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Implementation of an Inclusive and Creative Approach as Curriculum Enrichment for Early Childhood Education with Special Needs

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Abstract

Children with special needs require an inclusive and diverse approach for education to supporting their optimal development. Sekolah Alam Atifa is an educational institution with a nature-based learning concept, offers a holistic and fun learning experience. Its main objective is to improve the social, motor, cognitive and critical thinking skills of children with special needs through gardening and small farming activities. This research used a qualitative approach with a case study design. The research participants consisted of 10 children with special needs aged 4-7 years at Atifa Nature School. Curriculum Enrichment through Gardening and Little Farm are implemented in the daily education program, involving activities such as planting and caring for plants, raising small animals, and learning the life cycle of nature. The implementation of Curriculum Enrichment through gardening and "Little Farm" at Atifa Nature School shows a positive impact on children with special needs. They experienced an increase in skills, children's motor abilities also improved. Cognitively, children gained a better understanding, developed a sense of responsibility, confidence, and perseverance and improved in critical thinking. This implementation can be adopted by other educational institutions to support the development of children with special needs in a holistic and inclusive manner.

Keywords: enrichment curriculum, early childhood with special needs, inclusive education

Abstrak

Anak berkebutuhan khusus membutuhkan pendekatan pendidikan yang inklusif dan beragam untuk mendukung perkembangan mereka secara optimal. Sekolah Alam Atifa adalah lembaga pendidikan dengan konsep pembelajaran berbasis alam, menawarkan pengalaman belajar yang holistik dan menyenangkan. Tujuan utamanya adalah untuk meningkatkan kemampuan sosial, motorik, kognitif dan berpikir kritis anak-anak berkebutuhan khusus melalui kegiatan berkebun dan bertani. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri dari 10 anak berkebutuhan khusus berusia 4-7 tahun di Sekolah Alam Atifa. Pengayaan Kurikulum melalui kegiatan berkebun dan beternak kecil diimplementasikan dalam program pendidikan sehari-hari, yang meliputi kegiatan menanam dan merawat tanaman, memelihara hewan kecil, dan mempelajari siklus kehidupan alam. Pelaksanaan Pengayaan Kurikulum melalui berkebun dan "Little Farm" di Sekolah Alam Atifa menunjukkan dampak positif bagi anak-anak berkebutuhan khusus. Mereka mengalami peningkatan keterampilan, kemampuan motorik anak juga meningkat. Secara kognitif, anak-anak memperoleh pemahaman yang lebih baik, mengembangkan rasa tanggung jawab, kepercayaan diri, dan ketekunan serta meningkatkan kemampuan berpikir kritis. Implementasi ini dapat diadopsi oleh lembaga pendidikan lain untuk mendukung perkembangan anak berkebutuhan khusus secara holistik dan inklusif.

Kata kunci: kurikulum pengayaan, anak usia dini berkebutuhan khusus, pendidikan inklusi

Introduction

Early childhood with special needs is a group that requires attention and a unique educational approach. This group includes children with a variety of physical, cognitive, emotional, and social needs that are different from other children. Their uniqueness and potential need to be discovered, developed, and appreciated so that they can grow and develop optimally. Along with the increasing attention to inclusive education in Indonesia, more attention is being paid to the educational needs of children with special needs at an early age. This includes not only access to education but also the development of a curriculum that can adapt to the uniqueness and individual potential of each child.

Inclusive education emphasizes the importance of providing opportunities for all children, including children with special needs, to learn together in one environment. However, this approach requires adjusting the curriculum and teaching strategies so that the individual needs of children can be met. One educational approach that can help meet this need is to implement an enrichment curriculum, which is designed to provide a richer, deeper, and more meaningful learning experience. This approach is especially relevant for early childhood with special needs because it can help them develop their academic, social, and emotional abilities optimally.

Enrichment Curriculum and Early Childhood with Special Needs

The enrichment curriculum emphasizes the importance of providing challenging and engaging learning experiences for children. This approach is based on the belief that every child has a unique potential that can be developed through the right education. Through the enrichment curriculum, children are not only provided with learning materials that are appropriate to their level of ability but also allowed to explore their interests and talents in a fun learning atmosphere. In early childhood with special needs, this approach can provide space for them to learn according to their pace and learning style, to increase their motivation and participation in the learning process.

