

## **Educational Management in PAI Learning for Exceptional Children at SMPN 4 Salatiga: Inclusive City**

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### **Abstract**

The city of Salatiga, Indonesia's third most tolerant city, provides an important example of how Islamic Education can promote equality and inclusivity in society. In 2023, Salatiga City will achieve a score of 6,450 in the Tolerant City Index (IKT) released by the SETARA Institute. This research explores the planning, organization, implementation, and evaluation of PAI learning in supporting equality with ABK in Salatiga City. This study collects data from interviews, observations, and literature studies in Salatiga City through descriptive qualitative methods. The research then focused on PAI learning at SMPN 4 Salatiga. The research results show that the planning and implementation of PAI learning are adjusted to the abilities of ABK students, namely setting the same goals and indicators as regular students but providing different methods. Organizing has not been optimal due to differences in shadow religion teachers in PAI subjects. The evaluation shows that providing special treatment from PAI teachers can increase participation and make it easier for ABK to complete their assignments. Thus, this research provides insight into the educational management process in Islamic Religious Education learning at SMPN 4 Salatiga to be used as information and evaluation for schools in other cities to build a more inclusive school environment.

**Keywords:** Education Management, Inclusion, PAI Learning

## **INTRODUCTION**

Based on UU Number 20 of 2003 concerning the National Education System, article 5 states that every citizen has the same right to obtain quality education, and citizens who have unique talents and physical, emotional, intellectual, and social disabilities have the right to receive special education. Furthermore, the Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education states that inclusive education aims to implement education that respects diversity and is not discriminatory for all students (Kemendikbud Ristek, 2019).

Salatiga, located in Central Java Province, is the most tolerant city in Indonesia. In 2023, Salatiga scored 6,450 on the Tolerant City Index (IKT) released by the SETARA Institute (Yosarie et al., 2024). With this score, Salatiga is the 3<sup>rd</sup> most tolerant city in Indonesia. SETARA Institute confirms Salatiga's reputation as a diverse and inclusive city. In this context, education plays an important role, especially Islamic Religious Education, which has the potential to promote equality and social justice for children with special needs.

Through Perwali Number 12 of 2019, the City of Salatiga officially established a non-structural institution that functions as a disability service unit in inclusive education, the Smart Resources Center (SRC). The SRC was formed to research and develop

curriculum modifications, individual education programs, learning, assessment, media, compensatory programs, learning resources, and inclusive education infrastructure. In carrying out its duties, the SRC has the right to provide input to the Education Department, the Ministry of Religion Office, and private educational institutions to modify the curriculum and implement accessible learning.

Inclusive education is an education system formed to accommodate students with special needs. Children with special needs require special care because of the developmental disorders or disorders they experience. Based on the term disability, children with special needs are children who have limitations in one or several abilities, whether physical or psychological, such as blindness or hearing impairment, autism, and ADHD (Fakhiratunnisa et al., 2022). It is said to have special needs because to meet life's needs, this child requires assistance in the form of services, which include educational, social, guidance, and counseling services, and various other services according to particular needs (Putra et al., 2021).

SMPN 4 Salatiga is a public school that includes ABK students with mild disabilities. So, to ensure that learning activities achieve their objectives, learning management, which includes planning, organizing, implementing, and evaluating, must be adjusted to the needs of ABK students. Based on the problems discussed, researchers want to research Educational Management in PAI Learning for Children with Special Needs. This research aims to determine how educational management consists of 1) planning, 2) organizing, 3) implementing, and 4) evaluating. Therefore, this research is interesting to carry out at SMPN 4 Salatiga.

Effective PAI learning for ABK must be active, productive, effective, fun, and creative. Therefore, PAI teaching patterns must be varied and student-centered. Students differ in many ways, such as differences in interests and concerns, differences in learning approaches (intellectual, visual, auditory, and kinesthetic), and differences in intelligence (Nuraini, 2023). Appropriate approaches and methods are needed in schools and teachers to achieve the best results. There are several types of children with special needs. Visually Impaired, Intellectually Impaired, Physically Impaired, Deaf, Autistic, Multiplely Impaired, Hyperactive (ADHD), Gifted, and Indigo. PAI learning in inclusive schools helps students with special needs achieve comprehensive educational goals.

