



The Effectiveness of Independent Curriculum on Learning Interest and Character Development of Students with Special Needs: CIPPO Analysis

Sulaiman Abdul Rasid^{1*}, Jamus Al Ma'ruf², Syivani Illus Shoha³, Aqna Rahma Atika⁴

¹Universitas Islam Negeri Kiai Ageng Basari Ponorogo, Indonesia.

²Universitas Islam Indonesia Yogyakarta, Indonesia

³Universitas Negeri Malang, Indonesia

⁴Universitas Al-Azhar, Egypt

DOI: <https://doi.org/10.61987/jmi.v1i1.63>

Article History:

Received: 12 January 2026

Revised: 15 March 2026

Accepted: 28 April 2026

Keywords:

*Independent Curriculum,
Inclusive Education, Learning
Interest, Character Development*

Abstract:

This study aims to evaluate the effectiveness of the Independent Curriculum in fostering learning interest and character development among students with special needs at SLB A-Aisyiah Ponorogo. Employing the CIPPO evaluation model (Context, Input, Process, Product, Outcome), the research involved 14 respondents, including vice principals and teachers, with data collected through Likert-scale questionnaires. The results indicated high performance across all CIPPO dimensions: context (84.57%), input (83.33%), process (85.43%), product (85.00%), and outcome (82.24%), all categorized as very good. These findings demonstrate that the Independent Curriculum effectively enhances students' learning motivation, academic achievement, self-confidence, independence, and social adaptation. The CIPPO-based evaluation provided a comprehensive perspective on the curriculum's strengths and areas for improvement, highlighting practical implications for teachers, school leaders, and policymakers seeking to optimize inclusive education strategies. This study contributes to academic literature by offering evidence-based insights into inclusive curriculum implementation and supporting sustainable practices that promote the holistic development of students with special needs, reinforcing the importance of tailored educational approaches in inclusive settings.

INTRODUCTION

Inclusive education has become a critical component of national education policies worldwide, aimed at guaranteeing equitable learning opportunities for all students, regardless of ability, background, or social status (Juliandari et al., 2024; Pradhan & Naik, 2024). The societal relevance of this policy lies in its alignment with principles of social justice and human rights, emphasizing that every child, including students with special needs (SEN), has the right to develop optimally according to their potential (Bessarab et al., 2025; Hattie & Zierer, 2024). Failure to implement inclusive education effectively can lead to educational marginalization, social inequality, and unfulfilled potential among vulnerable student populations. Evidence suggests that countries investing in inclusive practices experience higher levels of social cohesion, academic achievement, and long-term societal benefits, including workforce readiness and civic engagement. Therefore, examining the effectiveness of inclusive programs is

**Email Correspondence: sulai4460@gmail.com*

essential not only for individual development but also for societal well-being, demonstrating why evaluating innovative curricular approaches, such as the Independent Curriculum, is crucial for ensuring equitable educational outcomes and supporting broader human capital development in Indonesia.

This study draws upon multiple theoretical foundations to analyze the impact of the Independent Curriculum on SEN students. Self-determination theory Deci & Ryan (2000) explains that learning motivation increases when students experience autonomy, competence, and relatedness, which the Independent Curriculum emphasizes through flexible and project-based learning. Character development is conceptualized using Berkowitz and Grych's (2000) moral education framework, emphasizing the cultivation of virtues, social responsibility, and self-regulation through structured yet adaptive learning experiences. Additionally, the Profil Pelajar Pancasila framework provides normative guidelines for Indonesian education, defining essential competencies and character traits expected from students (Fitri et al., 2024; Lubaba & Alfiansyah, 2022; Zahid, 2024). Integrating these theoretical perspectives allows for a comprehensive analysis of both affective and cognitive dimensions of learning. The CIPPO evaluation model (Context, Input, Process, Product, Outcome) complements this framework by operationalizing assessment dimensions, facilitating systematic measurement of curriculum effectiveness, instructional quality, resource adequacy, and the impact on student learning motivation and character development (Imam et al., 2020; Rasid et al., 2024).

