
Implementation of Differentiate Learning to Students With Types of Speech Delay Disorders

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Abstract

This study aims to determine the implementation of Differentiated Learning in institutions, especially those that have students with special needs for speech delay. This research is qualitative research with a case study type for collecting data using observation, interviews, and scrutiny of documents. The data collected is then analyzed using the Miles and Huberman model techniques, namely through data reduction, data display, and drawing conclusions. The research was conducted at the Aisyiyah Bustanul Athfal Kindergarten in Sleman Regency, Special Province of Yogyakarta. The results of the research show: 1) the mechanism for organizing Differentiated Learning in the institution has yet to be carried out under the differentiated learning guideline procedures. 2) Differentiated Learning material delivered is considered necessary while handling the reactions of children with speech delay needs is limited to providing stimulation in the form of speaking training to children with these obstacles. 3) the implementation of integrating Differentiated Learning into the curriculum and learning implementation plan documents and an assessment of Differentiated Learning has yet to be carried out. The Effectiveness of Differentiated Learning has yet to be carried out effectively. It is evidenced by students who are not entirely comfortable in learning, improving

skills in terms of hard and soft skills that are not evenly distributed among all children, and the lack of ability to self-reflect, especially for students with speech delay disorders. However, the results of the study indicate that there have been efforts by institutions to apply differentiated learning in learning activities, especially for students with speech delay disorders or barriers.

Keywords: differentiated learning, early childhood education, speech delay

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi Pembelajaran Berdiferensiasi pada lembaga khususnya yang memiliki siswa dengan kebutuhan khusus speech delay. Penelitian ini merupakan penelitian kualitatif dengan jenis studi kasus. Penggalan data menggunakan observasi, wawancara, dan pencermatan dokumen. Data yang telah dikumpulkan kemudian dianalisis menggunakan teknik model Miles dan Huberman, yaitu melalui proses reduksi data, display data, dan penarikan kesimpulan. Penelitian dilakukan pada lembaga Taman Kanak-Kanak Aisyiyah Bustanul Athfal, yang bertempat di Kabupaten Sleman Provinsi Daerah Istimewa Yogyakarta. Hasil penelitian menunjukkan: 1) mekanisme penyelenggaraan Pembelajaran Berdiferensiasi di satuan/lembaga belum terlaksana sesuai dengan prosedur pedoman pembelajaran berdiferensiasi. 2) materi Pembelajaran Berdiferensiasi yang disampaikan merupakan poin – poin yang dianggap penting, adapun penanganan terhadap reaksi anak yang memiliki kebutuhan speech delay dilakukan sebatas memberi stimulasi berupa pelatihan berbicara kepada anak yang memiliki hambatan tersebut. 3) pelaksanaan pengintegrasian Pembelajaran Berdiferensiasi dalam kurikulum dan dokumen rencana pelaksanaan pembelajaran serta penilaian terhadap Pembelajaran Berdiferensiasi belum dilakukan. Efektivitas Pembelajaran Berdiferensiasi belum terlaksana secara efektif. Hal ini dibuktikan dengan siswa yang belum seluruhnya merasa nyaman dalam belajar, peningkatan keterampilan baik segi hard skill atau softskill yang belum merata pada keseluruhan anak, dan belum adanya kemampuan merefleksikan diri terkhusus pada siswa dengan gangguan speech delay. Namun hasil penelitian menunjukkan bahwa telah ada upaya dari lembaga untuk menerapkan pembelajaran berdiferensiasi dalam kegiatan pembelajaran terkhusus untuk siswa dengan gangguan atau hambatan speech delay.

Kata kunci: pembelajaran berdiferensiasi, pendidikan anak usia dini, speech delay

A. Introduction

The National Association for the Education of Young Children, commonly referred to as NAEYC, defines early childhood as a group of people who are in the process of growth and development with an age range of 0 to 8 years.¹ Law of the Republic of Indonesia No. 20/2003 concerning the National Education System, in paragraph 1, states that: "which includes early childhood are children who are in the age range 0-6 years."²

Several aspects can be observed in its development so that adults can help children grow and develop according to their stages. In the Regulation

¹ Dadan Suryana, "Dasar-Dasar Pendidikan TK," *Hakikat Anak Usia Dini* 1 (2007): 1–65.