Research conducted by Wahyu Faizah discusses the Learning Management of Children with Special Needs at SD Muhammadiyah 1 Karanganyar, Kebumen, starting from planning, organizing, implementing, and evaluating education in preparing learning plans that are tailored to ABK, delegating tasks, implementing learning in regular classes, and the principal's supervision and evaluation of the stages of the learning process (Fauziah, 2022).

Research conducted by Daniar Asyari et al. discusses the effectiveness of inclusive learning management in non-SDLB elementary schools, illustrating that ABK has its abilities and competencies. Therefore, teachers are required to adjust learning based on

ABK's abilities and competencies. Then, the choice of inclusive learning methods must be considered so that ABK can follow (Asyari et al., 2023).

Research conducted by Mia Fitriana Astuti et al. discussing Inclusive Learning Management at SDIT Sahabat Alam Palangka Raya explains that the success of SDIT Sahabat Alam Palangka Raya in managing and implementing inclusive learning has made this state elementary school with a natural model a reference for the people of Palangka Raya City to obtain educational services. For crew members (Astuti et al., 2022).

Studies have shown that education management for children with special needs is carefully considered and planned according to their abilities and characteristics, from the planning process to the evaluation stage. Here, researchers want to concentrate on the classification of children with emotional and behavioral disorders (Tunalaras) at SMPN 4 Salatiga.

## **METHODS**

This research uses descriptive qualitative research methods, which means the research describes the subject in detail and in-depth (Sugiyono, 2022). Research was carried out through interviews, observations, and literature studies. This method aims to gain a more precise and complete understanding of educational management in PAI learning for ABK. Therefore, this research concentrates on planning, organizing, implementing, and evaluating the education of children with special needs in ABK and PAI learning. This research was conducted at SMPN 4 Salatiga. So, this research discusses how to plan, organize, implement, and evaluate the ABK.

The data collection methods used in this research were interviews, observation, and literature studies. Interviews were conducted with the PAI teacher classes in class VIII. In this method, researchers asked PAI teachers to determine how PAI learning is managed for ABK. A literature study was carried out to explore information on the implementation of inclusive Education in Salatiga City.

The interview method was used to obtain more precise information regarding PAI learning management. Researchers interviewed Islamic Religious Education (PAI) teachers who taught in class VIII. After obtaining information from the interviews, the researcher collected data through interviews and documentation related to the educational management of students with hearing impairments, which included Learning Plans and evaluation or assessment questions, to analyze whether there were differences and whether special services were compared to the needs and abilities of the students with hearing impairments with regular students in general.

This research was carried out in 3 implementation stages, the first being the pre-field, field, and data analysis/reporting stages. The first is the pre-field stage or initial stage of research; at this stage, the researcher conducts a literature study related to the implementation of inclusive Education in Salatiga City, then chooses SMPN 4 Salatiga as the research location and after being able to make observations to obtain research

subjects. The next stage is the field stage; at this stage, the researcher explores information through interviews with related Islamic Religious Education teachers and collects data in the form of documentation related to the learning management of children with special needs. The final stage is the analysis or reporting stage; at this stage, the researcher analyzes the data obtained from observations, interviews, and collecting documentation, which is then processed to obtain research results. At the analysis stage, researchers used three methods: data reduction, presentation, and verification. At the data reduction stage, the researcher summarizes what is important from the data collected and then organizes the data obtained. Next, a review will be carried out, and conclusions will be drawn.

## **RESULTS AND DISCUSSION**

### **Inclusive Education in National Schools**

UU Number 20 of 2003 concerning the National Education System determines the goals and functions of education, including the education system for Children with Special Needs (ABK). Government Regulation Number 19 of 2005 concerning National Education Standards is one of many subsequent educational regulations, which includes eight (8) national standards. As part of this policy, it is hoped that every educational service will achieve minimum completeness. In the context of inclusive education, the unique education service system (PLB) requires all ABK to be served in the nearest public school with their age friends.