Despite the clear policy emphasis on inclusive education, practical implementation remains challenging in Indonesian schools, particularly for SEN students (Nowak et al., 2024; Sari et al., 2022; Ross & Scanes, 2025). Schools face structural constraints, such as shortages of specialized teachers, limited adaptive learning materials, and insufficient teacher training on differentiated instruction. As a result, a gap emerges between the intended curriculum objectives and actual classroom practices, reducing the potential for SEN students to achieve both academic and socio-emotional development. Furthermore, traditional teaching approaches often fail to engage SEN students effectively, decreasing motivation, self-confidence, and social adaptation. These systemic problems highlight the urgency of evaluating innovative curricular approaches capable of addressing diverse learning needs. The Independent Curriculum, with its flexible, student-centered design, aims to overcome these barriers, yet its empirical effectiveness remains underexplored. Addressing these challenges is crucial for ensuring equitable educational opportunities, supporting human rights in education, and fostering broader social inclusion outcomes, reinforcing the societal necessity of this research.

Previous studies on the Independent Curriculum have highlighted its potential to improve student engagement, autonomy, and academic outcomes through differentiated and project-based learning (Rahmi et al., 2024). Research also emphasizes its role in promoting character development, including self-confidence, independence, and social responsibility. For SEN students, early investigations indicate that adaptive curriculum elements can facilitate meaningful participation, increased motivation, and better social integration (Citrawati, 2024a; Schutz & Carter, 2022). These findings provide a preliminary theoretical and empirical basis suggesting that curriculum flexibility and learner-centered strategies are critical to inclusive education success.

However, significant research gaps remain. Existing studies largely focus on general student populations or theoretical frameworks without rigorous evaluation of SEN-specific outcomes (Nowak et al., 2024; Sumarni et al., 2024; Thaqi & Atanasoska,

2025). Evidence regarding the impact on both learning motivation and character development is fragmented, with few studies employing comprehensive evaluation frameworks like CIPPO to analyze multi-dimensional effectiveness. This gap underscores the need for systematic empirical research, positioning this study to provide actionable insights, fill a critical knowledge void, and inform both practice and policy in inclusive education, thereby contributing to advancing educational equity and evidence-based curriculum innovation.

The novelty of this study lies in its application of the CIPPO evaluation model to assess the Independent Curriculum specifically within inclusive education for SEN students. While prior research has highlighted conceptual benefits and pilot interventions, few studies provide a structured, multi-dimensional assessment that captures context, input, process, product, and outcome simultaneously. By integrating motivational, cognitive, and character development metrics, this study addresses the complexity of inclusive education implementation, offering evidence-based insights into curriculum effectiveness. This approach is state-of-the-art because it not only evaluates educational outcomes but also identifies practical barriers, resource gaps, and teacher readiness, providing actionable recommendations. The results are expected to inform both classroom practice and national educational policy, contributing to sustainable and equitable learning environments for SEN students, and establishing a methodological benchmark for future research in curriculum evaluation within inclusive education contexts.

Based on the identified gaps, this study investigates how the Independent Curriculum affects learning motivation and character development among SEN students, operationalized through CIPPO evaluation dimensions. The central hypothesis is that a well-implemented Independent Curriculum significantly enhances motivation, academic achievement, self-confidence, independence, and social adaptation. Preliminary theoretical reasoning suggests that curriculum flexibility, learner-centered strategies, and project-based approaches directly support these outcomes. Empirically, by collecting data from teachers and vice principals using structured instruments, the study can validate or challenge these assumptions while providing practical guidance for schools. The findings will offer both theoretical contributions to inclusive education literature and actionable recommendations for policy and practice, addressing urgent societal and educational challenges, closing existing research gaps, and supporting the effective implementation of equitable, sustainable, and student-centered curricula in Indonesia.

RESEARCH METHODS

This study employed a qualitative case study design with an evaluative orientation to explore the effectiveness of the Independent Curriculum in enhancing learning interest and character development among students with special needs. A qualitative approach was chosen because it enables an in-depth exploration of participants' experiences, perceptions, and interpretations of curriculum implementation within a real educational setting. This design is particularly appropriate for understanding how curriculum practices influence students' motivation, independence, social participation, and character development in inclusive education. The evaluative orientation was adopted to assess curriculum implementation comprehensively using the CIPPO framework (Context, Input, Process, Product, and Outcome), which facilitates systematic evaluation of educational programs from planning to long-term outcomes (Imam et al., 2020;

Widayanto et al., 2021). This approach is consistent with evaluation models that emphasize continuous improvement and holistic assessment of educational effectiveness (Waly et al., 2025; Rasid et al., 2024).