The enrichment gardening curriculum is a form of nature-based curriculum development that emphasizes learning through farming activities with learning strategies that use gardens as a teaching tool (Daniel Desmond & Subramaniam, 2004). Gardening activities can help children to understand the life cycle of plants, foster a sense of empathy for the environment and natural resources, as well as improve children's motor skills and creativity as well as improve critical thinking in early childhood.

The research conducted by (Fransiska, Adpriyadi, & Sudarto, 2022) conducted research using the farming gardening project, namely the mini gardening program, which aims to introduce the local wisdom of the Dayak tribe, such as small farming activities to students at Santa Maria Kindergarten. In addition, research conducted by (Pristikasari, Mustaji, & Jannah, 2022) discusses the development of nature-based learning models with "loose part" teaching materials that can improve children's

cognitive and language skills. In developing a nature-based enrichment curriculum, gardening can be used as an effective way to integrate existing subjects with learning through gardening activities. When doing these activities, children can learn about science, mathematics, language, and social skills. For example, children can learn about science by observing plant growth from seed until it's ready to be harvested, learning about plant types, and how to nurture plants properly.

In addition, gardening activities can also improve motor skills, creativity, and critical thinking for early childhood. Children learn how to prepare the soil, plant seedlings, water the plants, and nurturing the plants. This increases creativity in choosing and arranging their plants or gardens. This activity also trains critical thinking. Children learn and find out the causes of the plants withering, reasons why plants must be watered, and how to overcome problems when plants undergo changes that are not in accordance with their growth. In the development of this enrichment curriculum, it is necessary to pay attention to several things, such as the provision of adequate land, the selection of plants that are suitable for the climate also the age of the children, as well as adequate supervision and care, this can ensure the gardening activity can run well and provide optimal benefits in this gardening learning.

The enrichment curriculum also focuses on the development of children's social and emotional skills. This curriculum is especially important for children with special needs, as they often face challenges in interacting with others. By providing learning experiences that take their emotional and social needs into account, an enrichment curriculum can help them develop the interpersonal skills necessary to function in everyday life. For example, through collaborative activities, children learn to work together, share, and appreciate differences between individuals.

Implementation of the Enrichment Curriculum in Early Childhood with Special Needs

In the context of early childhood with special needs, the implementation of the enrichment curriculum must be carefully designed to ensure that every aspect of learning is customized to the individual needs of the child. This curriculum must be flexible so that it can accommodate differences in children's abilities, interests, and learning styles. This requires collaboration between teachers, parents, and experts in designing learning experiences that support children's development holistically.

One form of enrichment curriculum that can be implemented in early childhood with special needs is through nature-based activities, such as gardening or learning through gardening. This approach has been proven effective in helping children understand basic scientific concepts, improve motor skills, and foster a sense of empathy for the environment.

Enrichment Curriculum through Gardening as an Approach to Curriculum Development

Enrichment gardening is a form of nature-based curriculum development, where

children learn through farming activities. This activity offers a holistic learning experience, as it includes physical, cognitive, and emotional aspects. Daniel Desmond & Subramaniam (2004) stated that farming activities can help children understand the life cycle of plants, foster a sense of empathy for the environment, and improve motor skills and critical thinking. For early childhood with special needs, this activity also provides an opportunity to interact with the environment directly, which can help them develop social and emotional skills.

In a study conducted by Fransiska, Adprijadi, & Sudarto (2022), they introduced the mini farm program to students at Santa Maria Kindergarten. This program aims to introduce the local wisdom of the Dayak tribe such farming, to children from an early age. The results of the study show that the program not only succeeded in increasing children's knowledge about agriculture but also helped them develop fine and gross motor skills, as well as social skills through farming activities.

In addition, research conducted by Pristikasari, Mustaji, & Jannah (2022) shows that the application of nature-based learning models with "loose parts" teaching materials can improve children's cognitive and language skills. Loose parts media consist of natural materials such as stones, wood, and leaves. This help children learn through exploration and experimentation. This study underscores the importance of using multi-sensory media in early childhood learning, especially for children with special needs who may have limitations in one or more senses.

Benefits of Enrichment Gardening for Early Childhood with Special Needs

Gardening activities provide various benefits for early childhood with special needs. One of the main benefits is the improvement of children's motor skills. Through activities such as preparing the soil, planting seedlings, watering plants, and caring for plants, children can train their fine and gross motor skills. This physical activity is very important for the development of children with special needs, especially for those who have problems with motor coordination.

