



Competency Development for CLC LISA Package A Tutors: Workshop on Effective Methods for Supporting Students with Special Needs

Yunita Elizabeth^{1*}, Yatim Riyanto², Sjafiatul Mardiyah³, Wiwin Yulianingsih⁴

¹²³⁴ Pendidikan Luar Sekolah Fakultas Ilmu Pendidikan Universitas Negeri Surabaya

*Correspondence to: 250109885016@mhs.unesa.ac.id

Abstract: This study aims to develop tutor competency in handling methods for students with special needs in Package A at CLC LISA through a workshop. This study used a descriptive qualitative method. Data were collected through observation, in-depth interviews with tutors and CLC managers, and document analysis. The workshop was held on October 23, 2025, at the Merdeka Hotel, Kediri, with Ms. Riska Timothy, a psychologist from Anak Terang Ceria Surabaya and a Kediri City Community Education Supervisor, as a resource person. The workshop was held in two sessions: the first session, themed "The Art of Effective Teaching," covered the characteristics of ABK, RBK, DBK, and IBK. The second session deepened understanding of child behavior, communication techniques, and basic behavior formation strategies. The results showed that the workshop successfully improved tutors' knowledge and skills in identifying the characteristics of students with special needs, designing adaptive learning strategies, and implementing appropriate handling techniques. The material on brain stimulation and learning styles (visual, auditory, kinesthetic) provided a practical foundation for tutors to adjust teaching methods. There was a significant increase in tutors' confidence and effectiveness in managing heterogeneous classes. In conclusion, the workshop on methods for handling students with special needs is an effective intervention that needs to be replicated to ensure the quality of educational services in CLC for Package A students with special needs.

Keywords: tutor competence; students with special needs; Package A; CLC; workshop; inclusive education

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INTRODUCTION

Inclusive education is an approach that ensures the fulfillment of the right to education for all learners, including children with special needs (Zahira et al., 2025). This paradigm has been reinforced by various national and international legal instruments, ranging from Article 28H, Paragraph (2) of the 1945 Constitution and Law No. 8 of 2016 concerning Persons with Disabilities—which aligns with the UN Convention on the Rights of Persons with Disabilities to Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusive Education, which marked a milestone in the formalization of inclusion policies in the country. Although the government has established policies guaranteeing the provision of inclusive education, implementation on the ground continues to face various obstacles. Research findings indicate that the implementation of inclusive education still encounters challenges regarding policy execution, instructional management, and meeting the needs of students with special needs (Hidayat et al., 2024). This disparity is clearly reflected in national education statistics. Data from Statistics Indonesia for 2024 indicate that there are over 17.8 million Indonesians with disabilities, one-third of whom have not completed basic education. Even more concerning, data from the Ministry of Education, Culture, Research, and Technology show that only 12.26 percent of children with special needs in Indonesia are enrolled in formal education, while the World Bank reports that nearly 30 percent of children with disabilities have no access to education whatsoever. Consequently, millions of children with special needs remain outside the education system, creating a need for alternative educational pathways that are more flexible and accommodating (World Bank, 2024).

Equivalency education through Community Learning Activity Centers (CLC) serves as a strategic alternative pathway for individuals unable to access formal education, including children with special needs who require educational services with a specialized approach (Sondari et.al, 2018). The strategic position of Community