The research was conducted at SLB A-Aisyiyah Ponorogo, a special school that has implemented the Independent Curriculum as part of its inclusive education practices. The site was purposively selected because it has substantial experience in implementing the curriculum and provides an appropriate context for examining educational services for students with special needs. Moreover, the school represents one of the institutions actively adapting the Independent Curriculum to accommodate diverse learner characteristics, making it a suitable setting for investigating curriculum effectiveness. Teachers and vice principals who were directly involved in curriculum planning, implementation, and evaluation were selected as key informants because of their professional experience and comprehensive understanding of inclusive educational practices (Wijayanti et al., 2025; Bessarab et al., 2025).

Data were collected through semi-structured interviews, participatory observations, and document analysis involving teachers and vice principals. Semi-structured interviews were conducted to explore participants' experiences and perceptions regarding curriculum implementation, while participatory observations enabled the researcher to examine classroom interactions, teaching strategies, and student engagement in authentic learning situations. Document analysis included curriculum documents, lesson plans, school reports, and other relevant institutional records to strengthen the credibility of the findings. These complementary techniques provided comprehensive evidence regarding the context, input, process, product, and outcomes of the Independent Curriculum, particularly in relation to students' learning motivation, character development, independence, and social adaptation (Page et al., 2024; Anne & Rashid, 2024).

The data were analyzed using the interactive qualitative analysis model consisting of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, simplifying, coding, and categorizing information obtained from interviews, observations, and documents to identify significant themes related to curriculum implementation. The condensed data were then organized into thematic matrices and narrative displays to facilitate interpretation of patterns and relationships among the findings. Finally, conclusions were continuously verified by comparing evidence across different data sources through source triangulation to ensure the credibility, consistency, and trustworthiness of the findings. This analytical process enabled a comprehensive understanding of both the strengths and challenges of implementing the Independent Curriculum in supporting inclusive education for students with special needs (Tah, 2025; Selasi & Budiyanto, 2025).

RESULTS AND DISCUSSION

Results

Context Evaluation

The context aspect in evaluating the Independent Curriculum covers relevance, objectives, and institutional support. As illustrated in Figure 1, the data indicate that the assessment scores range from 80% to 90%, with an overall average of 85%, categorized as very good. The relevance of the curriculum scored 85%, confirming its alignment with the learning needs of students with special needs. The objectives reached the highest

score of 90%, reflecting that the curriculum goals are clear, well-directed, and consistent with the school's vision. Institutional support ranged from 80% to 84%, categorized as good to very good, although further reinforcement is still needed in providing facilities and workplace practice opportunities. Figure 1 also demonstrates that the three context indicators consistently achieved high scores, indicating that the Independent Curriculum is implemented on a strong contextual foundation supported by relevant objectives and institutional commitment. Overall, the context aspect of the Independent Curriculum is classified as very good, demonstrating strong relevance, well-defined objectives, and significant support from the school.

Input Evaluation

The input aspect of the Independent Curriculum, which includes teachers, facilities, learning materials, and time allocation, obtained an average score of 84.29%, categorized as very good. As illustrated in Figure 2, the teacher component received the highest score of 87.14%, indicating that both the vice principal and teachers consider the educators' competence in mastering content and managing instruction to be very strong. This finding highlights that teacher quality is a key factor in the successful implementation of the curriculum. Meanwhile, facilities, learning materials, and time allocation received average scores of around 81.43%, which fall into the good category. Figure 2 also shows that school facilities are considered adequate, although further improvement is still needed to enhance completeness and accessibility. Learning materials are aligned with the curriculum but require more innovation to be fully contextualized for students with special needs. Likewise, the allocated learning time is sufficient but would benefit from greater flexibility to match the learning pace of the students. Overall, the input aspect effectively supports the implementation of the Independent Curriculum, with some components still requiring reinforcement.

