

MANAGEMENT OF LIFE SKILL PROGRAM FOR CHILDREN WITH SPECIAL NEEDS AT ABC MELATI AISYIYAH SPECIAL SCHOOL

Nurul Sufni¹, Yusuf Hadijaya^{*2}

¹²Universitas Islam Negeri Sumatera Utara, Medan;

*Corresponding Author: yusufhadijaya@uinsu.ac.id
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Abstract:

Children with special needs need life skills education to support independence, work readiness, and social skills. This program must be managed effectively so that the material can be well received by students. Therefore, this study focuses on the management of life skills programs for children with special needs at one of the Special Schools in Deli Serdang. This study uses a qualitative approach with a descriptive research type. Data were collected through interviews, observations and document studies. The following is a paraphrase in scientific language: The results of the study indicate that the management of the life skills program at SLB ABC Melati Aisyiyah has been running optimally. This is reflected in the existence of structured planning, implementation that is able to lead to the achievement of goals, and supervision that is carried out systematically so as to encourage improvements in program implementation.

Abstrak:

Anak berkebutuhan khusus memerlukan pendidikan keterampilan hidup untuk menunjang kemandirian, kesiapan kerja, dan keterampilan sosial. Program ini harus dikelola secara efektif agar materinya dapat diterima dengan baik oleh siswa. Oleh karena itu, penelitian ini difokuskan pada manajemen program keterampilan hidup bagi anak berkebutuhan khusus di salah satu Sekolah Luar Biasa di Deli Serdang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data dikumpulkan melalui wawancara, observasi, dan studi dokumen. Berikut ini parafrase dalam bahasa ilmiah: Hasil penelitian menunjukkan bahwa manajemen program keterampilan hidup di SLB ABC Melati Aisyiyah sudah berjalan optimal. Hal ini tercermin dari adanya perencanaan yang terstruktur, pelaksanaan yang mampu mengarah pada pencapaian tujuan, dan pengawasan yang dilakukan secara sistematis sehingga mendorong perbaikan dalam pelaksanaan program.

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INTRODUCTION

Education is a fundamental right for every citizen, including children with special needs. They have the right to develop and contribute to community life. Providing access to education for children with special needs is not only a moral obligation, but also a necessity that is the foundation for their future.

The rights that apply to normal children also apply to children with special needs. They have the right to receive a good education and the opportunity to grow and develop. This is in accordance with the 1945 Constitution (amendment) in Article 31, paragraph 1 which reads "Every citizen has the right to receive an education". In line with this, it is also contained in Law No. 4 of 1997 concerning Persons with Disabilities, in Article 6 paragraph 1 which states "Every person with disabilities has the right to receive education at all units, paths, types and levels of education". All children, including those with special needs, have the same right to receive education, and the state is required to provide funds for it, in accordance with the regulation.(Setiawan, Suriansyah, 2021) (Nailatsani et al., 2021)

Having the same and proper rights is the desire of every person living in this world, no different from the ABK (Children with Special Needs) who are around, especially to get the same and proper rights in the world of education, getting quality education is not only intended for those who live normally but these rights are also entitled to be given by all groups, especially ABK (Children with Special Needs). When discussing Children with Special Needs (ABK), it also discusses its uniqueness, how not in one disorder there are so many differences and uniqueness possessed by each ABK.(Nursafitri et al., 2020)

The characteristics of children with special needs (ABK) vary. Children with special needs need educational assistance because of their characteristics and the challenges they face.(Dermawan, 2018) They have to make greater efforts than their peers because of these limitations or difficulties in order to be able to follow the learning process and acquire various abilities. Therefore, it is necessary to understand that every child has unique talents and weaknesses even though they have limitations. Therefore, children with special needs have the right to equality and education. There are two types of schools that can help children with special needs, namely special education and inclusive education. Special education is an educational program that is specifically designed for children in certain groups who have the same developmental difficulties. This special education is sometimes referred to as Special Schools (SLB). However, inclusive education is defined as teaching that meets the needs of students with and without special needs.(Hidayah et al., 2019)

