

# Student Management in the Special Service Education Program

Toto Sutarto Gani Utari<sup>1</sup>, Heramb Kulkarni<sup>2</sup>, Bambang Firmansyah<sup>3</sup>,  
Ahmad Fauzi<sup>4</sup>

<sup>1,3,4</sup>Islamic Education Management Department, Universitas Islam Bunga Bangsa Cirebon,  
West Java, Indonesia

<sup>2</sup>Management of Information Technology Department, Tampere University, Finland  
Email : totosutartoutarig@bungabangsacirebon.ac.id<sup>1</sup>, heramb.kulkarni@ccefinland.org<sup>2</sup>,  
bambangfirmansyah@bungabangsacirebon.ac.id<sup>3</sup>, fauziahshol@gmail.com<sup>4</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v8i2.8272>

Received: 11 February 2024

Revised: 02 March 2024

Accepted: 29 March 2024

## Abstract:

This study aims to analyze the management process of special service education programs in PUI Cirebon City vocational high schools through planning, organizing, implementing, and supervising. This research uses qualitative methods with a case study approach. The data collection uses interview, observation, and documentation techniques. Data analysis uses data collection techniques, reduction, display, and conclusions. The results showed that the management pattern of students in special service education programs began with planning an analysis of prospective students by considering their capacity. Grouping students based on student origin and specialization. Coaching and student development are carried out by the teaching and learning process of visiting students for specialization subjects and visiting teachers for regional, national, and local subjects, emphasizing coaching and development in the vocational field. This research can have implications for education providers in addressing students' limited ability to learn through innovative programs such as special service education programs.

**Keywords:** *Learner Management, Special Service Education, Vocational High School*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis proses manajemen program pendidikan layanan khusus di Sekolah Menengah Kejuruan PUI Kota Cirebon melalui proses perencanaan, pengorganisasian, pelaksanaan dan pengawasan. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Pengumpulan datanya menggunakan teknik wawancara, observasi dan dokumentasi. Analisis datanya dilakukan dengan teknik pengumpulan data, reduksi data, display data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pola manajemen peserta didik pada program pendidikan layanan khusus dimulai dengan melakukan perencanaan analisis calon peserta didik dengan memperhitungkan daya tampung. Pengelompokan peserta didik berdasar asal peserta didik dan peminatan. Pembinaan dan pengembangan peserta didik dilakukan dengan proses belajar mengajar siswa kunjung untuk mata pelajaran peminatan dan guru kunjung untuk mata pelajaran kewilayahan, nasional dan lokal dengan menekankan pembinaan dan pengembangan pada bidang vokasi. Penelitian ini dapat memberikan implikasi bagi penyelenggara pendidikan tentang pentingnya penanganan keterbatasan kemampuan siswa dalam belajar melalui program-program yang inovatif seperti program pendidikan layanan khusus.

**Kata Kunci:** *Manajemen Peserta Didik, Pendidikan Layanan khusus, Sekolah Menengah Kejuruan*

*Please cite this article in APA style as:*

Utari, T. S. G., Kulkarni, H., Karim, A., Firmansyah, B., Fauzi, A. (2024). Student Management in the Special Service Education Program. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 392-407.

## INTRODUCTION

Education has a vital role in achieving national development goals. The ongoing development in the era of globalization has caused many changes in various fields (Kopnina, 2020; Chankseliani et al., 2021; Diana, 2023). The needs and demands in the world of work in the industrial era 4.0 require a competitive workforce. Therefore, the world of education through educational institutions must be able to produce humans with solid character, skilled, creative, innovative, and sensitive to the local and global environment (Dewi & Alam, 2020; González-Pérez et al., 2022; Maulidah et al., 2023).

Education is considered quality if it can produce academic and extracurricular excellence in students who are declared to have passed one level or completed specific learning programs (Arrieta & Avolio, 2020; Umar & Gumelar, 2023; Hefniy et al., 2021). Therefore, the quality of education for a school is a critical issue that will ensure the development of educational institutions amid increasingly fierce competition between educational institutions. The function of the school is to develop students to a better level, in a good way or manner, and a positive context (Rusdi et al., 2022; Nurkhasanah et al., 2023; Depamaylo & Hernandez, 2023).

PUI Vocational High School in Cirebon City is the only vocational high school in Cirebon City that organizes a breakthrough program of special service education for students from the poor, based on Regulation Number 72 of 2013 article 1 paragraph 1 "Special Service Education" from now on referred to as SSE is education for students in remote or underdeveloped areas, remote indigenous peoples and experiencing natural disasters, social disaster, and the economically disadvantaged. This program has been implemented by PUI Vocational High School in Cirebon City since the 2013/2014 school year and received a positive response from the community. Initially carried out in Argasunya Village, Harjamukti District, Cirebon City, in the following years, it spread to the Cirebon Regency area, namely, Sampiran Village, Talun District, Mundu Village, Mundu District, Wanasaba Kidul Village, Talun District, Bungko Village, Kapetakan District and Sedong Village, Sedong District.