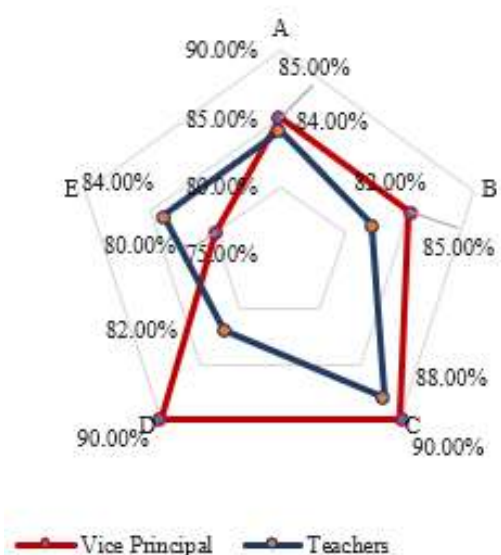


Figure 1. Radar Chart in Context Evaluation

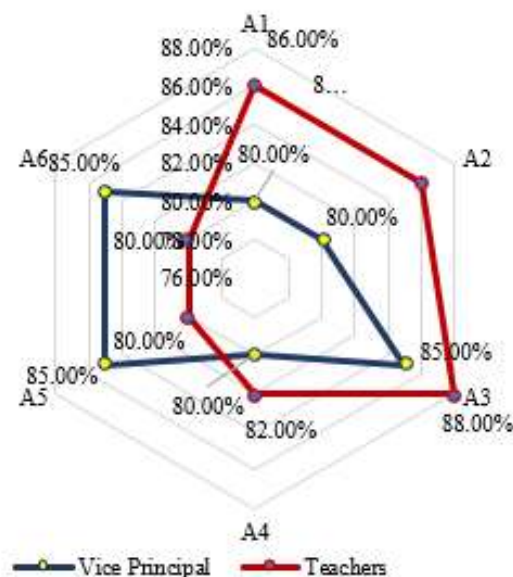


Figure 2. Radar Chart in Input Evaluation

Process Evaluation

The process aspect in this evaluation research focuses on four components, namely: 1) methods, 2) interaction, 3) involvement, and 4) evaluation. Data were obtained through questionnaires distributed to both instructors and participants. The results indicated that the process aspect was generally in the good to very good categories, with percentages ranging from 80.00% to 92.00% (see Figure 1). Specifically, the assessment showed that (P1) the training methods gained a score of 85.00%, which is categorized as very good. (P2) the interaction aspect ranged between 80.00% and 90.00%, reflecting both good and very good levels. (P3) the involvement of participants obtained scores from 82.00% to 92.00%, consistently classified as very good. (P4, P5, P6, P7, and P8) the evaluation component achieved high scores of up to 92.00%, also falling into the very good category. Overall, the average results reinforced this positive performance. The lowest mean score was 82.86% (equivalent to 4.14), which is still considered good, while the highest mean score reached 89.29% (equivalent to 4.46), included in the very good category. The combined mean score of all process indicators was 86.43% (equivalent to 4.32), showing that the process aspect of the training program was conducted effectively and met the required competency standards.

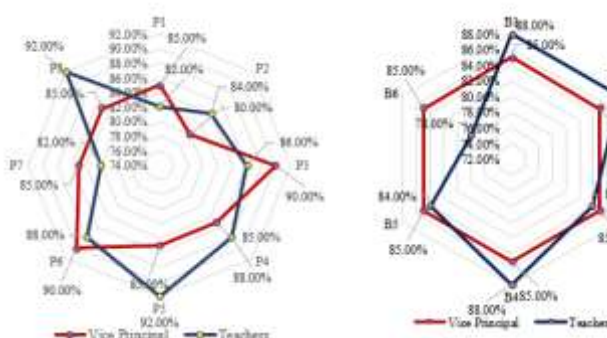


Figure 3. Radar Chart in Process Evaluation

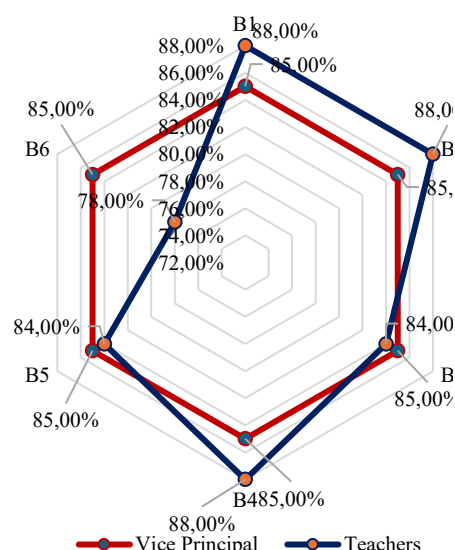


Figure 4. Radar Chart in Product Evaluation

Product Evaluation

The product aspect in this evaluation focuses on four key components, namely: 1) learning interest, 2) academic achievement, 3) self-confidence, and 4) activity. Data were obtained from observations, daily evaluations, job sheets, assignments, and practice results. Overall, the product aspect of the training program was classified into good to very good categories, with scores ranging from 78.00% to 88.00% (see Figure 4). The findings indicated that (B1) learning interest reached 85.00% and was categorized as very good. (B2) academic achievement was also recorded at 85.00%, falling into the very good category. (B3) participants' self-confidence showed results between 84.00% and 88.00%, still within the very good level. Meanwhile, (B4, B5, and B6) participants' activity during training was assessed between 78.00% and 88.00%, ranging from good to very good. In general, the overall mean score of the product aspect was 85.00%, which is included in

the very good category. These results demonstrate that the training program effectively enhanced participants’ academic performance, encouraged learning interest, built confidence, and supported active involvement throughout the training process.

