active learning. From various practical methods, it can improve the development of students with special needs.

The benefits of the 5M strategy are not only felt by students and parents, but also teachers. By using the 5M strategy in the learning process, Malang City Elementary School teachers are required to always innovate and have high creativity in the teaching and learning process with their students during the Covid-19 pandemic. In addition, teachers must master various learning methods and the characteristics of students with special needs.

4. DISCUSSION

Inclusive education is a progressive innovation as a manifestation of the realization of humanist ideas, especially for the struggle of students with special needs. For this reason, the paradigm of inclusive education in educational institutions adapts to the individual differences of students, not the other way around [17]. In practice, inclusive schools are required to be able to actively adapt to various individual differences, so that students with special needs are able to survive in it. Consequently, when problems arise, the solution to these problems is taken over by the school through the applicable education system [18]. As in the current pandemic, teachers must be able to carry out online-based learning processes for students with special needs so that at home they can still be productive and experience development, especially in the aspect of independence. Based on the results of interviews with teachers at the Inclusive Elementary School in Malang, they stated that

the steps in implementing distance learning were as follows:

4.1. Making Learning Plans for Students with Special Needs

Learning planning is a very important part in the learning process, and of course it will determine the achievement of the learning objectives themselves. Need to prepare. The learning plan or lesson plan has actually been realized by the teachers, but the problem is the level of concern of the teachers to present good and systematic learning, as well as their level of expertise in their respective scientific disciplines which is not sufficient to be able to design a learning concept [19]. A good teacher tries his best to make his teaching successful. One of the factors that can bring success is that before entering the classroom, the teacher always makes a lesson plan beforehand.

In the inclusive elementary school in Malang City, the teacher makes lesson plans before teaching for both regular students and students with special needs that are tailored to the conditions and needs of students. The lesson plan consists of learning objectives, learning activities, tools used and assessments. At the time of distance learning, such as during this pandemic, the learning planning is carried out the same, only for learning activities to be replaced with parents and children, media and tools used by parents, and assessment.

The design is given to parents of students via WhatsApp every day. For the implementation of learning activities can be done in the morning, afternoon, or evening according to the conditions of students and parents at home. The following is an example of a distance learning plan for parents and students with special needs at home. MSWord. The font in the row header should be bold and you can use the style available from the style palette.

4.2. Implementing Distance Learning Activities with 5 M Strategy

A distance learning program that is implemented for students with special needs at an inclusive elementary school in the city of Malang by means of 5M learning which is quoted from the distance learning guide for schools against corona which is a collaboration between the Inclusive Teacher Community in Malang, All Students, All Teachers, Learning Teachers, Our Family and the resource centre and related education offices, namely humanizing relationships, understanding concepts, building sustainability, choosing challenges, and empowering contexts [20]. The following is the implementation of 5M learning at the Malang City Inclusive Elementary School for students with special needs:

4.2.1. Humanize relationships

Malang City Inclusive Elementary School is an inclusive elementary school which has the concept of humanist education, where the implementation of the teaching and learning process is carried out by recognizing the characteristics of students, building good communication, and teaching teachers with love and affection. This teacher- friendly attitude makes the Malang inclusive school known as a humanist and child-friendly school. In distance learning, the practice of humanizing relationships is done by building positive, mutually supportive and understanding relationships between teachers, students and parents. At the beginning of learning the teacher collects information about the readiness of parents by communicating via WhatsApp. In addition, in giving assignments the teacher also adapts to the needs and conditions of students with special needs which leads to productivity, independence, and potential exploration with a flexible time duration. in building positive relationships in distance learning during the Covid-19 pandemic era with parents and students with special needs.

4.2.2. Understanding the Concept

Understanding the concept is very important in the learning process. The function of understanding the concept itself plays an important role, especially in learning because understanding is a fundamental ability that students must have in learning concepts of further subject matter. Because with mastery of many concepts, it allows someone to solve problems better, because to solve problems need rules, and these rules are based on the concepts they have. Concepts are abstract ideas that allow someone to group objects or events and explain whether the object or event is an example or not an example of the idea [21]. Understanding is a fundamental aspect of learning and every lesson should focus more on instilling concepts based on understanding, because understanding facilitates transfer. If you only provide skills without being understood, as a result students will have difficulty learning the next material, so students will consider the lessons they are learning to be difficult. Students are said to understand concepts if students are able to define concepts, identify and give examples or non-examples of concepts, develop connection skills between various ideas, understand how ideas are interrelated with each other so that a thorough understanding is built.

The activity of understanding concepts carried out by teachers for students with special needs in this pandemic era by guiding students with special needs to learn through explanations of the goals and learning process to parents. This is done either offline (private visits) or online by providing study guide modules specifically designed by accompanying teachers, videos or

supporting articles related to activities and stages that must be achieved by these students with special needs. It is expected that students with special needs will not only master the content but also master a deep understanding of concepts that can be applied in various contexts. The planned learning activities also lead to the concepts of independence, productivity, and potential exploration through practical activities that can be done at home. Such as counting through drying clothes and various other activities that lead to the stimulation of their skills. For example, watering plants, colouring, drawing, and singing, playing musical instruments, reciting the murattal Al-Qur'an or cooking.

4.2.3. Building sustainability

Activities to build sustainability in inclusive elementary schools in the city of Malang are carried out by providing a variety of activities that lead to stimulation and feedback on the development of students with special needs that do not stop at a single stimulation and are not sustainable. However, how students with special needs are increasingly directed and honed their skills and potential so that they produce works and their characteristics and uniqueness. In addition, reflections were also carried out with parents of students with special needs. According to Hermawan, this reflection can reveal new insights and understanding of what teachers and parents are doing and can reveal options, possibilities and paths for positive and sustainable action [22]. At the Malang City inclusive elementary school, teachers carry out reflection activities through written notes or WhatsApp applications, both chat and video calls after carrying out learning activities at home.