² Bambang Kesowo, "UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 20 TAHUN 2003 TENTANG SISTEM PENDIDIKAN NASIONAL," *UURI No 20 Tahun 2003* 49, no. 0 (2003): 1-33: 29 pag texts + end notes, appendix, referen

of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2013, 6 aspects of child development are described, which include: (1) Religious and Moral Values, (2) Physical-Motoric, (3) Cognitive, (4) Language, (5) Social- Emotional, and (6) Art.³

Each stage of early childhood development is critical because one stage can determine the development of others and subsequent developments. One aspect that determines the optimality of child development is language. Language is one of the provisions that children need to carry out their functions as humans until adulthood, as it is known that humans cannot be separated from the language in everyday life. With language, humans can get along with other humans. Dworetzky, in Zubaidah, describes that human life experiences language development in several stages in general. For typical children, these stages are divided into two periods, namely (i) Prelinguistics and (ii) Linguistics.⁴ Meanwhile, according to Vygotsky, quoted by Ardian, 3 (three) stages of children's language development determine the level of development of thinking, namely the external, egocentric, and internal stages.⁵

The ability to speak to every child, one or another, varies. A study conducted by Hart and Risley and cited by Golinkoff et al. states that based on a home sample of the speech children hear, by age 4, the luckiest children have heard 30 million more words addressed to them. According to Dodd, children start babbling from the age of 6 months. Furthermore, the sound of his language has developed until he is seven years old.⁶

However, some children have speech delays, commonly called speech delays. Several factors can cause it. Some causes of speech disorders or delays are hearing loss, speech organ disorders, mental retardation, genetic or chromosomal disorders, autism, selective mutism, functional delays, receptive aphasia, and environmental deprivation.⁷ Problems with speech development, or speech delay, are fundamental problems. Children who have difficulty speaking also usually have problems in social aspects. Children who are not fluent in speaking may not have as many friends as children who do not have obstacles. It is because other children cannot

³ Permendikbud, "PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 137 TAHUN 2014 TENTANG STANDAR NASIONAL PENDIDIKAN ANAK USIA DINI," *Jurnal Educhild: Pendidikan Dan Sosial* 10, no. 1 (2014): 6, <https://doi.org/10.33578/jpsbe.v10i1.7699>.

⁴ Enny Zubaidah, "Draft Buku PENGEMBANGAN BAHASA ANAK USIA DINI," 2017, 1-156.

⁵ Istiqomah Tina Ardian, "UPAYA PENINGKATAN PENGUASAAN KOSAKATA BAHASA INDONESIA PADA ANAK KELOMPOK TK B MELALUI METODE BERNYANYI DI TK AISYIYAH DEMANGAN SAMBI BOYOLALI TAHUN PEMBELAJARAN 2016/2017," <https://core.ac.uk/download/pdf/296472483.pdf>, 2017.

⁶ Barbara Dodd, *Differential Diagnosis and Treatment of Children with Speech Disorder* (London: Whurr Publishers, 2013).

⁷ Sunanik Sunanik, "Pelaksanaan Terapi Wicara Dan Terapi Sensori Integrasi Pada Anak Terlambat Bicara," *Nadwa: Jurnal Pendidikan Islam* 7, no. 1 (2013): 19-44, <https://doi.org/10.21580/nw.2013.7.1.542>.

understand the child's speech.⁸ The focus that will be discussed in this article is Speech Delay.

A child can be said to have a speech delay when his speech ability is far below the average of his peers. Talking about speech delay would be better if it also mentions speech disorder because there are differences between speech delay and speech disorder. Speech disorder refers to a child's speech ability that does not develop as it should. At the same time, speech delay is a child's speech ability that can still develop like children in general. It is just that the time is slower than in children in general.⁹

As reported by Early Support for Children, Young People and Families and quoted by Fauzia et al., that signs of speech delay include not responding to sound, a setback in development, not having an interest in communicating, difficulty understanding commands given, uttering words or sentences that are unusual like children in general, speak slower than children of their age. Their words are challenging to understand, even by their own family. Children who experience speech delay also have difficulty understanding adult words, making friends, socializing and participating in games, and learning spelling, languages, and even mathematics.