Outcome Evaluation

The outcome aspect in this evaluation research refers to two main components, namely: 1) independence and 2) social adaptation. Based on the results of data collection through questionnaires and observation, the assessment of the outcome aspect of the training program fell into the good to very good category, with percentages ranging from 82.00% to 90.00% (see Figure 5). In detail, the assessment showed that (1) the independence of participants was consistently rated at 90.00% in several indicators, placing it in the very good category.

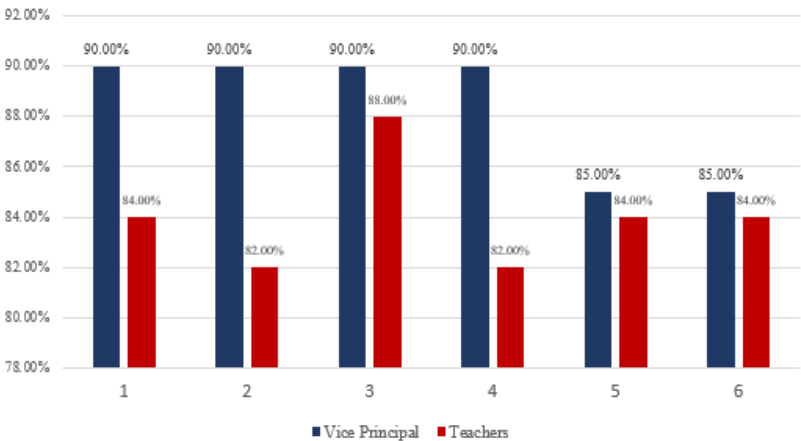


Figure 5. Radar Chart in Outcome Evaluation

Meanwhile, (2) the social adaptation aspect obtained values between 82.00% and 88.00%, which are categorized as good to very good. Overall, the combined average results confirm that the outcome aspect of the training program has been successfully achieved, with participants demonstrating strong independence and good ability to adapt socially after undergoing the training process. This indicates that the program not only improved technical competencies but also positively influenced participants’ readiness for the workplace and their integration into the social environment.

Table 1. Evaluation of achievement in overall aspects of research respondents

No	Variable	Evaluation		Overall Evaluation		Decision
		Vice Principals	Teachers	Average	Percentage	
1	Context	86.00%	84.00%	4.229	84.57%	Very Good
2	Input	82.50%	83.67%	4.167	83.33%	Very Good
3	Process	85.63%	86.75%	4.321	85.43%	Very Good
4	Product	85.00%	85.00%	4.250	85.00%	Very Good
5	Outcomes	88.33%	84.00%	4.262	82.40%	Very Good

The overall evaluation of the training program shows that all aspects context, input, process, product, and outcomes achieved results in the good to excellent category. The context aspect gained an average of 84.57% (4.229), while the input aspect reached

83.33% (4.167), both categorized as excellent. These results indicate that the initial planning, availability of resources, and the overall readiness of the program were well-prepared and effectively implemented according to standards. Meanwhile, the process aspect scored 85.43% (4.321), reflecting that training methods, interaction, involvement, and evaluation were carried out successfully. The product aspect also achieved a high score of 85.00% (4.250), demonstrating improvements in participants' learning interest, academic achievement, confidence, and activity. Finally, the outcome aspect reached 82.24% (4.262), showing that the training program effectively fostered participants' independence and social adaptation. These findings confirm that the training program overall produced positive impacts and met its objectives.

Discussion

The results of this study confirm that the Independent Curriculum plays a significant role in enhancing both learning interest and character development among students with special needs at SLB A-Aisyiyah Ponorogo. Within the CIPPO framework, the context and input dimensions showed that the program aligns well with students' needs and is supported by adequate resources, including teacher competence and adaptive teaching materials. This finding aligns with Burke and Hennessy (2021b), who emphasized that curriculum relevance and professional teacher readiness are critical to the success of inclusive education initiatives. Similarly, Moon (2023) demonstrated that teacher preparedness and alignment of curriculum objectives with learners' characteristics positively influence the quality of learning outcomes, underscoring the importance of well-prepared instructional staff and contextually relevant curricula for special needs learners.