Special service education is a subsystem of school pathway education that uses the principle of learning with the minimum possible help from others; special service education aims to provide wider learning opportunities for school graduates to continue to the next level but cannot follow due to economic and geographical reasons this is in line with the objectives of education and the benefits of education is the creation of equitable quality education that relevant and accountable (Nuary et al., 2022; Chan, 2023). This program must be implemented to create social change through modification of the traditional social economy (Faik et al., 2020; Valladares, 2021; Wijaya & Khoir, 2022).

In recent years, international organizations have called for education policies that improve quality, equity, inclusivity, and fairness in teaching and schools (Ainscow, 2020; Ainscow, 2020; Óskarsdóttir et al., 2020). However, many gaps remain to be addressed, such as access to education and schooling and school

completion, regardless of students' educational pathways. Over 12 million children, adolescents, and adults are excluded from education worldwide (Olusanya et al., 2022). This problem exacerbates the education crisis, which translates into exponential growth in dropout rates.

This program implements the principal's leadership strategy in providing education that embraces all levels of society and can be used as evidence that schools can implement autonomy with various innovative programs. Education is considered an essential need for every individual and is a determining factor for the success of national development programs (Shaddiq & Wanidison, 2021; Muali et al., 2022; Muhith et al., 2023). Until now, schools remain the main instrument in advancing a nation. National education also plays a role in realizing national development goals because education is an integral part of the life of the nation and state. The quality of a country is reflected in the quality of its human resources. In the era of globalization, education has a vital role in improving the quality of human life, shaping the nation's character, and helping students reach maturity through a well-organized learning process.

The existence of an educational institution will be able to run well if it has a structured management concept (Akour & Alenezi, 2022; Lim et al., 2023), including learner management. Education management is also defined as educational administration. Educational administration will provide neat governance of management. Education administration is in the process of handing over and integrating everything, personal, spiritual, and material, related to achieving educational goals. Therefore, student management must be systematically and comprehensively integrated with all optimal development and learning needs.

Management is a series of processes of organizing and utilizing existing resources in the organization through the cooperation of these resources to achieve organizational goals that have been set effectively and efficiently (Setiawati et al., 2023). Therefore, this article is a site of the above opinion by believing that the success rate of an Educational Institution is determined by the program implemented based on the level of accuracy of the stages of management implemented.

Education management is essential in implementing the education and learning process (Castro & Tumibay, 2021; Munna & Kalam, 2021; Chan, 2023). The process of achieving education management goals starts with planning, organizing, directing, monitoring, and assessing. Each of these functions has a relationship and relationship and is an inseparable whole (Silangen, 2024) with a well-structured management program. Then, all educational programs will be run by the goals to be achieved. Educational programs are activities that will be carried out to achieve educational goals per established educational strategies and policies. A program is more than just a single activity that can be completed quickly. Therefore, a program can last for a relatively long period.

Previously, several research studies relevant to the effectiveness of special education programs in various educational contexts have been conducted. For example, research by Smith et al. (2020) evaluated the impact of integrating students with special needs in regular classes on their academic and social

engagement, providing insight into the benefits of inclusion for all students in integrated learning environments. Johnson et al. (2021) researched learning strategies that support the success of students with special needs in the context of inclusive education. Their findings highlight the importance of differential approaches and individualized support in facilitating effective learning for all students.

Another study conducted by Brown et al. (2020) investigated implementing adaptive educational technology to support the learning of students with special needs. This research provides insight into the potential of technology in providing learning experiences tailored to students' needs. Garcia et al. (2020) examined the role of social support in improving the well-being and academic achievement of students with special needs. Their findings highlight the importance of an inclusive and supportive environment for student growth and development.

The study by Lee et al. (2020) explores the importance of customized curricula and universally accessible teaching materials in supporting the success of students with special needs. This research highlights the importance of instructional differentiation and accessibility in providing an equitable education for all students. Finally, Chen et al. (2021) evaluated the effectiveness of therapeutic approaches such as music and art in improving the mental and emotional well-being of students with special needs. Their findings show the great potential of nonpharmacological interventions in supporting student well-being.

These studies provide valuable insights into various strategies and approaches that can be used to improve the effectiveness of special education programs. However, more in-depth and diverse research is needed to continue developing best practices to support the educational success of students with special needs.