Learning Centers (CLC) within the inclusive education ecosystem is gaining government recognition. The Directorate General of Vocational Education under the Ministry of Basic and Secondary Education (2025) affirms that CLCs can serve as a pillar of inclusivity in non-formal education and offer a solution for children with special needs who require individualized learning approaches, given that the burden of inclusive education cannot be borne solely by the formal education system. Such best practices have long existed in certain regions exemplified by the Aceh Flexi School CLC, which has implemented inclusive education since 2009 using an individualized learning approach to accommodate children with diverse conditions. However, this institutional recognition has not always been accompanied by systematic human resource capacity building; consequently, the quality of inclusive services at CLC remains dependent on the tutors' ability to address the diverse needs of learners. In this context, tutors hold a strategic position as the spearhead of the equivalency education learning process, playing a direct role in facilitating, motivating, and supporting learners throughout their educational journey (Hasanah et al., 2025). Other research findings also indicate that the role of the tutor has a significant influence on learners' learning outcomes in the Package C Equivalency Program (Dwiyatmono & Susilo, 2025). Unlike teachers in formal schools, tutors at Community Learning Centers (CLC) often come from diverse academic backgrounds; consequently, their pedagogical and professional competencies regarding the handling of children with special needs remain unstandardized. Educator competence in supporting children with special needs continues to be a key concern in the implementation of inclusive education, particularly because the diverse characteristics of learners require educators to possess pedagogical competence, as well as the specific understanding and skills needed to adapt instruction to meet individual learner needs (Mumpuniarti Mumpuniarti et.al., 2020), (Haniifah & Efendi, 2022). This competency gap is exacerbated by the government's own admission that most educational institutions implementing inclusive education are not yet fully prepared whether in terms of teaching staff, facilities, or an understanding of inclusive concepts. Meanwhile, the number of Special Guidance Teachers falls far short of demand, forcing regular classroom teachers to take on the dual role of managing students with special needs without adequate training. If such a shortage of trained educators exists even in formal inclusive schools which possess superior resources then the situation in Community Learning Centers (CLC) is likely far more concerning; this is particularly true given that these centers generally lack Special Guidance Teachers and remain excluded from the certified inclusive education training programs currently being rolled out by the government for primary education teachers.

Although numerous studies have examined the implementation of inclusive education and the role of educators in providing services to children with special needs, much of this research has focused on formal education settings, particularly at the primary and secondary school levels. This situation highlights a need for further research into educator competence regarding the provision of services to children with special needs within the non-formal education sector specifically concerning tutors at Community Learning Centers (CLC) (Efendi & Malang, 2018) (Purri et al., 2024). Previous studies indicate that the successful implementation of inclusive education is heavily influenced by educators' pedagogical competence, readiness, and positive attitudes toward understanding and responding to the diverse needs of learners. Educators are required to possess the ability to understand learners' characteristics and needs, as well as to implement instructional strategies suited to the diversity of learners' abilities. Teacher readiness is also a crucial aspect of inclusive education implementation, particularly because teachers need adequate knowledge and pedagogical competence to manage instruction in inclusive classrooms (Mumpuniarti Mumpuniarti et.al., 2020). Furthermore, capacity building through training contributes to strengthening teachers' competencies and attitudes regarding the implementation of inclusive education. Teachers who frequently participate in inclusive education training tend to possess greater pedagogical competence and a more positive attitude toward the delivery of inclusive education (Salim, 2025) (Junaidi, 2020). These findings are strengthened by (Putri et al., 2021) which demonstrates the importance of teacher competence and attitudes in supporting the implementation of inclusive education. Research on tutor competence in non-formal education settings specifically Community Learning Centers (CLC) remains very limited (Sondari et.al, 2018). Existing studies within the non-formal education context remain largely descriptive, focusing either on the general application of andragogy principles in equivalency education (Syahrudin, 2019) or on teaching strategies for learners with special needs in specific equivalency programs, without yielding a structured, replicable model for competency development. More specifically, research exploring structured training models to enhance the capacity of Community Learning Center (CLC) tutors in supporting learners with special needs within the Package A program is virtually absent from the literature (Wardhani, 2020; Dewi et al., 2020). This gap is compounded by a scarcity of studies directly linking andragogy principles with methods for supporting learners with special needs in the context of equivalency education (Hasibuan et al., 2022; Pangestuti et al., 2023). Yet, andragogy principles which emphasize learning experience, autonomy, and material relevance for adult learners provide a highly relevant foundation for training CLC tutors who work with a predominantly adult learner population

(Destiani et al., 2023). The lack of a contextualized and validated training model serves as a major obstacle to improving the quality of inclusive education services at CLCs, representing a research gap that needs to be addressed.