Regarding the process and product dimensions, the study highlights the effectiveness of adaptive teaching strategies, active student involvement, and formative evaluations in enhancing motivation and academic performance (Apriliani et al., 2023; Widyastuti et al., 2023). These results are consistent with Adhikari (2025) and Waly et al. (2025), who reported that interactive learning approaches under the Independent Curriculum framework improve both motivation and engagement for diverse learners. Furthermore, the findings indicate that adaptive pedagogical practices support not only students' academic achievement but also the development of self-confidence, independence, and social participation within inclusive learning environments. Collectively, these findings demonstrate that the Independent Curriculum provides a holistic approach that accommodates the unique learning profiles of students with special needs more effectively than previous curricula.

From the outcome perspective, the study found that the Independent Curriculum supports the development of independence and social adaptation, which are essential for the long-term integration of students into broader society (Rahmawati et al., 2024; Rasid, 2025). This complements prior research by Rahmawati and Basith (2023) and Selasi and Budiyanto (2025), emphasizing that integrating character education within the curriculum significantly contributes to life skills and social competence. The positive outcomes reinforce the idea that curricula targeting both academic and personal development are crucial for preparing SEN students to navigate social and educational environments successfully.

Despite these positive impacts, the study also identifies areas requiring further attention. Strengthening collaboration between schools and parents, improving adaptive

learning facilities, and providing continuous professional development for teachers are necessary to optimize curriculum effectiveness. By applying a comprehensive CIPPO-based evaluation, this research not only confirms the benefits of the Independent Curriculum but also highlights gaps that require policy intervention and practical improvements. These findings extend prior studies by offering a systematic, multi-dimensional assessment, providing actionable insights to enhance inclusive education strategies and ensuring sustainable, holistic student development.

CONCLUSION

This study demonstrates that the implementation of the Independent Curriculum at SLB A-Aisyiyah Ponorogo effectively supports the learning interest and character development of students with special needs through the integration of adaptive learning strategies, teacher readiness, and active student participation. The most important lesson derived from this research is that an inclusive curriculum becomes more effective when curriculum objectives are aligned with students' individual needs, supported by competent teachers, and implemented through interactive learning practices that foster motivation, independence, self-confidence, academic engagement, and social adaptation. Academically, this study contributes to the field of inclusive education by extending the application of the CIPPO (Context, Input, Process, Product, Outcome) evaluation framework as a comprehensive approach for assessing curriculum effectiveness beyond academic achievement, incorporating character development and long-term educational outcomes, thereby enriching both educational evaluation theory and inclusive curriculum practice. However, this study is limited by its focus on a single special school and a relatively small number of participants, which may restrict the transferability of the findings to other educational contexts. Future research is therefore recommended to involve multiple inclusive and special schools, include a broader range of stakeholders such as students and parents, integrate classroom observations and document-based evidence, and employ longitudinal qualitative or mixed-methods designs to obtain a deeper understanding of the long-term effectiveness of the Independent Curriculum for students with diverse special educational needs.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to the leadership of SLB A-Aisyiyah Ponorogo for granting permission and providing support throughout the research process. Special appreciation is extended to the vice principals and teachers who generously contributed their time, experiences, and insights during data collection. Their cooperation and openness were essential to developing a comprehensive understanding of the Independent Curriculum implementation for students with special needs. The author also thanks all individuals who provided valuable assistance, encouragement, and constructive feedback, which contributed to the completion of this study.

CONFLICTS OF INTEREST

The author confirms that there are no conflicts of interest associated with the research, its implementation, or the publication of its findings.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

In the preparation of this manuscript, AI-assisted technology was utilized to facilitate language editing, enhance the logical flow of ideas, and improve the clarity of

academic expression. All AI-generated suggestions were critically assessed and appropriately revised by the author. The author retains full responsibility for the accuracy of the research findings, the originality of the manuscript, and adherence to academic integrity standards.