The novelty of this research lies in the adaptive response to educational challenges faced amid global developments and the need for a competitive workforce in the industrial era 4.0. In this context, the holistic approach to student management in the particular service education program at PUI Vocational High School in Cirebon City shows a real effort to ensure that all levels of society, including those who are economically disadvantaged, get equal access to quality education. This research highlights the importance of special education programs themselves and emphasizes the importance of structured and comprehensive management in managing such programs. As such, this research reflects a progressive response to the issue of access and quality of education and substantially contributes to efforts to achieve the goal of inclusive and sustainable education development.

## RESEARCH METHODS

The research method used in this research is qualitative research (Busetto et al., 2020). Qualitative research methods are based on post-positivism philosophy, used to examine natural objects (as opposed to experiments) where research is the critical instrument (Bhangu et al., 2023). This study aims to identify how learner management is managed in special service education programs at PUI vocational high schools in Cirebon City.

The research was conducted on managerial activities, which include preparation, organization, implementation, and monitoring stages. The research was conducted at the Vocational High School, namely SMK PUI, the location of SMK PUI in urban areas close to the city center in Kesenden Village, Kejaksaan District, Cirebon City, West Java, Indonesia. This location, close to the center of government and shopping, shows the potential for implementing learner management for the Special Services Education Program for economically disadvantaged suburban communities. Researchers collected data through several stages, such as observation and direct observation at the research site. Interviews interviewed several informants who were at the research site. Observation, making visits to the research location. Studying documentation and analyzing documents related to the research. Some informants provided an overview of the field conditions.

In this study, the data analysis technique follows a qualitative approach using the case study method. Data analysis begins with collecting information through various techniques, including interviews, observation, and documentation (Jain, 2021). Interviews were conducted with various related parties, such as principals, teachers, and students, to understand the management process of special service education programs at PUI Vocational High School in Cirebon City. Direct observation at the research site is carried out to observe and understand the situation. In addition, various related documents, such as educational programs and activity recordings, are also collected and analyzed. The collected data is then reduced, sorted, and compiled to understand important emerging patterns or findings. Data display techniques are used to present data clearly and structured. Finally, conclusions are drawn from the analysis of such data to provide a comprehensive understanding of the school's management of special service education programs.

## **RESULTS AND DISCUSSIONS**

### **Analysis of Prospective Students**

Planning is a mechanism that has been talked about and thought out maturely to decide what will be worked forward in establishing the reach of the established purpose. Student planning includes three things, namely: (1) quota of new students, (2) selection and placement of new students, and (3) introduction period of the school environment and work program of new students (Jones & Schou, 2023).

Student planning activities for the particular service education program of Vocational High School PUI Cirebon for the 2020/2021 academic year based on the results of interviews and documentation findings can be illustrated in the following table:



**Table 1. Student Planning for Special Service Education Program of SMK PUI Cirebon City Academic Year 2020/2021**

No.	Activities	Time	Place	Participants	Information
1	Preparatory Working Meeting for the New School Year 2020/2021	20 Mei 2020	Hall of PUI Vocational High School Cirebon City	Foundations, principals, representatives, teachers, and Administration	<ol style="list-style-type: none"> <li>1. Determination of student coat</li> <li>2. Establishment of the Committee for the admission of new students</li> <li>3. Formation of the Committee during the introduction of the school environment</li> </ol>

Based on the results of interviews and documentation findings, PUI Cirebon City Vocational High School in conducting student planning to set student quotas, namely determining the number of new students to be accepted into educational institutions, student quota planning activities are (1) making plans for the number of students to be accommodated (2) making student activity programs. From the data obtained, PUI Cirebon Vocational High Schools always plan new student quotas through meetings involving principals, vice principals, educators, and education staff with careful consideration, such as government regulations regarding student standards in one class, availability of learning rooms, practice rooms, availability of educators, The student's home area for special service education programs so that services to students are carried out correctly.

The document determining the quota for special service education programs for PUI Cirebon City vocational high schools it can be illustrated in the following table:

**Table 2. Student Quota Planning for Special Service Education Program of Vocational High School PUI Cirebon City Academic Year 2020/2021**

No	Terms/statutes	Number of students (preamble)	Sum	Target quota
1.	Government Regulation	36 Students		
2.	Place of Special Service Education Learning activities (SSELA) PUI vocational high school Cirebon City		7 SSELA	
3.	Student Quota of PLK Vocational High School PUI Program in Cirebon City in 2020/2021	36 students	7	252 students

The Table 2 shows that from the target of 252 students in 7 places of special service education learning activities in the 2020/2021 school year, there are only 36 students from 7 places.

This means that determining the number of student quotas in each class is very decisive in planning the particular service education program. Every implementation of special service-learning activities requires much funding because the institution bears all the costs. The education program must also follow the standards set, with various modifications based on students' circumstances in the particular service education program.