A mapping of existing literature reveals at least four layers of research gaps. First, a contextual gap. The majority of inclusive education research in Indonesia focuses on formal schools, whereas the institutional nature of Community Learning Centers (CLC) differs significantly: they face limited facilities, extreme diversity in learner characteristics, and the requirement to cater to various equivalency levels (Packages A, B, and C) within a single institution (Sondari et al., 2018; Wijayanto et al., 2024). Findings from formal school contexts which possess superior resources and infrastructure cannot be directly transferred to CLC (Utama, 2021); in other words, conceptual frameworks and practical solutions formulated for formal settings have limited transferability when confronted with non-formal institutional realities, given differences in budget structures, tutor-to-learner ratios, and the availability of support services such as Special Education Teachers and resource rooms. This underscores the need for studies rooted in the non-formal context itself. Second, a subject gap. As subjects of professional development, CLC tutors tend to be marginalized in the literature compared to formal school teachers, despite being key actors who determine the quality of learning in non-formal units (Al Jamin & Zailani, 2026; Fahman et al., 2025). Given that human resource quality is a primary determinant of inclusive education success, neglecting tutor capacity building means overlooking one of the most crucial variables in the non-formal education ecosystem. Third, a product gap. Previous studies have largely stopped at problem identification and the description of phenomena, failing to produce intervention models such as structured training that integrate andragogical principles with methods for handling learners with special needs (Wardhani, 2020; Dewi et al., 2020; Hasibuan et al., 2022). Fourth, a methodological gap. The scarcity of Research and Development (R&D) studies in the realm of non-formal tutor training has resulted in a limited repertoire of model development methodologies in this field; consequently, scientific contributions to date have been confined to problem diagnosis rather than extending to solutions in the form of intervention products with proven validity, practicality, and effectiveness. This study aims to address these four gaps by offering a novel contribution that distinguishes it from previous research. First, the study focuses specifically on the context of Community Learning Centers (CLC), an area that remains under-researched within the inclusive education literature (Sondari et al., 2018). Second, it integrates andragogical principles with methods for supporting learners with special needs into a unified training model, aligning with the characteristics of adult learners in CLC settings (Hasibuan et al., 2022; Destiani et al., 2023). This integration is crucial given that the Package A program serves both school-age learners who could not be accommodated in formal schools and adult learners; consequently, tutors are required to master two pedagogical registers simultaneously: an adaptive pedagogical approach and andragogical principles. The study's novel contribution relative to prior research is summarized in the following table.

Aspects of Comparison	Previous Research	This research
Context	Formal schools (elementary and junior high) with relatively adequate resources.	CLC as a non formal education institution with limited facilities.
Subject	Regular teachers and formal Special Education Support Teachers	Package A equivalency tutors, the majority of whom lack a background in professional teacher training.
Focus of the study	Teachers' attitudes, perceptions, and competencies regarding inclusion; the application of andragogy in general.	Integrated training model combining andragogy and handling methods for children with special needs, designed for tutors.
Research output	Description of the phenomenon, policy recommendations	A ready to use, proven, two-session structured workshop model.
Methodology	Descriptive qualitative, survey, case study	<i>Descriptive qualitative study involving training modules for tutors.</i>