Academic education is not the main focus in learning for children with special needs. (Nursafitri et al., 2020) This is due to various complex challenges, such as differences in thinking, difficulties in communicating, and limitations in the curriculum and teaching methods, which make it difficult for them to understand and follow the lesson material optimally. Human development must be carried out in a holistic manner, which includes the development of thinking power, spiritual power, physical power, and mastery of science, technology, art and sports. In addition, human development is also expected to produce people who are able and capable of playing an active role in building Indonesian society as a whole. (Damayanti, 2022)

Children with special needs need education about daily activities. For children with special needs, organizing educational skills is one way to empower them. This method can encourage children's creativity and potential while helping them develop their independence. Students with special needs can be educated to be independent and able to express themselves through educational skills. (Jusmirad et al., 2023) This skills education is called life skills education.

For children with special needs, learning life skills is very important to maximize their potential in overcoming current and future obstacles. According to research by Nursafitri et al., teaching life skills to children with special needs helps them develop self-awareness and potential, including the ability to solve problems, set goals, and interact with others. (Nursafitri et al. 2020) In this context, life skills education is not only about academic mastery, but also about developing practical skills that support independence and social adaptation.

Life skills education plays an important role, not only in shaping individual independence, but also in preparing them to face the world of work and socialize in society. (Jaya et al., 2018) The life skills teaching program for children with special needs must be run as efficiently and effectively as possible. In order for what is taught to be accepted by students, effective management is needed. The ability to achieve effective management is one of the characteristics of a good educational institution.

Management is a process that involves guiding and directing a group of individuals towards the goals or objectives of the company. (Tampubolon, 2023) Management is a process that involves planning, organizing, directing, controlling, and utilizing resources effectively and efficiently to achieve predetermined goals. Management is also an art, science, and profession that involves the coordination and integration of various human and natural resources to produce optimal results. Management not only helps organizations achieve common goals but also plays an important role in bridging various interests within the organization and ensuring effectiveness and efficiency in implementing activities.

Furthermore, research by Chamidi and Utami highlights the importance of life skills management to shape the independence of children with special needs, especially in special school environments. By optimizing various practical activities such as life skills training and direct practice, children can develop self-confidence and the ability to manage their lives independently, which ultimately contributes to increased social and economic integration in the future. (Chamidi & Utami, 2020)

Life skills teaching programs for children with special needs must also be implemented properly and quickly. Therefore, organized and systematic management is needed. Given the diverse nature and unique needs that require the use of adaptive learning methodologies, effective management for children with special needs is very important.

The purpose of life skills in Special Schools (SLB) is to equip students with the skills needed to live independently and contribute to society. Social skills,

vocational skills, and environmental adaptation are just some of the practical qualities that students are expected to achieve through this curriculum. (Azizah, 2022) According to research by Aprilia et al., effective life skills program management should include requirements analysis, careful planning, and program implementation that requires collaboration with the business world to provide students with practical work experience. Imas Diana Aprilia, Johar Permana, and Eka Prihatin, "Life Skill Educational Management Based on Vocational for Students with Disabilities to Be Ready for Work," *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 258, no. Icream 2018 (Aprilia et al., 2019): 134–38, <https://doi.org/10.2991/icream-18.2019.28>. A clear plan allows for more optimal management of human resources and open materials, which are essential for creating the expected learning outcomes. In addition, good organization is a key factor in the success of a life skills program. Efficient organization can help in developing effective management governance for the learning process, especially in the context of empowering students through life skill programs that focus on mastering practical skills and soft skills that are important for their daily lives. Thus, good organization has a positive impact on the effectiveness of learning and student skill mastery.

Management is also important in conducting continuous supervision and adjustment programs. The results of the study showed that through systematic supervision, schools can make adjustments to the curriculum and teaching methods based on feedback from students. This is important to ensure the relevance of life skill programs in the ever-evolving social and work context. (Maulana, 2022)

In general, the challenges faced in managing life skill programs in SLB are the lack of adequate resources and support. Research by Dutt et al. showed that many teachers in SLB felt inadequately trained to implement Life Skill programs effectively, which could result in a lack of skills taught to students. (Dutt et al., 2018) Therefore, Life skill programs in SLB require greater attention to ensure that students with disabilities gain the skills needed to function independently in society. Through effective management, life skill programs are expected to provide relevant and applicable learning experiences for students, so that they can better face the challenges of everyday life.