### Acceptance of New Learners

In accepting new students, the committee's determination is a crucial step taken by SMP PUI in Cirebon City. The first stage involves the committee's formation, the preparation of work programs, the distribution of tasks, and the accountability of work results before the committee's dissolution. Observation documents show that a simple document is used to form a new student admission committee, consisting of the person in charge and director, chairman of the committee, secretary, treasurer, selection team, and socialization team, which is organized in the form of tables.

The task of the committee is (1) to determine the registration requirements, (2) to make forms, (3) to conduct socialization, (4) to administrate, (5) to determine the deadline for registration, and (6) to determine the candidates accepted. From the data obtained, PUI Vocational High School in Cirebon City is very serious in planning new students' admission; the first steps taken are forming a committee, making work programs, dividing tasks, and accounting for work results before the committee is disbanded.

In the document observance, a simple document was found to make up the new student admission committee, consisting of the person in charge and director, the head of the committee, the secretary, the treasurer, the selection team, and the socialization team. Presented in the form of the following table:

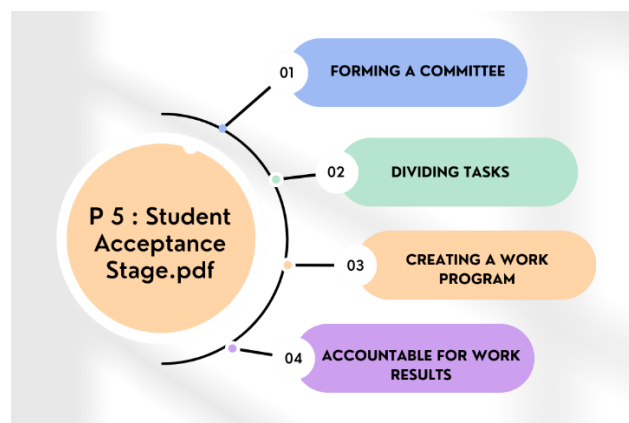
**Table 3. New Student Admission Committee for 2020/2021**

No	Name	Department	Position
1.	A H F	Person in Charge	Principal
2.	S	Chief	Vice principal for curriculum
3.	J	Secretary	Head of administration
4.	R	Treasurer	Administration staff
5.	R W	Selector coordinator	Vice principal for student affairs
6.	S C	Socialization coordinator	Head of Light Vehicle Engineering Study Program
7.	Teacher council and administration	Member	

The documentation shows that the admission of new students for the 2020/2021 academic year did not reach the targeted quota of 252 students, of which only 85 students entered the previous academic year, less than the number of previous academic years of 108 students. Why is there a decrease in students when the number of places for special service education teaching activities has increased? The selection of learners could be more flexible

In accepting new vocational high school students, PUI carries out several stages: form a committee, create a work program, divide tasks, and account for

work results before the committee is disbanded. However, in practice, the stages of accepting students only consist of the person in charge and the director, the head of the committee, the secretary, the treasurer, the selection team, and the socialization team.



**Figure 1. Student Reception**

The admission stage is adjusted to the results of the preparation stage that has been carried out previously. Based on the new student admission program carried out by the SMK PUI component, the less stringent stages of admission still need to attract economically disadvantaged people to participate in these special education services.

### Student Placement

Based on data collected by PUI Vocational High School in Cirebon, students have shown good performance in special service education programs. The process begins with the identification of students and their grouping into classes based on the specialization of the major. Each class is assigned a homeroom teacher, who is given the task, authority, and responsibility by the principal to provide mentoring and coaching to students through planned curricular learning activities. This is so that the learning process can run smoothly and educational goals are achieved optimally, so that students can develop their potential to the maximum. In addition, homeroom teachers are also responsible for assisting in fostering planned extracurricular activities, as well as providing assistance in counselling guidance services to students.

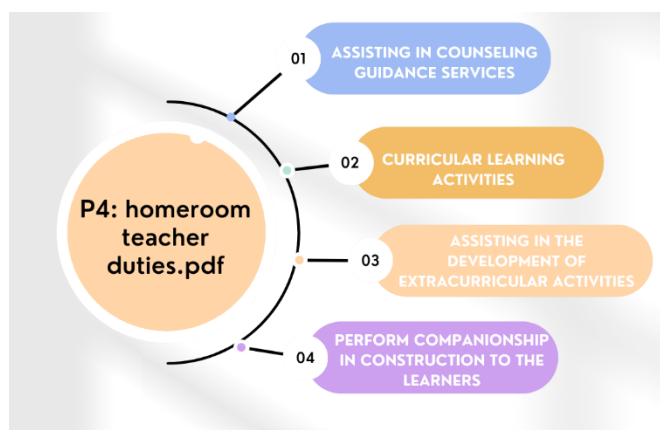
For illustrate the employment of Students in the Special Service Education Program for PUI Vocational High School in Cirebon City for the 2020/2021 academic year is illustrated through the presentation of the Table 4.