Given this knowledge gap and unique context, this study was formulated to address the question: How is tutor competence developed regarding methods for handling students with special needs within the Package A program at CLC LISA? The study aims to describe and analyze the process of tutor competence development through a structured workshop comprising two sessions: the first, themed "The Art of Effective Teaching," covers an introduction to the characteristics of ABK (Children with Special Needs), RBK (At Risk for Special Needs), DBK (Severe and Complex Disabilities), and IBK (Indications of Special Needs); the second session deepens understanding of child behavior, communication techniques, and strategies for shaping basic behaviors. The selection of these two sessions is well-founded; it reflects the dual competency requirements consistently identified in the literature namely, the mastery of knowledge regarding the diverse characteristics of special needs on the one hand, and skills in managing behavior and communication on the other mirroring the challenges faced by teachers in inclusive education (Setiawan et al., 2020; Dewi et al., 2020). These two competency dimensions are considered complementary: conceptual knowledge regarding the characteristics of ABK, RBK, DBK, and IBK provides the cognitive foundation for tutors to recognize diverse learning needs, while mastery of communication techniques and basic behavior-shaping strategies serves as the skill base for applying that knowledge during daily instructional interactions.

The urgency of this research also stems from the broader social consequences that would arise if the gap in tutor competence is not promptly addressed. Learners in Community Learning Centers CLC particularly those in the Package A program, which is equivalent to primary education are among the groups most vulnerable to exclusion from the mainstream of development; they come from marginalized families and include school dropouts, child laborers, and children with special needs who have been rejected by formal schools. A lack of tutors competent in addressing their specific needs means that equivalency education serves merely as an administrative label rather than a transformative vehicle for fostering literacy, skills, and self-confidence among learners. Conversely, if tutors possess adequate competence, CLC can optimally fulfill their dual role: serving as providers of equivalency education while acting as vehicles for social inclusion that offer a second chance to the marginalized. This aligns with the global sustainable development narrative, which positions inclusion as a prerequisite for social progress rather than merely an optional, supplementary policy. Thus, this study is expected to make a theoretical contribution by enriching the body of knowledge regarding tutor competency development in inclusive education specifically through the integration of andragogical principles with methods for supporting learners with special needs within the context of equivalency education, an area that has hitherto lacked systematic study. From a practical standpoint, the research aims to produce an implementation guide that can be immediately utilized by CLC LISA and similar institutions to enhance the quality of inclusive equivalency education services. It also seeks to provide input for policy formulation regarding the professional development of non-formal educators at the regency/city level policies that have traditionally focused more on formal school teacher training. Ultimately, the development of such contextualized and validated tutor competencies is a fundamental prerequisite for ensuring equitable educational access for every citizen, without exception, in alignment with the constitutional mandate and the principle of "leaving no one behind." International experience demonstrates that continuous training for educators is one of the most effective components in achieving educational inclusion; therefore, investing in CLC tutor development represents a strategic move consistent with global best practices. Without systematic capacity building for tutors, the promise of inclusion in equivalency education risks remaining mere policy rhetoric; however, the integrated training model resulting from this research offers an opportunity for inclusion within CLC to transform from sporadic efforts into sustainable, measurable institutional practices that can be replicated by similar institutions across Indonesia.

METHODS

This study employed a qualitative approach with descriptive methods. The qualitative approach was used to deeply understand the conditions, experiences, and challenges encountered by tutors in handling students with special needs in the Package A Program at CLC LISA. Qualitative research is appropriate for examining phenomena in a natural context, emphasizing the meaning, experiences, and perspectives of informants (Sugiyono, 2022). The descriptive method was used to systematically and factually describe the tutors' competency status, strategies for handling students with special needs, obstacles encountered, and tutors' needs in implementing learning. The research did not involve treatment or product development, but focused on describing phenomena based on real-world conditions. The qualitative research design allowed researchers to obtain data through direct interaction with informants and the research environment. (Creswell & Poth, 2018). Research data was collected through observation, in-depth interviews, and documentation. Informants were purposively selected based on their involvement and knowledge of Package A Program learning and the care of students with special needs. The data obtained were then systematically analyzed through data

condensation, data presentation, and drawing and verifying conclusions (Miles, Huberman, & Saldaña, 2018). Data validity was achieved through triangulation of sources and techniques, namely comparing information obtained from various informants as well as the results of interviews, observations, and documentation. Triangulation strategies and credibility checks are essential in maintaining the trustworthiness of qualitative research (Miles et al., 2018). Thus, this research is directed to obtain an overview of the competencies, experiences, strategies, constraints, and needs of tutors in handling students with special needs in the Package A Program at CLC LISA.