Inconsistent risk factors, including parental education level, childhood illnesses, late birth order, and larger family size, also contribute to speech delay. Factors causing speech disorders, as stated by Judarwanto in Sunanik, are internal factors and external factors.¹⁰ Internal factors, commonly called biological factors of the body, are divided into four factors: perception, cognition, genetics, and prematurity. These three factors are then considered as factors causing speech delays in children. In comparison, the external factor of speech disorders is the environment. Environmental factors are the environment in which a child is raised. These factors have long been recognized as essential factors in determining child development.

Law et al. in Sunanik revealed that the parenting style of children who receive foul language examples from the family, do not have a communication partner, and need more opportunities to interact will impact children's low language skills.¹¹

Efforts to provide facilities for children with special needs for speech delay are essential. For this reason, differentiated learning is implemented. The application of differentiated learning will be a flexible and not rigid

⁸ Leni Dahlia, M Thamrin, and Muhamad Ali, "KEMAMPUAN BERBICARA MENGGUNAKAN BAHASA INDONESIA ANAK USIA 5-6 TAHUN TK KERANJIK," <https://media.neliti.com/media/publications/214863-none.pdf>, 2013.

⁹ Wulan Fauzia, Fithri Meiliawati, and Peni Ramanda, "Mengenal Dan Menangani Speech Delay Pada Anak," *Jurnal Al-Shifa* 1, no. 2 (2020): 102–10.

¹⁰ Sunanik, "Pelaksanaan Terapi Wicara Dan Terapi Sensori Integrasi Pada Anak Terlambat Bicara."

¹¹ Sunanik.

curriculum, as the conventional curriculum only believes in one way to achieve educational goals in schools. In differentiated learning, there are four components, as stated by Marlina in her professor's inauguration speech, that differentiated learning involves four (4) components: content, process, product, and learning environment.¹²

Based on observations made at Aisyiyah Bustanul Athfal Kindergarten, Sleman City, there are several children with speech delay disorders at the age of 4-6 years. The types of disorders are in language expression (speech and expressive language disorders). Factors that influence children's speech delays include intelligence, second language use, style of speech/imitated model, health, and family relationships. So the researcher wants to know what factors cause the child to experience speech delay at his age and the assessment carried out by the teacher related to the differentiated learning carried out.

B. Method

The research design used is qualitative research, with a methodical or case study approach (Case Study). Qualitative research produces descriptive data as a description of the written or spoken words of every behavior of the people being observed.¹³ Meanwhile, according to Polit & Beck, case study research is a form of qualitative research based on human understanding and behavior based on human opinion.¹⁴

In this case study, data collection techniques are interviews, observation, and documentation—the validity of the data is examined by the triangulation technique. Interviews were conducted with resource persons, namely class teachers and school principals. Observations are made to determine practical observations to provide additional information about the topic to be studied. In this case, the observer observes how the teacher conducts class activities and how the school principal issues the policies. In contrast, documentation is done by reviewing school documents to complement data in research, such as curricula, lesson plans, early child assessments, and assessments.

Data collection instruments are tools selected and used by researchers in their research data collection activities so that these activities run systematically and efficiently.¹⁵ The research instruments used in this study were interview guides, observation guidelines, and documentation guidelines made by the authors. The instrument grids are described in the table below.

¹² Marlina Marlina, "Pembelajaran Berdiferensiasi Sebagai Upaya Pemenuhan Aksesibilitas Psikologis Siswa Berkebutuhan Khusus Di Sekolah Inklusif," (2021).

¹³ Nur Aziza, "Jenis Dan Pendekatan Penelitian Penelitian," *Metode Penelitian Kualitatif*, no. 17 (2017): 45–54.

¹⁴ Radix Prima Dewi and Siti Nur Hidayah, "Metode Study Kasus," *Skripsi*, 2019, 19.

¹⁵ (Arikunto dan Jabar 2018)

Table 1. Research instrument grids

N. Grids - Research Instruments Grids	
1.	The mechanism for implementing Differentiated Learning and Assessment for students with Speech Delay barriers.
2.	Educational Content
3.	Strategies for integrating Differentiated Learning and Assessment of students with Speech Delay barriers.

In qualitative research, data is obtained from various sources using various data collection techniques and is carried out continuously. It resulted in very high data variations. The data analysis technique used by the research uses the Miles and Huberman model. The data analysis process for Miles and Huberman's interactive model is divided into three stages, namely a) Data reduction, b) Data presentation/in the form of narrative text, and c) Conclusion Drawing.