Inclusive education requires schools to be open to children with special needs to learn with children their age. A school that provides inclusive education means that the school accepts all students regardless of the student's limitations. According to Tarmansyah, inclusive education can be grouped into four categories based on national education. The first category describes inclusive education as providing equal opportunities for all students to access education without distinguishing between their gender, ethnicity, social status, or special needs at all levels of education. The second category describes inclusive Education as Education that implements a multi-input model, meaning that all students have equal access to education. The third category is a child-based inclusive education curriculum adapted to the needs of ABK. ABK students and regular students participate in classroom learning. The fourth evaluation system category is fair and adjusted to student abilities. Students who can take regular exams will be evaluated using the regular evaluation system, with instrument changes if necessary. Students with individualized programs (PPI) will be evaluated according to their PPI, and the results will be converted into quantitative and descriptive information (Tanjung et al., 2022).

### **Implementation of Inclusive Education in Salatiga City**

Perwali Number 12 of 2019 is fundamental for implementing inclusive Education in Salatiga City. With support from all parties, the City of Salatiga is ready to become a city that is friendly to diversity, especially in providing inclusive Education for Children with Special Needs. Apart from accommodating ABK in schools spread across Salatiga City, the Salatiga City Education Office, in implementing inclusive education, has collaborated with various communities that care about Education for ABK. A community is a group of individuals with the same interests (Sekar & Kamarubiani, 2020). A community of ABK observers is needed to support implementing inclusive education in schools. The ABK community aims to be a forum for ABK so that they can learn and express themselves.

According to Nasichin, inclusive education is a learning process that aims to solve the educational problems of ABK in public schools and use available resources to allow them to prepare themselves for life in society. Inclusive education evaluates and changes the education system to suit students' needs (Fauzan et al., 2021). Inclusive education aims to enable ABK to achieve independence. Independence means crew members can socialize and do all the work or solve their problems without always depending on the people around them.

Efforts to designate inclusive schools in Salatiga City were accompanied by the establishment of a Smart Resources Center (SRC). SRC is a non-structural institution that manages the functions of disability service units in inclusive education. The SRC is responsible for coordinating, facilitating, and managing learning, assessment, media, compensation, and other inclusive education programs, as well as inclusive education facilities and methods. SRC also provides referrals for ABK to doctors, psychologists, psychiatrists, therapists, or other professionals in the field of disabilities at no charge (Arini & Sulistyarini, 2023).

The next effort is to provide Special Guidance Teacher (GPK) resources or Shadow Teachers. Education provision in inclusive schools cannot be separated from the availability of shadow teachers. Shadow Teachers have to guide students with special needs. Shadow Teachers play a role in helping students with special needs to be able to understand and explain the material presented in class (Gumilanggeng & Sarajar, 2024). Shadow Teachers have different duties and roles from teachers in general; different roles can be seen from a learning perspective, as well as appropriate strategies or approaches for handling students with special needs. Shadow Teachers have much more significant challenges in managing their time and responsibilities.

### **PAI Learning Management**

Management can be interpreted as a process to achieve desired goals; linguistically, it comes from the word manage, which means to arrange. The meaning of management needs to be understood first so that it can be implemented properly and correctly. According to Terry (1986), management means achieving something desired through human resources (Riyanti et al., 2023).

According to UU No. 20 of 2003 concerning the national education system, education is integral to life. Education is an essential aspect of improving the quality of human resources, which impacts the country's progress. Education, according to Article 1 Paragraph 1 of UU no. 20 of 2003, is defined as a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop religious, spiritual strength, self-control, personality, intelligence, noble morals, and the skills necessary for themselves, society, nation, and state. Education greatly influences a country's development because it helps them maximize their potential through learning. Paragraph 4 of the UU also states that students have a level, pathway, or type of education provided during the learning process or educational period according to their age stage (Rini, 2013).