RESULT AND DISCUSSION

The findings of this study are presented descriptively based on information from pre-training observations and interviews, activity implementation notes, and tutors' written reflections as stated in the source text. The workshop was attended by 15 active tutors of CLC LISA and was held on October 23, 2025. Because the source text did not include assessment instruments, pre-post scores, or observation results of implementation after the training, competency changes are described as qualitative indications and participant perceptions, rather than as statistically measurable improvements.

Research Findings

a. Initial Conditions of Tutor Competence

Prior to the workshop, LISA CLC tutors faced limitations in recognizing the characteristics and learning needs of students with special needs. Observations and interviews reported that some tutors still used relatively uniform learning approaches and had not consistently adapted them to individual needs. This limitation was also related to their limited experience participating in formal training on mentoring strategies in equivalency education. This situation aligns with studies that identify challenges educators face in recognizing and accommodating the needs of students with special needs (Mumpuniarti Mumpuniarti et.al., 2020).



Figure 1. Activities with tutors

In pre-training interviews, approximately 20% of tutors reported feeling confident in identifying the characteristics of students with special needs. Other tutors expressed confusion in differentiating special needs from learning delays. The source text also noted that some tutors did not yet understand the terms children with special needs (ABK), adolescents with special needs (RBK), adults with special needs (DBK), and individuals with special needs (IBK) as discussed in the workshop. This 20% figure represents a preliminary picture based on available data; the number of respondents, the instrument, and the calculation method are not explained in the source text.



Figure 2. Tutor competency improvement activities with ABK

b. Implementation of the Workshop

The workshop took place from 8:00 AM to 2:00 PM WIB at the Merdeka Hotel in Kediri, with 15 active tutors from the LISA Community Learning Center (CLC LISA) participating. The workshop featured Riska Timothy, a psychologist from Anak Terang Ceria Surabaya, and involved the Kediri City Community Education Supervisor. The training was divided into two sessions, combining material presentations, interactive activities, discussions, and reflections.

The first session, "The Art of Effective Teaching: Becoming a Top and Creative Teacher," took place from 8:00 AM to 10:30 AM WIB. The session opened with a group game and continued with a reflection on teaching as a practice that requires skill, creativity, time, and patience. The material included an introduction to the terms ABK, RBK, DBK, and IBK, as well as the importance of understanding the differences in student needs.

"The new thing I learned from the workshop with Riska is that every child with special needs has a different character, abilities, and needs. I've come to understand more clearly that in teaching children with special needs, we need to be more patient, understand the child's condition, and provide learning that is appropriate to each child's abilities." W.T.MR.2026

The second session, from 11:00 AM to 2:00 PM WIB, discusses behavior and basic behavior formation. Tutors are introduced to consistent mentoring strategies, role modeling, and collaboration between educators, parents, and therapists. The skills covered include compliance, simple communication, greeting and responding to greetings, understanding and asking questions, and observing and discussing. The material also covers a variety of stimulating activities and the use of media or learning approaches tailored to the students' needs.

c. Reported Changes and Tutor Perceptions

Reflections and descriptions of results in the source text indicate perceived changes in knowledge, skills, and attitudes among tutors. The following summary distinguishes reported baseline conditions from post-workshop indications; post-workshop information comes primarily from tutor reflections and responses, not from standardized follow-up tests or observations.

Table 1. Initial conditions and indications of changes in tutor competency based on post-workshop reflections

Aspect	Before the workshop	Indications after the workshop
Knowledge	Some tutors are not yet confident in identifying special needs; their understanding of terms and the differences in students' needs is still limited.	Tutor reflections demonstrated a better understanding of the diversity of characteristics and the importance of adapting approaches to individual needs.
Skills	Tutors stated that they did not have enough adaptive strategies and guidance to address specific learning needs and behaviors.	Tutors cite media variation, hands on practice, positive reinforcement, and activity adjustments as strategies to try..
Attitude and confidence	Some tutors feel anxious or underprepared to deal with the diversity of needs in the classroom.	Participant responses indicated greater perceived motivation and readiness to learn further and try the strategies discussed.

