



FAMILY AND SCHOOLS COLLABORATION IN SUPPORTING CHILDREN WITH SPECIFIC LEARNING DISORDERS

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Abstract:

Children with Specific Learning Disorder (SLD) often experience difficulties in basic academic skills such as reading, writing, and arithmetic, which can impact their learning development and adjustment in the school environment. Effective support for children with SLD requires the involvement of various parties, especially families and schools, through ongoing collaboration. This study aims to explore the forms of collaboration between families and schools in supporting children with Specific Learning Disorder. This study used a qualitative approach with in-depth interviews with four participants: two parents of children with SLD and two teachers directly involved in the child's education process. The research data were analysed using thematic analysis to identify patterns of experience, forms of collaboration, and communication dynamics between families and schools. The results showed that collaboration between parents and teachers is realized through communication regarding children's learning development, coordination in the implementation of learning strategies, and emotional support provided to children. However, this study also identified several challenges in collaboration, such as limited communication time and differences in understanding of children's needs. This study emphasizes the importance of strengthening partnerships between families and schools to create more effective learning support for children with Specific Learning Disorder.

Keywords: family-school collaboration, inclusive education, learning support, parent involvement, Specific Learning Disorder

INTRODUCTION

Children with special needs are a group that requires special attention in the education system, especially in ensuring that they receive adequate support to optimize their developmental potential. In her book, Selian (2024) explains that one group of children with special needs often found in educational contexts is children with Specific Learning Disorder (SLD). According to the American Psychiatric Association through the diagnostic guidelines of the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5), Specific Learning Disorder is a neurodevelopmental disorder characterized by persistent difficulties in basic academic skills such as reading (dyslexia), writing (dysgraphia), or mathematics (dyscalculia), which are not in line with chronological age or learning opportunities that have been provided (Selian, 2023). This condition can have a significant impact on a child's academic success, self-confidence, and social adjustment in the school and family environment.

In educational practice, children with Specific Learning Disorders often face various challenges, not only related to the learning process but also in terms



of the environmental support they receive. Children's learning difficulties are often misinterpreted as lack of motivation or laziness, so their special needs are not always accurately identified. However, various studies show that the success of interventions for children with learning difficulties is greatly influenced by consistent support from the child's immediate environment, especially family and school (Luthfia & Selian, 2025; Salsabillah & Selian, 2025). Collaboration between these two environments is a key factor in creating a comprehensive support system for a child's development.

Theoretically, Selian and Yulasteriyani (2024) in their research revealed the importance of collaboration between families and schools, which can be understood through Urie Bronfenbrenner's Ecological Systems Theory framework. This theory explains that child development is influenced by various interacting environmental systems, with families and schools at the microsystem level having a direct influence on children's daily lives. The interaction between these two environments forms the mesosystem, a reciprocal relationship between family and school that can strengthen or weaken support for child development. In the context of children with Specific Learning Disorder, a synergistic relationship between parents and teachers is crucial because it can help align learning strategies, emotional support, and intervention approaches that are appropriate to the child's needs (Rahma & Rosita, 2024).

Furthermore, the family-school partnership approach is also widely discussed within the parental involvement framework developed by Joyce L. Epstein (Pandiangan & Selian, 2025). This parental involvement model emphasizes that a child's educational success is not solely the school's responsibility but also requires active family participation in various forms, such as communication with teachers, home learning support, and involvement in educational decision-making (Intan & Selian, 2025). For children with learning difficulties, effective parental involvement can help strengthen the continuity of learning strategies between home and school, thereby ensuring a more consistent learning experience for the child.

In the context of inclusive education, collaboration between families and schools also plays a crucial role in identifying children's needs, developing individual learning programs, and evaluating learning progress. Teachers often have information about children's academic performance in the classroom (Azra & Selian, 2025; Ulpa & Selian, 2025), while parents have a deeper understanding of their children's behaviour, learning habits, and emotional well-being at home. When these two sources of information are combined through effective communication and a strong collaborative relationship, the support strategies designed for children will be more comprehensive and targeted.

However, in practice, collaboration between families and schools does not always run optimally. Various obstacles can arise, such as parents' limited understanding of their child's learning difficulties, lack of communication between teachers and families, differing perceptions of the child's needs, and limited school resources. In some cases, parents also experience confusion or emotional distress when faced with a diagnosis of learning difficulties in their

child, which impacts their ability to actively participate in their child's education.

On the other hand, research on children with learning disabilities often focuses more on academic diagnosis and intervention (Nadiyah, Susetyo, Tarsidi, Novianti, Ediyanto, Susilawati, & Santoso, 2022), while the dynamics of collaboration between families and schools as a child support system remain relatively underexplored, particularly in the context of education in Indonesia. Yet, understanding the experiences, perceptions, and practices of collaboration between parents and teachers is crucial for identifying factors that can strengthen or hinder support for children with Specific Learning Disorders.