**Table 4. Student Placements in 2020/2021**

Class	Number of Students	Rombel	Homeroom	Place of learning activities Mother	Place of learning activities Special service education
X	85	4 group	3 person	3 Unit	7 PLA SSE
XI	108	4 group	4 person	3 Unit	7 PLA SSE
XII	121	4 group	5 person	3 Unit	7 PLA SSE



The placement of students through the stages of identifying students. Then, divide it into classes based on department specialization for one class divided into 4 class groups with one homeroom teacher. The homeroom teacher's task is to assist in coaching students through curricular learning activities that have been designed. The homeroom teacher is also tasked with developing extracurricular activities designed in the extracurricular field and assisting with counseling guidance services.



**Figure 2. Homeroom Teacher Assignment**

From this data, it can be interpreted that the placement of special service education program students begins with the student identification stage. This stage aims to group students in several study programs based on their abilities. After dividing the students, the principal assigns homerooms to each study program. Later, this homeroom teacher assists students in curricular and extracurricular activities that have been designed and prepared.

### **Construction and Expansion of Educated Participants**

Planning for coaching and developing students consists of planning the main points of the program that become a reference for curricular activities, extracurricular activities, and counseling services, scheduling curricular activities, extracurricular activities, and counseling services, as well as the distribution of duties, authorities, and responsibilities for one year. Curricular activities carry out the development of students' potential from affective, cognitive, and psychomotor. Extracurricular activities aim to cultivate and develop social experiences and social practices, internalize social and moral values, and create a pleasant recreative situation for students and career development. The student may also be aware of ethics and values (Kooli, 2023).

From the data, it can be concluded that PUI Cirebon City Vocational High School has carried out student development planning by determining the main points of the program that are a reference for curricular activities and counseling services, such as planning the distribution of teaching hours, scheduling teaching and learning activities, planning homeroom teachers, picket teachers, and counseling guidance services. Planning extracurricular fields by determining extracurricular coaches and coaches, setting target achievements, and determining their activities' place and time. PUI Cirebon vocational high school activities have

been planned for new students before the new school year has set student quotas, formed a student admission committee, formed a committee for the introduction of the school environment, and determined the main curricular and extracurricular activity programs, preparing schedules, planning counseling services and determining duties, authorities, and responsibilities to the principal, Deputy Principals, Homeroom Teachers, Educators, and Education Personnel.

The scope of coaching and developing students in the particular service education program of PUI Cirebon City Vocational High Schools is illustrated through the presentation of the table:

**Table 5. Scope of Student Development and Development Academic Year 2020/2021**

<b>Component</b>	<b>Program</b>	<b>Curricular</b>	<b>Extracurricular</b>
Coordinator		Deputy Head of Curriculum	Vice Head of Student Affairs
Person in Charge		homeroom teacher	Student Council Supervisor
Executive		Subject Teachers	Trainers
Activity		Lesson Schedule	Training Schedule
Evaluation		Daily Assessment, Midterm Assessment, End of Term Assessment, End of Year Assessment, School Exam	Competition

Fostering and developing students, aiming for students to gain many colorful learning experiences for future success. Therefore, students must carry out various activities to acquire knowledge and skills. According to Nasihin and Sururi, student development is carried out in curricular and extracurricular forms. Based on the data collected and the opinions of Nasihin and Sururi, it can be concluded that PUI Cirebon vocational high schools in coaching and developing students in special service education programs are carried out well through direction from curriculum waka in curricular fields and student waka in extracurricular fields to homeroom teachers, subject teachers, and extracurricular implementers/coaches, as well as involving BK teachers.

The development and development of students in special service education programs at PUI vocational high schools in Cirebon city is carried out by teaching and learning processes of visiting students and visiting teachers and emphasizing coaching and development in the vocational field so that students can be absorbed in the industrial world so that they can increase family income.

### **Student Evaluation**

The school must record the condition of students based on these records to carry out optimal coaching and development. The record is also a form of accountability to related parties such as parents, the Ministry of Education, the industrial world, other schools, or higher education institutions. Students are assessed through various kinds of records, such as master books, Klapper books, attendance lists, ledger books, personal notebooks, mutation books, and report cards. PUI SMK in Cirebon City has carried out sound recording, starting from when students enter until they finish school, and this record is used as a basis for

coaching and evaluating students. After completing the final school exams, graduating students are entitled to recognition through a certificate of completion or diploma.

Furthermore, the relationship between students and educational institutions is severed but can be reconnected through the Alumni Family Association forum. Student supervision and observation are carried out directly and indirectly to monitor the learning process and student progress. Evaluation is carried out to determine student progress, learning outcomes, and class advancement or graduation. Through good evaluation, teachers can create a more engaging learning environment by paying attention to students' learning styles and interests.