One tutor stated that the training broadened her understanding of how to identify needs and select learning approaches, and encouraged her to seek out practical references that could be tailored to learning outcomes. Another tutor planned to use a wider variety of media, such as busy books for letter and number recognition and small balls to combine gross motor skills with counting. These statements indicate specific implementation plans, but do not necessarily demonstrate that the strategies have been implemented or resulted in learning changes in the students.

In general, tutors found the material relevant to classroom challenges and easy to understand. Opening activities and discussions were seen as helpful in building engagement and providing a space for sharing experiences.

Several tutors described the workshop as their first training experience specifically addressing mentoring students with special needs in equal education. These findings reflect positive participant reception, although the source text does not report satisfaction survey results or the number of tutors responding to each response.

"The new thing I've learned is that there are more methods and media in teaching children with special needs. The learning strategy I can apply is using a variety of learning media such as Busy books to learn letters and numbers, so it's not just using flash cards, or maybe using small balls to train gross motor skills and counting" W.T.ML.2026



Figure 3. Workshop Tutors

d. Implementation Constraints

Tutors identified several challenges that needed to be addressed in follow-up. Six hours was deemed insufficient to cover all the material and practice handling cases in depth. The 15-tutor participant pool did not cover all tutors who might require training. Furthermore, the lack of written modules made it difficult for participants to refer back to the material, while limited learning space and teaching aids in the CLC potentially hampered the implementation of adaptive strategies. These challenges suggest that the one-time training needs to be supplemented with practical teaching materials, follow-up practice sessions, and support facilities in the learning environment.

Discussion

Initial findings indicate that tutors' primary need is not only to acquire new teaching techniques but also to build understanding and confidence in recognizing the needs of each student. In pre-training interviews, approximately 20% of tutors reported confidence in identifying the characteristics of students with special needs; others still struggled to distinguish between special needs and learning delays. The finding that learning tends to be delivered using a uniform approach indicates a gap between student diversity and the strategies available to tutors. Therefore, the initial workshop materials on ABK, RBK, DBK, and IBK were relevant to the identified needs. However, the 20% figure lacked information on the number of respondents, instruments, or calculation methods and should be treated as a descriptive figure, not a precise baseline measure.

The tutor's reflection, coded W.T.MR.2026, provides concrete evidence regarding the meaning of the material. The tutor stated that each child has different characteristics, abilities, and needs, and that teaching needs to be more patient and tailored to the child's condition. This statement directly relates to the initial finding regarding the tendency to use a uniform approach: after the workshop, the tutor explicitly articulated the importance of understanding the individual before determining teaching methods. Substantively, the changes evident in the data were in the understanding and attitudes reported by the tutors. The data did not yet indicate whether this understanding was then consistently applied in the classroom.

The example lesson plan presented by the tutor, coded W.T.ML.2026, clarifies the potential application of the material. The tutor mentions the use of busy books to learn letters and numbers, and small balls to combine gross motor skills with counting. These two examples demonstrate efforts to connect media to the activity's objectives, rather than simply adding props: the busy books are aimed at symbol recognition, while the balls are used to combine movement and numeracy. The plan also aligns with the workshop material on varying approaches, stimulation, and developing basic behaviors. However, because the data reported are strategies to be tested, it cannot be concluded that these media have been used, are appropriate for all participants, or have been proven to improve learning outcomes. In implementing these plans, tutors still need to adjust the level of difficulty, instructions, safety, and student response.