In addition, gardening can also increase children's creativity. When arranging the garden or choosing plants to be planted, children are invited to think creatively in designing plant layouts. They can also learn through observation, such as observing plant growth from seed to adult plant, which helps them understand basic scientific concepts. This activity not only stimulates children's curiosity but also improves their critical thinking skills, because they are invited to find solutions when plants experience problems, such as wilting or dying.

Gardening activities also help children develop their social and emotional skills. As children work in groups to tend a garden together, they learn about cooperation, sharing tasks, and appreciating differences. In addition, the experience of directly interacting with nature can foster a sense of empathy for the environment and living things, which is an important aspect of children's character development.

Challenges in the Implementation of Enrichment Gardening

Although there are many benefits that can be obtained from gardening activities, there are several challenges that need to be considered in its implementation, especially for early children with special needs. First, adequate land availability is often an obstacle, especially in urban environments. Therefore, there needs to be innovation in creating parks or mini gardens that can be used for gardening activities in schools with limited land.

Second, the selection of plants that are suitable for environmental conditions and the age of the child is very important. The plants used must be easy to care for and not harmful to children. Gardening activities require sufficient supervision and care to ensure that plants can grow properly, thus providing an optimal learning experience for children.

Finally, another challenge is ensuring that gardening activities can be integrated with other subjects. For example, children can learn science through observation of plant growth, mathematics through counting the number of leaves or flowers that appear, language through discussions about plants, and social skills through group cooperation. This integration requires careful and creative curriculum planning so that all aspects of learning can support each other.

However, although the concept and benefits of the enrichment curriculum have been known and implemented in various educational contexts, research specifically exploring the implementation of the enrichment curriculum in early childhood with special needs is still limited. Therefore, this study aims to explore and analyze how the enrichment curriculum can be applied in the context of early childhood with special needs.

Method

This study uses a qualitative research method to develop a nature-based curriculum as an alternative learning approach in early childhood. The meaning of the qualitative approach is research that intends to understand the phenomenon of what is experienced by the research subject by description in the form of language and words, in a special context that is natural and utilizes various scientific methods (Moleong, 2018). This research will be conducted in educational institutions that have early childhood education programs that develop nature-based learning approaches. The sampling method used is purposive sampling, namely by selecting research subjects that meet the predetermined criteria (Sugiyono, 2008).

Data collection is carried out through observation, interviews, and documentation. According to (Sugiyono, 2008) observation is a data collection technique that has specific characteristics when compared to other techniques. The observation was carried out directly by obtaining data on children's responses to the implementation of curriculum enrichment gardening and Little Farm. The next data collection was carried out by interview. According to (Moleong, 2018) an interview is a conversation with a certain intention carried out by two parties, namely the interviewer

who asks the question and the interviewee who answers the question. Interviews were conducted between teachers and parents of early childhood to obtain information about their experiences in implementing nature-based curriculum development in nature-based learning approaches. For the last data collection through documentation. Documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers, and pictures in the form of reports and information that can support research (Sugiyono, 2008). Documentation is taken from documents such as lesson plans and children development records.

Data analysis is carried out using data reduction. According to (Sugiyono, 2008) Data reduction is to summarize, select, and focus on important things that are in accordance with the research topic, looking for themes and patterns, then it will provide a clearer picture and making it easier to collect data later. The data will be processed qualitatively using descriptive analysis techniques. The results of data analysis will be used as a basis to present research findings in narrative form and supported by relevant data.

This study uses a qualitative research method to develop a nature-based curriculum as an alternative learning approach for early childhood. The qualitative method was chosen because it is in accordance with the purpose of this research which is to understand nature-based teaching phenomena in depth, through direct description and observation. According to Moleong, (2018), the qualitative approach is intended to understand the phenomena experienced by the research subjects by using descriptions in the form of language and words, in a natural context, and accordance with real circumstances. This method is very relevant because this research is conducted in a specific educational environment, namely institutions that have adopted a nature-based curriculum for early childhood education.

This research was conducted in early childhood education institutions that have applied a nature-based learning approach. The selection of research subjects is carried out using the purposive sampling technique, which is the selection of samples based on certain criteria that have been determined beforehand. Sugiyono, (2008) explained that purposive sampling is a deliberate sampling method, in which researchers select research subjects that are considered the most relevant and can provide data under the research objectives. In the context of this study, the criteria used include educational institutions that have nature-based education programs, as well as children and teachers who are directly involved in the implementation of the program.