REFERENCES

- Adhikari, T. (2025). Motivation and Engagement in Teaching Learning Process at Basic Level in Nepal. *Pragya Darshan*, 6(2), 43–49. <https://doi.org/10.3126/pdmdj.v6i2.79721>
- Anne, N. H., & Rashid, S. M. M. (2024). Understanding and Enhancing Special Education Teachers' Competencies for Inclusive Practice: A Comprehensive Analysis. *International Journal of Learning, Teaching and Educational Research*, 23(6). <https://doi.org/10.26803/ijlter.23.6.9>
- Apriliani, E. I., Sholihah, A., Aisyah, A. N., Khasanah, I. N., & Amelia, V. A. (2023). The Influence of Welfare on the Performance of Early Childhood Education Teachers. *Bulletin of Early Childhood*, 2(2), 67–74. <https://doi.org/10.51278/bec.v2i2.1014>
- Bessarab, A., Turubarova, A., Antonenko, I., Kirillova, A., Lupinovich, S., & Haliieva, O. (2025). Curriculum Adaptation for Children with Special Educational Needs: Best Practices in Inclusive Education. *American Journal of Psychiatric Rehabilitation*, 28(1), 493–499. <https://doi.org/10.69980/ajpr.v28i1.128>
- Burke, E., & Hennessy, M. (2021). Evaluation of an Early Career Clinical Academic Training Programme Using the CIPP Model. *BMJ Open*. <https://doi.org/10.1136/bmjopen-2021-052965>
- Citrawati, T. (2024). The Independent Curriculum Approach in Supporting Independent Learning for Inclusive Students in Elementary Schools. *Widyagogik: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 11(3), 478–496. <https://doi.org/10.21107/widyagogik.v11i3.26448>
- Fitri, A. M., Anggoro, B. S., & Pratiwi, D. D. (2024). The Implementation of the Independent Learning Curriculum on Learning Achievement in Phase D of Mathematics Subjects. *Bulletin of Science Education*, 4(2), 246–253. <https://doi.org/10.51278/bse.v4i2.1416>
- Hardy, I., & Woodcock, S. (2015). Inclusive Education Policies: Discourses of Difference, Diversity and Deficit. *International Journal of Inclusive Education*, 19(2), 141–164. <https://doi.org/10.1080/13603116.2014.908965>
- Hattie, J., & Zierer, K. (2024). *10 Mindframes for Visible Learning: Teaching for Success*. Routledge. <https://doi.org/10.4324/9781003430124>
- Imam, Y., Najeri, M. A. S., Dzul, R., Setia, B., & Siti Mauliana, H. (2020). The Evaluation of Inclusive Education Program Through CIPPO Approach. <https://repositori.uin-suka.ac.id/handle/123456789/20709>
- Juliandari, J., Fitriani, W., Yeni, P., & Zahir, R. (2024). Enhancing Learning Motivation of Special Needs Children Through Arts and Skills Approaches. *Darussalam: Journal of Psychology and Educational*, 3(2), 72–81. <https://doi.org/10.70363/djpe.v3i2.203>
- Lubaba, M. N., & Alfiansyah, I. (2022). Analisis Penerapan Profil Pelajar Pancasila dalam Pembentukan Karakter Peserta Didik di Sekolah Dasar. *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi*, 9(3), 687–706. <https://doi.org/10.47668/edusaintek.v9i3.576>