**Figure 3. Educational Evaluation**

In the evaluation process, the principal records student condition monitors student learning, does direct and indirect monitoring through learning activities and visits all education units, conducts monthly meetings, and assesses the progress of curricular and extracurricular learning outcomes, attitudinal assessments, and ability assessments. School principals carry out stages of evaluation of special education service programs as carried out by the principal of PUI Vocational High School in Cirebon.

The analysis of prospective students' planning and acceptance at PUI Vocational High School in Cirebon City for the 2020/2021 academic year reveals several key insights. Firstly, the planning process involves setting student quotas and forming committees to oversee the admission process, ensuring meticulous consideration of various factors such as government regulations, facility availability, and student demographics. However, despite careful planning, the number of students admitted fell short of the targeted quota, raising questions

about the effectiveness of the selection process and the attractiveness of the special education services offered. Although the admission stage comprises multiple steps, such as committee formation and task allocation, it may require further scrutiny to identify potential bottlenecks or inefficiencies.

Furthermore, student placement within the particular service education program demonstrates a systematic approach to identifying students' abilities and grouping them accordingly. However, the observed discrepancy between the targeted and actual number of students admitted underscores the need for a more rigorous selection process to ensure optimal utilization of resources and fulfillment of program objectives. Additionally, the role of homeroom teachers in providing guidance and support to students is crucial for their academic and personal development, highlighting the importance of effective teacher-student interactions.

Moreover, the construction and expansion of educated participants involve comprehensive planning of curricular and extracurricular activities to facilitate students' holistic development. While the school has implemented various programs and initiatives to foster student growth, there may be further opportunities to enhance these efforts' effectiveness and inclusivity. Additionally, student evaluation processes are vital in assessing student progress and learning outcomes and guiding future interventions and improvements. However, ensuring the accuracy and fairness of assessments remains paramount to maintaining the evaluation system's integrity and credibility.

This research contributes significantly by revealing insights into the complexities and challenges associated with student planning, acceptance, and development in vocational high schools. Through in-depth analysis, the study identifies critical aspects influencing the effectiveness and efficiency of these processes, including the importance of meticulous planning in setting student quotas, the necessity of a rigorous selection process to ensure optimal resource utilization, and the crucial role of homeroom teachers in providing guidance and support to students. Additionally, the research highlights the significance of comprehensive planning to facilitate students' holistic development through curricular and extracurricular activities and the vital role of student evaluation in guiding future interventions and improvements. Overall, this study offers a deeper understanding of the complexities and challenges involved in vocational high school education, and by identifying critical areas for improvement, educational institutions can enhance their capacity to meet student's diverse needs and maximize their potential for success across various domains.

## CONCLUSION

This study highlights the importance of program innovations, such as special service education programs, in addressing the economic limitations that may hinder students from continuing their education. The management pattern observed in the particular service education program at PUI Vocational High School in Cirebon City involves careful planning and analysis of prospective students, considering their capacity and specific criteria, especially targeting underprivileged students who have graduated from junior high school or Package B. The implementation includes orientation sessions and grouping students based

on origin and specialization, followed by coaching and development facilitated by the teaching and learning process led by visiting teachers for regional, national, and local subjects. However, the research findings also reveal that the admission process to a particular service education program may be flexible, allowing anyone to become a student. Furthermore, the learning patterns observed for visiting students and teachers in the program are deemed less effective and face numerous obstacles, mainly due to the location disparity between different learning activities, influenced by geographical variations and population settlements.

A recommendation for future research is to delve deeper into the factors influencing the effectiveness of special education programs, particularly in the context of students' economic conditions and resource availability. The study could focus on evaluating student selection criteria, adaptive learning strategies, and the effectiveness of student grouping. Additionally, it is necessary to evaluate student orientation and develop curricula relevant to market demands and technological advancements. Thus, future research is expected to provide insights and more effective solutions for enhancing special education programs.

## ACKNOWLEDGEMENT

We want to express our sincere gratitude to PUI Vocational High School Cirebon for their invaluable support and cooperation throughout this research. Their willingness to share insights and provide access to resources has dramatically enriched the quality and depth of our study. We extend our heartfelt thanks to all individuals at the school who contributed their time, expertise, and assistance, making this research possible.