C. Result and Discussion

After conducting research in the field through interviews, observation, and scrutiny of documents, it was found that differentiated learning had been carried out unsystematically by teachers or educators. It is evidenced in the interviews with three teachers or educators, two of whom still needed clarification and clarification in answering questions about the meaning and understanding of differentiated learning.

The interviews were conducted after being given a brief description of the meaning and examples of implementing differentiated learning in schools. The process of organizing differentiated learning, especially for students with special needs with speech delays, has yet to be carried out. Even so, the institution has realized that differentiation learning is significant for students who experience speech delays or what is often called speech delays.

Coordination carried out in student assistance with speech delay cases is limited to educators or teachers, especially class teachers and parents/guardians of students. It is based on the unavailability of individual learning programs prepared by the teacher. In addition, differentiated learning for students with speech delay needs is separate from the school learning plans that have been prepared.

The school implements monitoring and evaluation without involving other experts in the field, such as psychologists or therapists who are experts on speech delays or children's barriers. Through interview activities, it was found that coordination was carried out at the time of initial student

registration when prospective students filled out a form in which the student profiling was stated. With this profiling, it is revealed the obstacles experienced by students. Furthermore, the form is given to the concerned class teacher so that it can be followed up through learning.

The presentation of material in differentiated learning for students with speech impediments or delays is the same as that given to other students who do not experience impediments. It is also seen in the observation activities carried out by researchers. The material in the implementation of learning in class is the same. Learning is carried out using the learning center model using loose-part materials. The differentiated learning that appears in various activities and the presentation of the material provided is process differentiation, in which students are given the freedom to process resources, whether in the form of tools or materials they choose to make into works or play materials.¹⁶ Besides that, the differentiation learning that emerges is product differentiation, which means the diversity of results in an activity that has been provided. It means that students are free to determine what the result will be like in their work.¹⁷



Picture 1. Play activity room

When it is related to differentiated learning for students with speech delay barriers, the results of this study show no signs that the activities provided are friendly and explicitly oriented to aspects of the development of students with these needs. Students with speech delay barriers tend to have few choices in meeting their needs to stimulate the language development they need. Students with speech delay barriers are directed to continue to participate in the activities provided as other students who do not experience obstacles in the form of speech delays. It is, of course, not in line with the real meaning of differentiated learning, which means a teaching-learning process in which students can learn subject matter according to their abilities, what they like, and what they each need, so they do not get

¹⁶ Marlina, "Pembelajaran Berdiferensiasi Sebagai Upaya Pemenuhan Aksesibilitas Psikologi Siswa Berkebutuhan Khusus Di Sekolah Inklusif," no. November (2021): 1-52.

¹⁷ Marlina.

frustrated and feel like a failure, in the learning experience.¹⁸ Teachers or educators should not let go of their responsibility for students' development, especially students with speech delay barriers.

Efforts or stimulation for students with speech delay disorder that has been carried out by teachers or educators in the form of learning activities such as singing, asking colleagues to communicate, as well as guiding students with speech delay needs or obstacles in processing words so that a clear and precise sound is heard. It is in line with what Manurung said that learning for speech-delayed students is learning while singing according to the topic/subject, involving speech-delayed children in discussions to train children in communicating, and giving understanding to other students so they can understand and understand speech-delayed children, and use everyday situations to build children's speech and language skills.¹⁹ Meanwhile, according to Rahim et al., the teacher's strategy for developing the speaking ability of children with speech delay barriers can be carried out using teacher communication strategies, environmental therapy, speech therapy, and the Kayang method.²⁰



Picture 2. Communication between students during play activities

The follow-up plan is carried out when students with speech delay disorders or disorders have met the target determined by the class teacher. For example, when the student can pronounce two syllables clearly, the teacher or educator will increase the achievement target from the previously set target.

The reactions elicited by students with speech delay barriers also varied. However, what often happened was that students were reluctant to

¹⁸ Purba Mariati et al., *Prinsip Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instruction)*, 2021.

¹⁹ Novarida Manurung, "STRATEGI PEMBELAJARAN GURU DALAM MENANGANI SISWA SPEECH DELAY," *Jurnal Guru Dikmen Dan Diksus* 3, no. 1 (2020): 30–41.