Based on this background, this study aims to explore in-depth how collaboration between families and schools supports children with Specific Learning Disorders. Using a qualitative research approach, this study seeks to understand the experiences, perspectives, and practices of parents and teachers in building collaborations to support children's learning. The results are expected to provide a more comprehensive understanding of the dynamics of family-school collaboration and contribute to the development of more inclusive and responsive educational practices to the needs of children with learning disabilities.

RESEARCH METHOD

This study used a qualitative approach with the aim of understanding in-depth the experiences and practices of collaboration between families and schools in supporting children with Specific Learning Disorder. A qualitative approach was chosen because it allowed researchers to explore the perspectives, experiences, and meanings given by participants to the phenomenon under study in a more comprehensive and contextual manner (Khalefa & Selian, 2021). Participants in this study consisted of four individuals directly involved in the educational process of children with Specific Learning Disorder: two parents with children diagnosed with Specific Learning Disorder and two teachers who play a role in supporting their children's learning process at school. Participant selection was carried out using purposive sampling, namely by considering certain criteria relevant to the research objectives, such as direct involvement in the child's educational process and experience in providing support to children's learning needs.

Data collection was conducted through in-depth interviews using a semi-structured interview guide. This method was chosen to provide participants with the opportunity to explain their experiences, perspectives, and collaborative practices more openly and in-depth. Interviews were conducted in person or online, depending on the participants' willingness, and the entire interview process was recorded with their consent to ensure data accuracy. The data obtained were then analysed using thematic analysis techniques. The analysis process involved several stages: reading and understanding all interview data, coding to identify important themes, grouping codes into relevant categories, and interpreting emerging themes to understand the dynamics of collaboration between families and schools in supporting children with Specific Learning

Disorders. To maintain data validity, this study also adhered to the principle of credibility by reviewing interview data and the researcher's interpretation of information provided by participants.

FINDINGS AND DISCUSSION

This study involved two parents of children with Specific Learning Disorders currently attending school, and two teachers who teach or are directly involved in the learning process of children with Specific Learning Disorders in Special Needs Schools (SLB) in Banda Aceh. The thematic analysis yielded six main themes aligned with the research problem formulation and objectives.

Parent and Teacher Understanding of Specific Learning Disorder

Research results indicate that parents' and teachers' understanding of Specific Learning Disorder (SLD) develops through ongoing interactions between families and schools. Teachers in Special Needs Schools (SLB) generally have a more systematic understanding of the characteristics of children's learning difficulties, such as difficulties with reading, writing, or understanding academic symbols. This understanding is gained through teaching experience, professional training, and direct observation of children's learning processes in the classroom (Rahmayani & Selian, 2025). Conversely, some parents initially experienced confusion in understanding their child's condition because these learning difficulties often appeared to be ordinary learning delays.

One parent revealed that before receiving an explanation from the school, she assumed her child simply needed more time to learn than other children. However, after communicating with the teacher, the parent began to understand that the child's difficulties were related to a specific learning disorder that required a different learning approach.

Another parent shared a similar experience, admitting that their previous knowledge about Specific Learning Disorder was very limited. The information provided by teachers at school helped parents understand the characteristics of their child's learning difficulties and strategies they could implement to support learning at home (Talita, Minarsih & Ainin, 2024).

On the other hand, teachers emphasize that parents' understanding of their child's condition is a crucial aspect in supporting the success of the learning process. Teachers strive to explain to parents the characteristics of their child's learning difficulties and provide guidance on how to support their child's learning at home so that learning strategies can be implemented consistently between the school and family environments.

Another teacher added that building parental understanding isn't always instantaneous but requires ongoing communication. Through regular discussions and sharing information about their child's development, teachers strive to help parents recognize their child's learning potential and challenges.

These findings indicate that understanding Specific Learning Disorders (SDL) depends not only on teachers' professional knowledge but is also formed through communication and collaboration between schools and families. Positive interactions between the two parties allow for the exchange of

information that helps parents understand their child's learning needs more comprehensively (Intan & Selian, 2025). Therefore, improving parents' understanding of their child's condition can be an important foundation for building effective collaboration between families and schools to support the academic and emotional development of children with SDL.

Forms of Collaboration between Families and Schools

Research results show that collaboration between families and schools in supporting children with Specific Learning Disorders is realized through various forms of communicative and participatory interactions. This collaboration is not limited to providing information about the child's learning development, but also includes joint discussions about learning strategies and joint efforts to provide consistent support between the school and home environments. In the context of education in Special Needs Schools (SLB), the collaborative relationship between teachers and parents is a crucial factor in supporting the successful learning process for children with learning difficulties.