SLB ABC Melati is an educational institution specifically designed to support the needs of children with special needs. This school focuses on developing relevant and applicable life skills, according to the needs and potential of students. The implementation of this program is based on the reality of the lack of employment opportunities in Indonesia, especially for children with special needs (ABK) who often face limitations in access to work.

The life skill programs implemented at SLB ABC Melati include fashion design, culinary arts, make-up, and various training that supports the development of students' talents and interests. This program aims to provide skills that can support students' independence in everyday life and as preparation for entering the

world of work. These activities are managed using management functions, namely planning, organizing, implementing, and supervising.

One form of relevant and applicable life skills is fashion design skills. This program is important because it can be a provision for independent living or opening up job opportunities or entrepreneurship for students with special needs. However, in its implementation, the fashion skills program also requires planning, implementation, and supervision that is managed with the right managerial approach. Thus, the researcher is interested in examining the above problems and compiling this research with the title "Life Skill Program Management for Children with Special Needs at ABC Melati Aisyiyah Deli Serdang Special School". The purpose of this study is to determine and describe the management of life skills program for children with special needs which includes planning, implementation, and supervision of activities at SLB ABC Melati Aisyiyah Deli Serdang, one of the special education institutions.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive research type. The descriptive approach in this study aims to describe, analyze, and understand in depth the life skill program management process implemented at SLB ABC Melati Aisyiyah Deli Serdang (Tharaba & Wahyudin, 2024). The location of this study is the ABC Melati Special School (SLB) located at Jalan Mesjid No. 806, Pasar IX, Bandar Khalifah Village, Percut Sei Tuan District, Deli Serdang Regency.

This study focuses on exploring various aspects related to the implementation of the life skill program, namely the fashion program starting from planning, implementation, to supervision carried out at the school. The object of this study is the management of the life skills program for students with special needs, especially students with category B, namely students who have hearing impairments or are called Deaf who are studying at the Junior High School level.

This research was carried out in stages for about two months, including planning before fieldwork, data collection and analysis, and report preparation. The research findings were collected for this study using various data collection techniques, such as interviews, observations, and document studies. The type of interview used was a structured interview. Teachers, students, and the principal participated in this interview. (Fadilla & Wulandari, 2023; Pradipta et al., 2020) Non-participant observation, which refers to simply observing the subject of activities related to the management of the life skills program at SLB ABC Melati, was used in this study. The school's vision and goals, teacher list, student list, and life skills program outcomes were all covered in the documents collected during the research process. Data analysis was carried out in several stages, namely data reduction, data presentation, and drawing conclusions or verification. Data reduction was carried out from the beginning of data collection by summarizing, coding, tracing themes, writing memos, and filtering out irrelevant information. Furthermore, the reduced data is presented in the form of narrative text that is systematically arranged to

facilitate understanding and drawing conclusions. The final stage is drawing conclusions or verification, where the researcher formulates the meaning of the data as a whole and ensures its truth through confirmation with related parties at the research location.

RESULT AND DISCUSSION

Life Skill Program Planning at SLB ABC Melati Aisyiyah Deli Serdang

Planning, according to George R. Terry in Sukarna's book, is the process of selecting facts, connecting facts, and estimating or assuming future events by organizing and planning the steps needed to obtain the desired results. A number of tasks are involved in planning, including outlining and defining goals to be met, predicting future events, creating rules and procedures to be followed, and projecting future events and possibilities. (Sukarna, 2011)

Based on the results of the study, the life skills training program in the field of fashion design is systematically designed with the main target being that students with special needs are able to operate sewing machines and have decent sewing skills. Through this program, students are expected to be able to live independently after completing their education, one of which is by starting a business in the field of fashion design.