- Moon, O. (2023). Teachers' Readiness and Teaching Performance in Inclusive Education: Their Relationship to the Implementation of Inclusive Education Program. *AIDE Interdisciplinary Research Journal*, 6, 65–110. <https://doi.org/10.56648/aide-irj.v6i1.94>
- Nowak, K., Kowalski, P., & Zielinska, A. (2024). Evaluating the Outcomes of Inclusive Education Policies for Students with Disabilities in Indonesian Schools. *International Journal of Educational Evaluation and Policy Analysis*, 1(2), 28–33. <https://doi.org/10.62951/ijeepa.v1i2.76>
- Page, A., Anderson, J., & Charteris, J. (2024). Innovative Learning Environments and Spaces of Belonging for Students with Disability in Mainstream Settings. *Cambridge Journal of Education*, 54(5), 607–626. <https://doi.org/10.1080/0305764X.2024.2397398>
- Pradhan, D. K. C., & Naik, M. S. (2024). Inclusive Education: A Foundation for Equality and Empowerment at the Elementary Stage. *International Journal of Multidisciplinary Research in Arts, Science and Technology*, 2(2), 1–8. <https://doi.org/10.61778/ijmrast.v2i2.36>
- Rahmawati, I., & Basith, A. (2023). Life Skills Education Based on Local Excellence: Study of State Special Schools Students in East Kalimantan. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(2), 729–744. <https://doi.org/10.37680/qalamuna.v15i2.2497>
- Rahmawati, M. N., Ahmadi, A., & Daryono, R. W. (2024). Exploring the Influence of Implementing an Independent Curriculum and Learning Quality on Learning Effectiveness: Does the Mediation of School Infrastructure Matter? *Jurnal Tarbiyah*, 31(1), 174–185. <https://doi.org/10.30829/tar.v31i1.3466>
- Rasid, S. A. (2025). Langkah Strategis Kepala Sekolah Penggerak SMPN 2 Slahung dalam Meningkatkan Prestasi Akademik dan Non Akademik. *Muaddib: Jurnal Pendidikan Agama Islam*, 3(1), Article 1.
- Rasid, S. A., Mukhibat, M., & Daryono, R. W. (2024). Evaluation of the Independent Curriculum in Special Schools to Enhance Participation of Children with Special Needs. *Al-Hayat: Journal of Islamic Education*, 8(2), 817–832. <https://doi.org/10.35723/ajie.v8i2.586>
- Ross, P. M., & Scanes, E. (2025). Using Self-Determination Theory as a Lens to Create Sustainable Futures for Teaching and Education Focused Academics in Higher Education in Australia. *Journal of Higher Education Policy and Management*, 47(1), 90–107. <https://doi.org/10.1080/1360080X.2024.2391600>
- Sari, Z. P., Sarofah, R., & Fadli, Y. (2022). The Implementation of Inclusive Education in Indonesia: Challenges and Achievements. *Jurnal Public Policy*, 8(4), 264–269. <https://doi.org/10.35308/jpp.v8i4.5420>
- Schutz, M. A., & Carter, E. W. (2022). Elevating the Employment Outcomes of Transition-Age Youth with Disabilities: Four Decades of Intervention Research. *Journal of Vocational Rehabilitation*, 57(1), 1–21. <https://doi.org/10.3233/JVR-221194>
- Selasi, P., & Budiyanto, B. (2025). Effectiveness of Implementing Inclusive Education Model in Improving Social-Emotional Competence of Children with Special Needs in PAUD. *Journal of Education Technology and Innovation*, 8(1), 6–19. <https://doi.org/10.31537/jeti.v8i1.2299>

- Sumarni, S., Salman, I., Priwicaksono, N., & Triana, D. D. (2024). Evaluating Inclusive Education Services in Islamic Education Institutions. *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 10(1), 10–21. <https://doi.org/10.21009/jisae.v10i1.43841>
- Tah, J. K. (2025). Teachers' Understanding of Inclusive Education and Challenges in Implementation in the English Education System in Cameroon. *Policy Futures in Education*, 23(6), 1051–1066. <https://doi.org/10.1177/14782103251320812>
- Thaqi, V., & Atanasoska, T. (2025). Supporting Students with Special Needs: Motivation and Assessment Through Supplementary Activities in Action Research. *European Journal of Economics, Law and Social Sciences*, 9(2). <https://doi.org/10.2478/ejels-2025-0011>
- Waly, R., Asmi, N., Abdullah, R., & Syafriadi, S. (2025). Evaluation of the Independent Curriculum Policy: A Literature Review on Theoretical Foundations and Implementation Practices. *Journal of English Language and Education*, 10(4), 1561–1569. <https://doi.org/10.31004/jele.v10i4.1274>
- Widayanto, L. D., Soeharto, S., Sudira, P., Daryono, R. W., & Nurtanto, M. (2021). Implementation of the Education and Training Program Seen from the CIPPO Perspective. *Journal of Education Research and Evaluation*, 5(4), 614–623. <https://doi.org/10.23887/jere.v5i4.36826>
- Widyastuti, P., Hadi, S., Daryono, R. W., & Samad, N. B. A. (2023). The Mediation Role of University Environment in the Relationship Between Self-Efficacy and Family Environment on Entrepreneurial Education Interest: A PLS-SEM Approach. *Indonesian Journal on Learning and Advanced Education*, 5(3), 295–310. <https://doi.org/10.23917/ijolae.v5i3.22015>
- Wijayanti, K., Liftiah, L., & Budiyo, B. (2025). Assessing Inclusive Education in Elementary Schools: Insight from the Merdeka Curriculum. *AL-ISHLAH: Jurnal Pendidikan*, 17(2), 2537–2549. <https://doi.org/10.35445/alishlah.v17i2.6417>
- Zahid, L. (2024). *The Impact of Peer Feedback on Enhancing Writing Skills of ESL Learners: Teachers' and Students' Experiences in the Context of Vygotsky's Sociocultural Theory* (Doctoral dissertation, BRAC University). <https://doi.org/10.5281/zenodo.747251>