Based on the definition of management and education, educational management is the structure used for human resource management in education, and its function is essential. Educational management must be developed in stages to make learning fun so students can quickly develop their potential for religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills.

Education management functions in planning, organizing, implementing, and evaluating. According to Burhanuddin, planning is a series of instructions for carrying out, controlling, and managing the strategy of a task systematically according to the objectives. Organizing is a process of delegating tasks and authority according to ability. Implementation is an individual's action on what was previously planned. Evaluation is a process that assesses and provides an overview based on an implemented process. Evaluation can also be used as a basis for the future to proceed according to the goals to be achieved (Riyanti et al., 2023).

Learning is the process of student interaction with teachers and learning resources in an environment that allows students and teachers to exchange knowledge. It is also an instructional system comprising various interrelated parts to achieve goals (Syafrin et al., 2023). Learning can also be interpreted as a process of facilitating students' achievement and development of competence.

Meanwhile, Islamic religious education develops students' potential through teaching, habituation, guidance, mastery, and supervision to obtain Islamic values and knowledge and achieve perfection in life in this world and the afterlife (Iswantir, 2019).

## **Tunalaras**

Children with developmental disabilities are children with special needs who experience emotional and behavioral disorders, which result in difficulties for the child to place themselves well in their surrounding environment and can also disrupt their learning process. According to Badriyah, tunalaras are conditions that cause emotional disturbances and deviant behavior, which makes it challenging to adapt to the surrounding environment (Badriyah & Pasmawati, 2020).

Children who experience mental limitations or are disabled have good overall health. However, they differ from regular children in that they show stronger emotions and cannot control them like regular children. Children with disabilities show deviant behavior that is contrary to the religion, norms, and culture that already exist in their environment. As a result, they are less accepted in their environment because they cannot interact with people in general (Daulay et al., 2023).

According to Nur Afifa Daulay et al (2023), Tunalaras students at SMPN 4 Salatiga have the same characteristics as those. Tunalaras students experience difficulty controlling their emotions and behavior when they cannot do the tasks given, and when they are unstable, their emotions disrupt the learning process in class.

With parental guidance or assistance, children with disabilities can reduce and control their emotions and change their deviant behavior in a more positive direction. So guidance from parents or teachers is needed. These parents and teachers have a significant role in children's development. They can provide lessons in the form of religion and apply Islamic teachings so that children with disabilities can be accepted by the surrounding environment and change themselves for the better (Badriyah & Pasmawati, 2020).

### **Education Management in PAI Learning for Children with Special Needs at SMPN 4 Salatiga**

The implementation of inclusive Education in Salatiga allows ABK to enter school through the affirmative route. From the results of the interview, it was found:

- 1) There are class VIII students with emotional and behavioral disorders,
- 2) The abilities of the ABK students are still able to take part in learning with regular students,
- 3) This student often makes class noise if he cannot complete the assignment given by the teacher.

So, it can be concluded that these ABK students have emotional and behavioral disorders or are called mildly disabled.

Islamic Religious Education is a mandatory subject in schools, so inclusive schools are obliged to provide PAI subjects to all Muslim students, including ABK. The author conducted interviews and observations with one of the PAI teachers at SMPN 4 Salatiga to determine how Islamic religious education is organized for ABK. So, in learning management, there are four stages to test its feasibility, including a) Planning, b) Organizing, c) Implementation, and d) Evaluation.

#### **a) Planning**

The planning stages of learning start with learning planning to determine learning objectives, implementation time, and the steps that must be implemented.