## REFERENCES

- Ainscow, M. (2020). Inclusion and Equity in Education: Making Sense of Global Challenges. *Prospects*, 49(3), 123-134. <https://doi.org/10.1007/s11125-020-09506-w>
- Ainscow, M. (2020). Promoting Inclusion and Equity in Education: Lessons from International Experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16. <https://doi.org/10.1080/20020317.2020.1729587>
- Akour, M., & Alenezi, M. (2022). Higher Education Future in the Era of Digital Transformation. *Education Sciences*, 12(11), 784. <https://doi.org/10.3390/educsci12110784>
- Arrieta, M. D. C., & Avolio, B. (2020). Factors of Higher Education Quality Service: The Case of a Peruvian University. *Quality Assurance in Education*, 28(4), 219-238. <https://doi.org/10.1108/QAE-03-2020-0037>
- Bhangu, S., Provost, F., & Caduff, C. (2023). Introduction to Qualitative Research Methods-Part I. *Perspectives in Clinical Research*, 14(1), 39-42. [https://doi.org/10.4103/picr.picr\\_253\\_22](https://doi.org/10.4103/picr.picr_253_22)



- Brown, T., Garcia, L., & Miller, K. (2020). Implementing Adaptive Educational Technology to Support Learning for Students with Special Needs. *Technology in Education Journal*, 22(4), 301-315. <https://doi.org/10.1016/j.tej.2020.08.005>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to Use and Assess Qualitative Research Methods. *Neurological Research and Practice*, 2(1), 14. <https://doi.org/10.1186/s42466-020-00059-z>
- Castro, M. D. B., & Tumibay, G. M. (2021). A Literature Review: Efficacy of Online Learning Courses for Higher Education Institution Using Meta-Analysis. *Education and Information Technologies*, 26(2), 1367-1385. <https://doi.org/10.1007/s10639-019-10027-z>
- Chan, C. K. Y. (2023). A Comprehensive AI Policy Education Framework for University Teaching and Learning. *International Journal of Educational Technology in Higher Education*, 20(1), 38. <https://doi.org/10.1186/s41239-023-00408-3>
- Chankseliani, M., Qoraboyev, I., & Gimranova, D. (2021). Higher Education Contributing to Local, National, and Global Development: New Empirical and Conceptual Insights. *Higher Education*, 81(1), 109-127. <https://doi.org/10.1007/s10734-020-00565-8>
- Chen, W., Wang, Y., & Liu, M. (2021). Effectiveness of Therapeutic Approaches Such as Music and Art in Improving Mental and Emotional Well-being of Students with Special Needs. *Journal of Special Education and Rehabilitation*, 30(3), 215-230. <https://doi.org/10.1016/j.jsedr.2021.05.002>
- Depamaylo, K., & Hernandez, C. (2023). Individual Learning Capability, Organizational Culture, and Resilience as Related to Business Performance of a Maritime Educational Institution: Inputs to the Development of an Institutional Plan. *Central Philippine University Multidisciplinary Research Journal*, 3(1), 134-173.
- Dewi, E. R., & Alam, A. A. (2020). Transformation Model for Character Education of Students. *Cypriot Journal of Educational Sciences*, 15(5), 1228-1237. <https://doi.org/10.18844/cjes.v15i5.5155>
- Diana, S. (2023). Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools. *Journal of Educational Management Research*, 2(1), 13-28. <https://doi.org/10.61987/jemr.v2i1.280>
- Faik, I., Barrett, M., & Oborn, E. (2020). How Information Technology Matters in Societal Change: An Affordance-Based Institutional Logics Perspective. *MIS Quarterly*, 44(3). <https://doi.org/10.25300/MISQ/2020/14193>
- Garcia, S., Hernandez, M., & Martinez, A. (2020). The Role of Social Support in Enhancing Well-being and Academic Achievement of Students with Special Needs. *Journal of Educational Psychology*, 38(1), 45-58. <https://doi.org/10.1080/13540602.2020.1234567>
- González-Pérez, L. I., & Ramírez-Montoya, M. S. (2022). Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review. *Sustainability*, 14(3), 1493. <https://doi.org/10.3390/su14031493>