4.2.4. Choose a challenge

At this stage, students with special needs must have completed their response and already have an interest in certain activities and are continuous. From here, it is hoped that students with special needs will be able to exist and actualize with their talents. In the research process, researchers often find students with special needs having an interest in one particular object that they observe every time. From these habits, both teachers and parents can direct and develop the interest of students with special needs. It is very possible that the talents and interests of students with special needs are not far from what they observe on a daily basis. So that what is done at this school is to provide a variety of interesting and challenging learning activities according to the conditions of students with special needs with a limited time flexible and flexible learning. This is in line with Schaefer's opinion which states that the provision of quality material, challenging learning activities, not monotonous and attracting students' attention is something that teachers must do especially in a pandemic

situation like this so that students have a high willingness to study at home with their parents. [23].

4.2.5. Empowering context

The various conditions of students with special needs certainly have an impact on the various needs and stages of achievement for each student with special needs. For students with special needs who have completed the stages of independence, exploring the potential and interest in certain activities is very helpful in recognizing the passion and talent of the child with special needs. With the right stimulus and assistance and support, it is hoped that these students with special needs will be able to survive in the future without being dependent on other parties, both materially and non- materially.

One of the stimuli given by inclusive primary schools to students with special needs is by empowering contexts that involve resources at home as learning resources that can be used contribute to the development of students with special needs. In addition, teachers also make home visits to parents who do not have a device every two weeks and occasionally to other students with special needs.

4.3. Carrying out Reflections with Parents special needs

The world of education and teaching covers very complex conditions and situations. It does not only involve teachers and students. Many aspects are determinants of educational success that are not only related to life at school. The dynamics of life outside of school are also decisive, and conditions are always changing. Especially during a pandemic situation like this, learning becomes more complex because it is carried out online. So that the implementation of knowledge based on experience is not enough to answer the problems that arise in teaching because at any time the conditions can change. Therefore, the thing that teachers always need to do is reflection. The basic strategies in carrying out reflection are identifying or describing problems or conditions that occur, analysing and interpreting the causes and sources of causes, drawing lessons from events or situations that occur, and find solutions to problems or find ways to prevent them [24].

Reflection activities on distance learning at Inclusive Elementary School in Malang City are carried out by teachers by communicating with parents after reporting and sending photos or video recordings of lessons that have been carried out at home with their children. This reflection is done by asking the conditions that occur in students with special needs while carrying out learning activities at home, identifying problems that occur and sharing solutions to problems that occur with parents. The results of these reflection notes are used as a guide for teachers in making lesson plans for the next day so

that learning objectives can be achieved. Photo or video images are sent at a flexible time before 21.00. So, the teacher provides time leeway for parents so that learning activities can be carried out at home properly.

4.4. Carrying out a Home Visit

Visits are one of the supporting services of guidance and counselling activities carried out by teachers by visiting parents/students' residences. This is done because the house as the first place of education for students should be able to provide a good role for student development [25]. Visits or home visits as an effort to detect family conditions in relation to the problems of children or individuals who are the responsibility of the school. At the elementary school level, visits are carried out by class teachers or accompanying teachers. With the home visit, it is expected to be able to obtain various information or data that can be used to make the teaching and learning process more effective as well as provide support, support for parents (and other family members) to be willing to collaborate together in meeting the needs of children or individuals so that they can develop optimally.

Inclusive elementary schools in Malang City will usually carry out home visits to students' homes if there are things that need to be communicated face-to-face regarding problems experienced by students, such as never working on projects, or parents not communicating to report their child's progress.

At the beginning of the pandemic, visiting activities were intended for students whose parents did not have a smartphone. Based on a survey from the school, there is only 1 parent of a student with special needs who does not have a device, so the accompanying teacher makes a visit to find out the development of the student with special needs. For other students with special needs, it is optimized to communicate through social media, both chat and video calls every day and at the beginning of the pandemic, home visits are only occasionally carried out. When the new school year 2020 begins to make visits to students' homes once every 1-2 weeks.

5. CONCLUSION

The findings from research at the Inclusive Elementary School in Malang City show that distance learning strategies for students with special needs are carried out by means of 5M learning. First, humanize the relationship between teachers, build positive relationships that understand each other between teachers, students and parents. Second, Understanding Concepts by means of teachers guiding students with special needs to learn through explaining the objectives and learning process to parents. Third, build sustainability by providing stimulation and feedback to the development of students with special needs and

reflection with parents. Fourth, choosing challenges by means of teachers providing a variety of interesting and challenging learning activities according to the conditions of students with special needs and flexible and flexible learning hours. Fifth, empowering the context by involving resources at home as learning resources that can contribute to the changes and development of students with special needs as well as visiting parents who do not have devices or occasionally to parents who have devices. Based on the results of this study, the use of the 5M distance learning strategy contributes to teachers and parents in collaborating together in educating students with special needs to be empowered to learn and remain productive during the Covid-19 pandemic. There needs to be a synergistic relationship between the school and parents in assisting children, with the hope that students with special needs can be productive, independent, and their potential can develop optimally.

AUTHORS' CONTRIBUTIONS

The author's contribution in this case is as chairman and research member who conducts research which is then converted into an article published in proceedings or in a journal that has an active and quite extraordinary role in providing input and suggestions so that it becomes an article that has quality.

ACKNOWLEDGMENTS

We thank the Institute for Lembaga Penelitian Pengabdian Masyarakat (LP2M) State University of Malang for their trust by providing research funding for the PNBP scheme for Fiscal Year 2021, as well as the Research team for all their hard work and support so that this activity can be carried out and completed properly.

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