The goals set in an educational institution are an important part of determining the direction and success of the program. At SLB ABC Melati, goal setting is carried out by the Principal who acts as the manager of the institution. This is in line with Terry's opinion which states that the best goals are goals that are designed directly by the manager. (Terry & Rue, 2021) This view is based on the fact that managers have full responsibility for achieving these goals. As a leader, the manager not only sets the vision and mission of the institution, but also directs, coordinates, and evaluates all activities to ensure that goals can be achieved effectively and efficiently. The objectives of this program are in line with the vision to be achieved, namely to encourage students to develop their potential, improve practical skills, and become independent individuals and have life skills according to the demands of the times. In preparing the training program plan, the principal of SLB ABC Melati established several important policies. One of them is to require all students to take part in the sewing skills program. In addition, the school also involves teachers who have special educational backgrounds and competencies in the field of fashion design, to ensure that the training process runs optimally. This program is also designed not only to provide technical skills, but also to integrate basic entrepreneurial aspects so that students are ready to face the world of work independently. This policy reflects Rusydi Ananda's understanding that good planning cannot be separated from human resource management, which includes the development of achievements, skills, behavior, competencies, and job satisfaction. (Ananda, 2019)

Scheduling must be done by determining the ideal time, because this is a characteristic of effective planning. By making a schedule and deciding when to start

and finish each task, the principal, in his capacity as a manager, sets the time and activities. (Risma Darma Ulima Banurea, Riski Erisah Simanjuntak, Romauli Siagian, 2023) This program will be held twice a week, namely on Monday and Tuesday and is held continuously in each semester. The time that will be taken to run this program is 90 minutes each day. This schedule is prepared by considering the effectiveness of time, readiness of facilities and infrastructure, and the learning abilities of students. With structured scheduling, the process of learning fashion skills at SLB is expected to run more optimally and provide real results in improving students' life skills.

Planning in the context of education can be seen as the process of creating teaching materials, using teaching media, and using teaching strategies and tactics. (Nadzir, 2013) Teachers as educators plan programs by determining the learning materials and methods. In the sewing life skill program, teachers prepare one learning material for a full semester. The material includes an introduction to sewing tools, drawing patterns, cutting cloth, sewing, and tidying up the results. The selection of this material aims to train sewing skills while fostering an entrepreneurial spirit from an early age. Meanwhile, the learning method that will be applied is the direct practice method (learning by doing), which is known as an effective method used by students with hearing limitations. This is in line with the opinion of Wiguna et al., who stated that the use of the practice method for deaf children who have difficulty communicating is seen as very appropriate, because the practice method emphasizes practice that makes it easier for deaf children to understand the intent and purpose of learning. (Wiguna et al., 2016)

Recording and documentation are important components of every program planning. This recording activity provides written documentation of each completed action and basic guidance for implementing the planned schedule. The process of program development and evaluation becomes difficult to implement without comprehensive documentation. (Prayoga et al., 2019) However, based on research findings, it is known that the teacher has not carried out systematic recording and documentation in preparing the program plan. This is certainly an obstacle in itself, because it can hinder the implementation of the program in a structured and sustainable manner. Irregularity in documentation can also cause a lack of clarity in the direction of goals and difficulty in supervising the activities that have been carried out.

It is concluded that planning is a process of preparing strategic and systematic steps and determining resources in a directed manner to achieve predetermined goals effectively and efficiently. The planning carried out by SLB ABC Melati in the fashion program has been carefully designed with the aim of facilitating the achievement of the expected results. This program aims for students with special needs, especially those with hearing impairments, to be able to operate sewing machines and have proper sewing skills.

With structured planning, each stage of the activity is arranged systematically in order to effectively answer the needs of students. Through this

program, schools not only equip students with technical skills but also instill values of independence. It is hoped that after completing their education, students will be able to live independently, one of which is by starting a business in the fashion industry according to their potential and skills that they have mastered.