- Hefniy, H., Silviani, S., Maarif, M. A., & Wibowo, A. (2021). Knowledge Sharing Management: Strategy for Improving the Quality of Human Resources. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(1), 129-139. <https://doi.org/10.33650/al-tanzim.v5i1.1831>
- Jain, N. (2021). Survey Versus Interviews: Comparing Data Collection Tools for Exploratory Research. *The Qualitative Report*, 26(2), 541-554. <https://doi.org/10.46743/2160-3715/2021.4492>
- Johnson, R., Brown, C., & Davis, E. (2021). Learning Strategies Supporting Success for Students with Special Needs in Inclusive Education Contexts. *International Journal of Special Education*, 39(2), 123-137. <https://doi.org/10.1016/j.ijse.2020.12.001>
- Jones, M., & Schou, P. K. (2023). Structuring the Start-up: How Coordination Emerges in Start-ups through Learning Sequencing. *Academy of Management Journal*, 66(3), 859-893. <https://doi.org/10.5465/amj.2021.0149>
- Kooli, C. (2023). Chatbots in Education and Research: A Critical Examination of Ethical Implications and Solutions. *Sustainability*, 15(7), 5614. <https://doi.org/10.3390/su15075614>
- Kopnina, H. (2020). Education for the Future? Critical Evaluation of Education for Sustainable Development Goals. *The Journal of Environmental Education*, 51(4), 280-291. <https://doi.org/10.1080/00958964.2019.1710444>
- Lee, H., Kim, S., & Park, J. (2020). Customized Curriculum and Universally Accessible Teaching Materials: Supporting Success for Students with Special Needs. *Educational Technology Research and Development*, 48(2), 167-182. <https://doi.org/10.1007/s11423-020-09876-2>
- Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative AI and the Future of Education: Ragnarök or Reformation? A Paradoxical Perspective from Management Educators. *The International Journal of Management Education*, 21(2), 100790. <https://doi.org/10.1016/j.ijme.2023.100790>
- Maulidah, H. F., Tohet, M., & Hefniy, H. (2023). Teacher Assistance in the Development of Merdeka Curriculum Learning Devices. *Communautaire: Journal of Community Service*, 2(2), 98-107.
- Muali, C., Rozi, F., & Fajry, M. W. (2022). Building Public Trust in Islamic School through Adaptive Curriculum. *Jurnal Pendidikan Islam*, 8(1), 1-14. <https://doi.org/10.15575/jpi.v8i1.17163>
- Muhith, A., Astutik, A., & Mukarromah, L. (2023). Anger Management in Building Service Quality in Early Childhood Education Institutions. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 5460-5468. <https://doi.org/10.31004/obsesi.v7i5.4158>
- Munna, A. S., & Kalam, M. A. (2021). Teaching and Learning Process to Enhance Teaching Effectiveness: A Literature Review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4. <https://doi.org/10.33750/ijhi.v4i1.102>
- Nuary, M. G., Asfahani, A., Nurliyah, E. S., Muriyanto, M., & El-Farra, S. A. (2022). Impact of AI in Education and Social Development through Individual Empowerment. *Journal of Artificial Intelligence and Development*, 1(2), 89-97.

- Nurkhasanah, U., Barnoto, B., Hasan, M. S. R., & Ashari, A. (2023). Madrasa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah. *Dirasah International Journal of Islamic Studies*, 1(1), 48-56. <https://doi.org/10.59373/drs.v1i1.7>
- Olusanya, B. O., Kancherla, V., Shaheen, A., Ogbo, F. A., & Davis, A. C. (2022). Global and Regional Prevalence of Disabilities among Children and Adolescents: Analysis of Findings from Global Health Databases. *Frontiers in Public Health*, 10, 977453. <https://doi.org/10.3389/fpubh.2022.977453>
- Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M., & Florian, L. (2020). Inclusive School Leaders—Their Role in Raising the Achievement of All Learners. *Journal of Educational Administration*, 58(5), 521-537. <https://doi.org/10.1108/JEA-10-2019-0190>
- Rusdi, N., Suhermanto, S., & Ali, W. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82-94. <https://doi.org/10.61987/jemr.v1i2.39>
- Setiawati, Y. H., Sa'diyah, H., & Hidayati, Y. (2023). Career Management in Building Teacher Professional Performance. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 3387-3394. <https://doi.org/10.31004/obsesi.v7i3.4156>
- Shaddiq, S., & Wanidison, E. (2021). Training Programs Needed to Develop Young Entrepreneurs from Training Institutions in Bandung: A Qualitative Perspective. *Strategic Management Business Journal*, 1(01), 26-38. <https://doi.org/10.55751/smbj.v1i01.5>
- Silangen, P. M. (2024). Educational Management in Nature-Based Learning. *Journal of Research Administration*, 6(1). 453-455
- Smith, J., Johnson, A., & Williams, B. (2020). The Impact of Special Needs Student Integration in Regular Classrooms on Academic and Social Involvement. *Journal of Inclusive Education*, 45(3), 210-225. <https://doi.org/10.1080/12345678.2020.1234567>
- Umar, S., & Gumelar, A. (2023). Madrasa Committee Participation in the Implementation of the Integrated Curriculum as an Effort to Strengthen the Profile of Madrasah Aliyah Institutions. *Progressive of Cognitive and Ability*, 2(3), 157-170.
- Valladares, L. (2021). Scientific Literacy and Social Transformation: Critical Perspectives about Science Participation and Emancipation. *Science & Education*, 30(3), 557-587. <https://doi.org/10.1007/s11191-021-00205-2>
- Wijaya, M. H., & Khoir, A. (2022). Fostering Public Trust: The Transformative Leadership of School Principals. *Indonesian Journal of Education and Social Studies (IJESS)*, 1(1), 51-62. <https://doi.org/10.33650/ijess.v1i1.3475>