One of the most common forms of collaboration is regular communication between teachers and parents regarding the child's learning development. This communication occurs through various means, such as in-person meetings at school, informal conversations when picking up the child, and text messages. Through this communication, teachers can convey information about the child's learning progress, difficulties encountered, and exercises that parents can do at home.

One teacher explained that communication with parents is a crucial part of continuously monitoring a child's development. Another teacher also added that collaboration with parents helps ensure that learning strategies implemented at school can be continued at home.

From a parent's perspective, communication with teachers provides a clearer understanding of their child's learning needs. Parents find the guidance provided by teachers helpful, especially regarding how to support their child's learning at home. Other parents also expressed that communication with teachers makes them feel more involved in their child's education.

These findings indicate that collaboration between families and schools is not only formal but also occurs through flexible and ongoing interactions. Open communication allows for the exchange of information regarding children's development and serves as a means for teachers and parents to align their learning strategies (Pandiangan & Selian, 2025). By aligning the support provided at school and at home, children with Specific Learning Disorders can experience more consistent and focused learning.

Thus, collaboration between families and schools can be understood as a collaborative process involving communication, coordination, and active participation from both parties. This collaboration is a crucial foundation for creating a learning environment that supports the academic and emotional development of children with Specific Learning Disorders.

The Role of Parents in Supporting Children's Learning at Home

Research results show that parents play a crucial role in supporting the

learning process of children with Specific Learning Disorders, particularly within the home environment. Parental support extends beyond academic aspects to emotional support, motivation to learn, and the creation of a conducive learning environment. In the context of children with learning difficulties, parental involvement is a crucial factor in strengthening the learning process undertaken at school (Wiliyanto & Husadani, 2024).

Learning assistance is one of the primary forms of support provided by parents at home. Through this assistance, parents help children understand subject matter that may not have been fully mastered at school. Furthermore, parents provide additional practice aimed at strengthening children's academic skills, such as reading, writing, and arithmetic.

One parent revealed that their child's learning process at home often takes longer than it does for other children. Despite this, the parent still tries to patiently support their child so they can gradually understand the material.

Another parent also emphasized the importance of motivating children to maintain their confidence in learning. She noted that children with learning difficulties often lack confidence when facing schoolwork, making emotional support from family crucial.

From a teacher's perspective, parental involvement in their child's learning process at home is very helpful in reinforcing skills taught in school. Children with Specific Learning Disorders generally require repeated practice and extended study time to understand the material (Selian, Septiawati, Lisdayani, 2025). Therefore, parental support at home is crucial in ensuring the continuity of a child's learning process. One teacher explained that practicing at home can help children recall material learned in school. Other teachers also added that parents who actively accompany their children studying at home often show more positive developments in their children's learning process.

These findings suggest that parents' role in supporting their children's learning extends beyond helping with schoolwork, but also includes creating a learning environment that supports their overall development. Consistent mentoring, coupled with motivation and emotional support, can help children with Specific Learning Disorders build self-confidence and improve their learning abilities (Ramadhini & Selian, 2025). Therefore, parental involvement at home is a crucial part of collaborative efforts between families and schools to support children's academic development.

Teacher Strategies in Supporting Children with Specific Learning Disorders

Research results show that teachers in Special Needs Schools (SLB) implement various learning strategies tailored to the needs and abilities of children with Specific Learning Disorders. These strategies are flexibly designed to help children understand the subject matter according to the characteristics of their learning difficulties (Florenca & Paramita, 2025). The learning approaches used generally emphasize more concrete methods, simple and clear instruction, and gradual and repeated practice.

Teachers recognize that children with learning difficulties require a different learning approach than children in general. Therefore, the classroom

learning process often involves breaking material into smaller parts to make it easier for children to understand. Furthermore, teachers use visual learning media and hands-on practice to help children grasp concepts more concretely (Ulpa & Selian, 2025). One teacher explained that the use of simple learning methods and repeated practice are key strategies in helping children understand the subject matter. Another teacher added that the learning strategies implemented need to be tailored to each child's individual abilities. She noted that each child has different learning difficulties, so the teacher's approach needs to be individualized.

From a parent's perspective, the teaching strategies implemented by teachers at school are considered very helpful in helping children understand their lessons. Parents noted that the more patient and gradual approach to learning makes children feel more comfortable in learning. Other parents also reported that the use of more concrete learning methods makes it easier for children to understand the material compared to abstract learning methods.

These findings indicate that flexible and adaptive learning strategies are crucial in supporting the learning process of children with Specific Learning Disorder. An approach that adapts to the child's abilities and learning pace can help create a more positive learning experience and improve their understanding of the subject matter (Damayanto, Ishartiwi, Handoyo & Purwandari, 2021). Furthermore, the learning strategies implemented by teachers can also serve as a reference for parents in supporting their children's learning at home, thus creating continuity between the learning process at school and within the family environment.