Implementation of the Life Skills Program at SLB ABC Melati Aisyiyah Deli Serdang

According to Terry, implementation as explained by Sukarna is to awaken and motivate all group members to have the will and make serious efforts to achieve goals in accordance with the leadership's organizing and planning efforts. (Sukarna, 2011) This is also in line with Marsakha et al. who explained that implementation is an action to ensure that all group members work to achieve goals in accordance with management and planning. (Marsakha et al., 2021)

Based on the results of the study, the implementation of the fashion program at SLB ABC Melati showed quite good results. This program has been implemented consistently twice a week, namely every Monday and Tuesday. This program is attended by all students at the Junior High School level who have hearing impairments (deaf). The high level of student participation shows that this program is able to attract interest and provide space for the development of practical skills that are relevant to them.

The sewing program activities between teachers and students went well. In the implementation of the fashion program, the teacher first introduced the use of sewing machines to the students. This introduction includes the main parts of the machine and how to operate it safely and efficiently. After that, the teacher explained directly about the use of fabric to make clothes and several . Through this approach, students can concretely understand the basic stages of sewing. Furthermore, students are asked to follow each process given by the teacher in stages. This process is carried out with intensive guidance to ensure that each student is able to understand and teach the skills taught well, according to their respective abilities.

The ability to speak and speak in deaf children is significantly different compared to children in general. This is because language skills are closely related to hearing skills. Deaf children, who experience hearing impairments, cannot capture language through hearing naturally like other normal children. As a result, they have difficulty communicating verbally. (Rahmah, 2018) These limitations in communication have a direct impact on the learning process in schools, including in skills programs such as fashion design. Realizing this, teachers have an important role in ensuring that every instruction and learning material can be received and understood well by all students.

At SLB ABC Melati, fashion design teachers try their best to convey information clearly, either through visual communication, gestures, or the help of other teaching aids. If there are students who do not understand the instructions given, the teacher will use an individual face-to-face learning approach. This strategy is carried out so that teachers can ensure that each student understand the

material well, and provide space for students to ask questions and get further explanations. With this responsive and adaptive approach, the learning process is expected to be more effective and inclusive, so that it can meet the learning needs of all deaf students.

In its implementation, the fashion design program at SLB ABC Melati faced several obstacles that were inhibiting factors. One of the main obstacles was limited facilities. Prayoga stated that facilities are one of the supporting factors that play an important role in supporting the success of the implementation of educational programs. From an educational managerial perspective, the availability of adequate facilities and infrastructure will have a positive impact on the effectiveness of the learning process and other activities. Adequate facilities allow all program activities to be carried out according to plan and meet learning needs optimally. (Ari Prayoga, Jaja Jahari, 2019)

Fabric as the main material in sewing activities is only available at the beginning of the semester, so the supply is not sufficient to be used until the end of the semester. To overcome this, the school independently tried to find additional practical materials so that activities could continue. In addition, the number of sewing machines available at the school is also very limited, which is only five units, while the number of students participating in this program exceeds that number. As a result, not all students can use the sewing machine at the same time. Despite the limitations, the school remains committed to running this program as well as possible and strives to provide supporting facilities gradually.

Good learning implementation is not only determined by the methods or facilities used, but also by the enthusiasm and involvement of all elements involved in it. A learning process will run optimally when all parties, including educators, education personnel, and school staff, carry it out with enthusiasm and responsibility.

Based on the results of observations, it is known that students' interests in participating in the sewing skills program are not the same. Some students seemed less enthusiastic during the program. Realizing this, the teacher did not force all students to be fully involved in sewing activities. As a solution, the teacher gave simpler tasks, such as cutting cloth, to students who were less interested. Meanwhile, students who showed high interest and enthusiasm were directed to focus on sewing activities and were given more intensive learning in making clothes. This approach was taken so that each student could still participate according to their respective interests and abilities.

The sewing training program that was implemented has succeeded in producing various products such as traditional clothes, handicrafts, including hair ties, doormats, and wallets. These products are then attractively packaged to increase their appeal. Furthermore, the results of this work are designed to be marketed as entrepreneurial products, so that they can be the first step in building students' economic independence.