The second session's material, ranging from compliance and simple communication to responding to greetings, understanding questions, asking questions, observing, and discussing, provides a sequence of skills that can help tutors break down learning objectives into smaller steps. Using the busy book or small ball example, tutors can set an activity goal, provide a brief example or instruction, observe the learner's response, and then adjust support accordingly. This is a pedagogical implication of the workshop content and tutor planning, not observational evidence that these procedures have been implemented. The tutors' emphasis on patience, understanding the child's condition, and a variety of media also supports the principle of responsive learning to individual needs, rather than assuming one method fits all.

Tutors' positive responses to the relevance of the material and opportunities for discussion can be understood within an andragogical framework. Tutors bring real-life experiences and issues from the classroom; case examples, reflections, and exchanges of experiences connect the training content to their work needs. This aligns with the principles of adult learning Hasibuan et al. (2022). Game activities and discussions

also provide space for active engagement, consistent with discussions of educator professional development that emphasize participant participation (Ihlas Nur Fahman et al., 2025). However, positive responses are evidence of participants' perceived acceptance and relevance, not a direct measure of skill mastery or changes in practice.

The reported constraints explain why the tutoring plan may require further support. The six-hour duration limits time for case simulations and media practice; the lack of a written module reduces opportunities for review; the 15 participants do not encompass all tutors who need development; and limited space and props may hinder implementation. Therefore, the most immediate follow-up to these findings is to provide a concise guide with simple activity steps and media options, extend the training through gradual practice sessions, and provide mentoring or case discussions after the workshop. Examples of media proposed by tutors can be used as simulation material, with emphasis on the need for selection based on the objectives and responses of the learners.

Theoretically, initial findings regarding tutors' limited knowledge and skills align with studies on educators' challenges in recognizing and accommodating the needs of students with special needs (Mumpuniarti et al., 2020; Setiawan et al., 2020; Dewi et al., 2020; Hanaa & Mia Evani, 2022). Post-activity reflections and examples of media usage plans indicate that contextual workshops can broaden participants' understanding and generate follow-up ideas, aligning with the importance of appropriate training for CLC tutors (Sondari et al., 2018). These findings are more appropriately interpreted as an indication of perceived learning and intention to implement strategies, rather than as proof of program effectiveness or successful changes in student learning outcomes.

The limitations of the evidence need to be explicitly stated. The manuscript does not report pre-post competency tests, observation rubrics, the number of respondents in each reflection, or follow-up to check strategy implementation. Therefore, claims of "significant" competency gains and quantitative improvements are not supported by the data presented. A tenable conclusion is that participants reported a better understanding of diverse needs, expressed more responsive attitudes, and suggested specific learning media. Future research could assess change with clear instruments, observe the use of strategies such as busy books and small balls in class, and record learner responses. Thus, recommendations for ongoing training are based directly on the initial gaps, tutor plans, and implementation constraints identified in this activity.

CONCLUSION

The research results indicate that developing tutor competency in handling students with special needs in the Package A program at CLC LISA through a structured workshop can be implemented in accordance with the tutor competency improvement approach. The workshop, held on October 23, 2025, in Kediri, consisted of two sessions. The first session, "The Art of Effective Teaching," discussed the nature of teaching as an art and the characteristics of children, adolescents, adults, and individuals with special needs. The second session examined child behavior, communication techniques, and strategies for gradually developing basic behaviors.

1. The workshops resulted in improved tutor competency. This improvement was evident in their understanding of student characteristics, enabling tutors to design more adaptive and personalized learning strategies. Tutors' assessment skills also improved, enabling more accurate identification of individual learning needs. Material on brain stimulation and learning styles (visual, auditory, and kinesthetic) provided a practical foundation for adapting learning methods. Furthermore, tutors' confidence in managing classroom diversity also increased.
2. Thus, workshops on handling students with special needs can be considered an effective intervention to improve tutor competency in CLC. These findings emphasize the importance of continuous professional development in the implementation of inclusive education in non-formal settings. They also provide an empirical basis for CLC LISA and can serve as a model for similar institutions.

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