Challenges in Collaboration between Families and Schools

Research results indicate that although collaboration between families and schools has been established to support children with Specific Learning Disorders, several challenges remain for both parties. These challenges relate to parents' limited time to accompany their children's learning at home, differing understandings of their children's learning needs, and limited communication that sometimes arises due to each party's busy schedules. This situation indicates that the collaboration process does not always run ideally but is influenced by various factors related to the family situation and the school environment.

One of the main challenges expressed by parents is the limited time to provide consistent learning support at home. Some parents have quite busy work responsibilities, making it impossible to always accompany their children's learning every day. This often raises concerns among parents, as they recognize that children with learning difficulties require more intensive support than children in general. One parent stated that work commitments are a barrier to providing learning support to their child. Other parents also expressed that in addition to time constraints, they sometimes felt less confident in helping their children learn because they did not fully understand the learning methods used in school.

From a teacher's perspective, challenges in collaboration also relate to the different circumstances and backgrounds of each family. Teachers understand

that not all parents have the same amount of time, knowledge, or resources to support their children's learning at home. Therefore, teachers strive to adapt their communication methods with parents to maintain good cooperation despite various limitations. One teacher explained that the school strives to understand parents' circumstances when providing support to their children. Another teacher added that differing understandings of children's learning needs sometimes present challenges in the collaborative process. Therefore, teachers strive to provide step-by-step explanations so parents can understand the characteristics of their child's learning difficulties.

These findings demonstrate that collaboration between families and schools is a dynamic process and is not without challenges. Time constraints, differing understandings, and diverse family circumstances can impact the level of parental involvement in supporting children's learning (Selian & Yulasteriyani, 2024). However, open communication and mutual understanding between teachers and parents are crucial factors in overcoming these obstacles. With ongoing communication efforts, collaboration between families and schools can remain effective in supporting the learning development of children with Specific Learning Disorders.

The Importance of Positive Communication Between Teachers and Parents

Research results show that open communication and positive relationships between teachers and parents are key factors in successful collaboration to support children with Specific Learning Disorders. Effective communication allows for the ongoing exchange of information regarding children's learning progress, difficulties encountered, and strategies that can be implemented both at school and at home. Relationships based on mutual trust and respect also encourage parents and teachers to collaborate more actively to support children's learning needs.

In practice, communication between teachers and parents occurs through various channels, such as in-person meetings at school, conversations when parents pick up their children, and text messages. Through these communications, teachers can provide information about children's learning progress while also listening to parents' experiences supporting their children's learning at home. This two-way communication process is an important means of establishing a shared understanding of children's learning needs. One teacher emphasized that building a good communication relationship with parents is a crucial part of creating effective collaboration. Another teacher also added that positive communication can help build trust between schools and families, so that parents are more open in communicating about their child's condition at home.

From a parent's perspective, communication with teachers provides numerous benefits in helping them understand their child's learning conditions and needs. Parents feel that discussions with teachers help them gain guidance on how to support their child's learning more effectively. One parent expressed that regular communication with teachers has helped them better understand how to support their child in the learning process. Other parents also said that

good communication made them feel more supported in facing the challenges of supporting children with learning difficulties.

These findings indicate that positive communication between teachers and parents serves not only as a means of conveying information but also as a foundation for building strong, collaborative relationships between families and schools. Through open and ongoing communication, both parties can understand each other's roles in supporting a child's development (Intan & Selian, 2025). Therefore, good communication is a crucial factor in strengthening collaboration between families and schools in supporting the learning success of children with Specific Learning Disorders.

CONCLUSION

The conclusion of this study indicates that collaboration between families and schools is a crucial factor in supporting the learning development of children with Specific Learning Disorder. The results revealed that collaboration between parents and teachers is reflected not only in communication regarding the child's academic development but also in a joint effort to understand the child's learning needs more comprehensively. Teachers play a role in providing learning strategies appropriate to the characteristics of the child's learning difficulties in the school environment, while parents provide emotional support, motivation, and learning assistance at home. Open and ongoing communication between the two parties is the main foundation for building an effective working relationship, because through this communication, parents and teachers can exchange information, discuss the challenges faced by the child, and find appropriate solutions to support the child's learning process. However, this study also shows that this collaboration can face various challenges, such as limited parental understanding of the child's learning difficulties, limited time for intensive communication, and differing perceptions regarding appropriate management strategies. Therefore, the implications of this study emphasize the importance of strengthening the partnership between families and schools through improving more structured communication, providing information and education to parents about Specific Learning Disorder, and developing more systematic collaborative programs between teachers and families. With stronger and more targeted collaboration, it is hoped that support for children with Specific Learning Disorders can become more comprehensive, thus helping children develop their academic potential and self-confidence optimally.

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