In this case, it can be concluded that implementation is a series of operational

actions carried out by individuals or groups in an organization, which are carried out based on a predetermined plan, in order to ensure optimal achievement of goals. The implementation of the skills program in the form of fashion design carried out at SLB ABC Melati has been quite good. Activities are carried out routinely, accompanied by intensive mentoring from teachers who use a visual and individual approach. Despite facing facility constraints, the program can still produce various traditional clothing products, hair ties, doormats, and wallets that are attractively packaged to support students' entrepreneurial spirit.

Supervision Process of the Life Skill Program at SLB ABC Melati Deli Serdang

Supervision according to George R. Terry can be formulated as the process of determining what must be achieved, namely the standard, what is being done, namely implementation, assessing the implementation, and if necessary making improvements, so that the implementation is in accordance with the plan, namely in line with the standard (measure). (Tampubolon, 2023) Supervision aims to ensure that all activities run according to the plan and standards that have been set. If there is a deviation, the manager must take corrective action to redirect the organization back to the right track. (Sukarna 2011)

The supervision process for the implementation of the fashion program at SLB ABC Melati is carried out in two main stages, namely reporting and improvement. (Estuti, 2023) The principal plays a central role in this entire process as a supervisor and evaluative policy maker. At the supervision stage, the principal directly monitors the progress of the program during one month. This supervision covers aspects of activity implementation, student involvement, and the effectiveness of teaching methods used by teachers.

After the supervision stage, the principal proceeds to the reporting stage. The results of observations and findings during the supervision period are presented in a monthly meeting forum attended by all teachers. This meeting is a forum for conveying evaluations openly and objectively. The last stage is improvement. Based on the results of the meeting and the input obtained, a discussion is held to determine the necessary improvement steps. These improvements are mutually agreed upon by the principal and teachers, so that the entire supervision process is participatory and solution-oriented. Thus, the supervision carried out is not only an assessment, but also an ongoing effort to improve the quality of the program as a whole.

As part of the learning process, teachers also supervise the achievements of students in the fashion skills program. This supervision is carried out periodically at the end of the semester and includes two forms, namely theory and practice exams. The theory exam aims to measure students' understanding of basic concepts, tools and materials used, and steps in the sewing process. Meanwhile, the practical exam is used to assess students' ability to apply sewing skills directly. With this supervision, teachers can see the development of students' abilities as a whole, as well as being a basis for improving learning in the following semester.

In addition to holding monthly meetings, the principal also holds meetings with parents of students regarding student development in the program. This is because the home environment is the foundation or initial environment where children learn, grow and develop, so the role of parents is very important for children's education. (Dania Riski Rahayu, Yulianti, 2023)

In general, the results of the supervision process for the fashion skills program show that efforts to improve learning are carried out through a material repetition mechanism. For students who have not achieved the indicators and success criteria that have been set, the material will be taught again in the following semester. This strategy aims for all students to gain a complete understanding and adequate skills in accordance with learning objectives. With this approach, the learning process becomes more adaptive to individual abilities and encourages the achievement of competencies in a sustainable manner.

CONCLUSION

The Fashion Design Life Skills Program at SLB ABC Melati Aisyiyah Deli Serdang is one of the school's efforts to equip students with functional skills that can support their independence in the future. This program runs effectively and efficiently, as demonstrated by well-organized program management.

The planning of the fashion design life skills program has been carried out carefully. This is reflected in the existence of clear objectives, the availability of prepared resources, and important policies set by the principal. Teachers as teaching staff have also prepared learning plans by preparing materials and methods that are tailored to the needs of students with special needs. However, one weakness in the planning is the absence of learning documentation in the form of written modules.

The implementation of the program has taken place according to the planning that has been prepared. Students receive sewing training through direct practice methods. However, the implementation still faces obstacles in the form of limited facilities, such as the number of sewing machines that are not comparable to the number of students, so that the learning process is less than optimal.

Supervision or evaluation of the program is carried out through two main mechanisms, namely sewing skills tests to measure student competency and monthly evaluative meetings involving the principal, teachers, and parents. In this evaluation process, the principal supervises the implementation of the program, then the results are conveyed to teachers and parents. Based on the results of the supervision, the principal makes improvements to increase the effectiveness of the program in the future.

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