**Table 1**

Class VIII PAI Learning Planning at SMPN 4 Salatiga

| <b>Learning Planning for Class VIII Students with Disabilities</b> |                               |               |
|--|-------------------------------|---------------|
| <b>Learning objectives</b>   | <b>Achievement Indicators</b> | <b>Method</b> |
| Same   | Same                          | Different     |

Table 1. Based on the table above, data was obtained showing that the PAI teacher at the school had created a learning plan adapted to the abilities of ABK. The research found that PAI teachers, like regular students, set learning goals and indicators for ABK. Then, it was discovered that there were differences between the methods used by ABK and regular students. The method used for students with hearing impairments is more specific by considering the student's condition.

b) Organizing

**Table 2**

Shadow Availability Teacher at SMPN 4 Salatiga

| <b>Courses</b> | <b>Shadow Teacher</b> | <b>Information</b>    |
|----------------|-----------------------|-----------------------|
| Other Course   | Available             | No problem            |
| PAI Course     | Not available         | Religious differences |

In implementing Islamic Religious Education learning at SMPN 4 Salatiga, organizing is a division of mentoring tasks for ABK. Since the enactment of inclusive school regulations in Salatiga City, the authority to assist ABK has been given to shadow teachers assigned directly by the Salatiga City education office.

Table 2. Based on the table above, there are problems with shadow teachers in PAI learning because the shadow teacher is a non-Muslim. So, in implementing PAI learning, religious teachers receive less assistance from shadow teachers in the mentoring process. As a result, PAI teachers must teach and accompany the ABK in PAI learning.

c) Implementation

In this implementation, attention is paid to whether the learning methods used by ABK students and regular students are the same, what difficulties are faced, and whether there are unique strategies to help ABK students learn PAI.

**Table 3**

Methods for ABK in PAI learning

| <b>Method</b>         | <b>Crew response</b> | <b>Information</b> |
|-----------------------|----------------------|--------------------|
| No Special Method     | Difficulty Following | Tantrums           |
| Using Special Methods | Able to Follow       | Calm               |



Table 3. Based on the results of interviews and observations at SMPN 4 Salatiga, PAI teachers use learning methods by mixing with other regular students to avoid gaps, then specifically provide face-to-face and slow mentoring to re-explain the material so that ABK students can understand the essence of PAI material taught. Also, actions such as approaching and providing understanding when students suddenly become angry and cry are taken. For example, during learning, when students with special needs are stuck working on a problem, the response from the students with special needs is to get angry and cry, which disrupts the learning process in class, then the action taken by the PAI teacher is to approach them by sitting in front of the students with special needs and then ask the students with special needs to be calm and guided slowly by reviewing the material a little so that ABK students can answer questions that could not be done before. So, in implementing PAI learning, even though the teacher does not receive assistance from the shadow teacher, PAI teachers can still provide particular actions and make efforts to make ABK students understand and carry out the tasks according to their abilities.

d) Evaluation

**Table 4**

Evaluation of Class VIII PAI Learning for ABK students at SMPN 4 Salatiga

| <b>PAI Learning Management</b> | <b>Findings</b> | <b>Information</b>    |
|--------------------------------|-----------------|-----------------------|
| Planning                       | There is        | Adapted to crew needs |
| Organizing                     | There is no     | Religious differences |
| Implementation                 | There is        | Using special methods |

Table 4. Based on the results of research conducted at SMPN 4 Salatiga, starting from the planning stage, it is by UU Number 20 of 2003 articles 1 and 2 that in implementing learning, PAI has prepared learning plans according to the abilities of ABK students. Then, the shadow teacher was granted authority to assist in organizing. However, the facts in the field for assisting PAI learning still need to be appropriate due to shadows. The teacher himself is a religious non-Muslim and thus experiences limitations in assisting PAI learning. In the implementation of PAI learning activities, adjustments have been found to suit the abilities and needs of ABK students, but shadows still need to be present. Teachers in PAI learning add to the responsibility of PAI teachers. Apart from teaching, they must assist. However, the PAI teacher can provide particular actions and exceptional services so that ABK students can understand the material and work on the questions given.

## CONCLUSION

Based on research conducted at SMPN 4 Salatiga, educational management is related to PAI learning for children with special needs. Thus, in PAI learning, the planning is designed to suit the abilities of ABK. Apart from that, organizing or dividing responsibilities from the shadow teachers to accompany and monitor the learning activities of ABK students are not carried out because they are non-Muslims. In implementing the learning, there are several particular actions and personal approaches to ABK students by PAI teachers, making it easier for ABK students to understand the material and do assignments.

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