²⁰ Nella Rahim, Yuhasriati, and Siti Naila Fauzi, "Strategi Guru Dalam Mengembangkan Kemampuan Berbicara Anak Yang Speech Delay Di PAUD Ksya Ulee Kareng Banda Aceh," *Jurnal Ilmiah Mahasiswa Pendidikan Guru Anak Usia Dini* 6, no. 1 (2021): 1–10.

take part in the activities that had been provided. According to the explanation from the class teacher, students with speech delay disorders tend to be insecure and not confident because they find it challenging to communicate. Hence, they tend to get bored quickly and prefer to play outside the classroom. Handling the student's reaction is to find the root of the problem that occurred that day. Then the teacher provides an opportunity for students with speech delay disorders or obstacles to carry out activities that interest them by providing assistance and stimulus through storytelling or question-and-answer activities.

Based on the observations made, with a teacher and student ratio of 20: 1, the existing learning activities make the teacher often feel overwhelmed in observing and giving full attention to all students. Therefore it would be better if a special mechanism was provided to facilitate students with special needs. For example, they were using the help of a shadow teacher whose job is to serve students with special needs and learning difficulties due to physical, mental, emotional, or intellectual deficiencies at school so that their potential can be served to the fullest.²¹

From the data obtained by the researcher, the assessment was carried out by the school principal and forwarded to the class teacher. It will be beneficial for students with these unique obstacles because then an assessment can be carried out to map the needs of students with speech delay.

When students enroll, the assessment is based on the standard level of achievement of the child's development according to their age. If the teacher finds things that are not appropriate, then special handling can be done. Assessment is a follow-up activity from the initial identification or screening that the teacher or educator has carried out to obtain more detailed data to ascertain the type and level of the child's particular needs.²²

The educational institution has realized the existence of obstacles in the learning environment and limitations in dealing with students with special needs but has not collaborated with relevant experts to determine the appropriate follow-up according to the assessment carried out and the obstacles experienced by students. There is no specific individual program to be implemented for children with speech delays. Learning planning is carried out by preparing Daily Learning Implementation Plans, which are prepared with the same target, both for students with disabilities and students without obstacles. With a centralized learning model using loose

²¹ Maratul Qiftiyah and Wina Calista, "Shadow Teacher for Special Needs Students: Case Study Class Vi Taman Muda Ibu Pawaiyatan Yogyakarta," *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 13, no. 1 (2021): 26–35, <https://doi.org/10.17509/eh.v13i1.26273>.

²² Rasmitadila, *Penyelenggaraan Pendidikan Inklusif* (Depok: PT. RajaGrafindo Persada, 2020).

parts, schools believe they can facilitate students according to their interests with a variety of tools and materials provided.

Browder, as quoted by Rasmitadila, revealed that the purpose of the assessment carried out on children was of them for the development of an Individualized Educational Program (IEP) or an Individual Learning Program. This individual learning program is essential, especially for students with speech delay barriers.²³ Nevertheless, the observed institutions still need special media as desired by the Individual Learning Program for students with speech delay barriers. After being excavated, the causative factor is unpreparedness. Based on the results of the interviews, it was revealed that this year was the first time the institution had accepted students with this type of barrier.

However, this does not mean that differentiated learning is applied only when there are children with special needs. Differentiated learning has a more inclusive impact even though the child's condition is in a typical class without any obstacles. Marlina described differentiation learning as accommodating student differences by considering students' readiness, interests, and learning preferences. This differentiated learning requires teachers to be able to adapt to the characteristics and needs of students.²⁴

The existing conditions show the increasing importance of monitoring and evaluating student knowledge or skills achievement. The teacher can determine the development targets to be taught following the student's obstacles. However, the principal needs to supervise periodically every semester because one of the critical evaluations and monitoring of learning is to improve the methods teachers use in learning, whether it requires improvement or not.

D. Conclusion

This research shows that differentiated learning, especially for children with Speech Delay delays in the institutions studied, has yet to be fully implemented. It is evidenced from the results of document scrutiny that individual learning plans still need to be prepared, specifically for children with speech delay disorders or barriers. Through interview activities, it was also found that there were similarities in statements between teachers and school principals that there were no differences in the provision of activity services between students with speech delay needs and students without other obstacles. The teacher's differentiation learning is limited in terms of process differentiation and work results.

²³ Rasmitadila.

²⁴ Marlina, "Pembelajaran Berdiferensiasi Sebagai Upaya Pemenuhan Aksesibilitas Psikologis Siswa Berkebutuhan Khusus Di Sekolah Inklusif."

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