Data collection in this study was carried out through three main techniques: observation, interviews, and documentation. Observation techniques were used to obtain empirical data on how early childhood children responded to the implementation of the curriculum enrichment gardening and the little farm program in the institution. According to Sugiyono (2008), observation is a data collection technique that has certain characteristics because researchers are directly involved in the observation process. Observations in this study were made by observing children's

activities while involved in gardening activities, as well as their interaction with nature-based learning environments. With direct observation, researchers can capture how children learn through hands-on experiences, interacting with peers, and exploring their environment.

The second data collection technique is interviews. Interviews were conducted with teachers and parents to get more information about their experiences in implementing a nature-based curriculum and its impact on children's development. Moleong, (2018) explained that an interview is a conversation with a certain intention between the interviewer and the interviewee. In this study, the interviews were designed to explore the views and perceptions of teachers and parents about the effectiveness of enrichment gardening programs in supporting early childhood learning, as well as the challenges they may face in their implementation.

The last data collection was done through documentation. Documentation is a data collection technique that uses written materials or related documents, such as learning reports, children development records, and learning planning documents Sugiyono, (2008). This documentation is essential to obtain more in-depth data on how nature-based curriculum are planned and evaluated in the educational institution that is the subject of the research.

Once the data is collected, the next step is to analyze the data using data reduction techniques. According to Sugiyono, (2008), data reduction is the process of summarizing, selecting important things, and focusing data that is relevant to the research topic. At this stage, researchers filter the data obtained from observations, interviews, and documentation, and then identify emerging themes and patterns. This reduced data will provide a clearer picture of the implementation of the nature-based curriculum in early childhood and facilitate the subsequent analysis process.

After the data was reduced, the researcher used qualitative descriptive analysis techniques to process the data. Descriptive analysis aims to provide a deeper understanding of the phenomenon being studied by presenting the results in narrative form. The results of this analysis will be presented in the form of stories or narratives supported by relevant empirical data, such as excerpts from interviews, observation results, and documentary evidence.

By using qualitative research methods, this research is expected to provide a comprehensive understanding of how nature-based curriculum, especially through enrichment gardening activities, can be implemented effectively in early childhood. This method not only allows researchers to explore the experiences and perceptions of research subjects but also provides deep insights into the learning process that occurs in a natural context. The results of this study can make an important contribution to the development of alternative curriculum that are more inclusive and responsive to the needs of early childhood children, especially those who have unique learning styles and educational needs.

Results and Discussion

Assessment is a crucial step in the development of an individualized learning program *program pembelajaran individual (PPI)* for children with special needs at Sekolah Alam Atifa. The purpose of this assessment is to deeply understand the needs and abilities of each child. The assessment process is carried out collaboratively, involving Pediatricians, Psychologists, Therapists, Teachers, and Parents, to ensure a comprehensive and holistic approach. The methods used in this assessment include observation, interviews, and documentation, which help identify the potential and challenges faced by each child (Guralnick, 2011).

Discussion of Curriculum Enrichment Gardening and Little Farm for Children with Special Needs at Sekolah Alam Atifa:

1. Assessment. It is an important initial stage in the development of an individualized learning program for children with special needs at Sekolah Alam Atifa. The purpose of this assessment is to gain an in-depth understanding of each child's individual needs and abilities. The assessment was carried out in collaboration with Pediatricians/Medical Rehab Doctors, Psychologists, Therapists, Teachers, and Parents. The assessment was carried out by observation, interview, and documentation method. With the information obtained from the assessment, Sekolah Alam Atifa can design a curriculum enrichment gardening and Little Farm program that suits the unique needs of each child. This approach supports not only the child's cognitive and motor development but also social and emotional skills so that they can interact and learn in an inclusive and supportive environment.
2. Creating an Individual Learning Program. After the assessment is carried out, the next step is to design an individual learning program that suits the needs and interests of each child. This program must detect and identify the child's specific level of development, ability, and interest. Some of the components that should be considered in the creation of an individualized learning program include:
 - 2.1 Specific and Measurable Learning Objectives: Define clear and measurable learning objectives for each child, informed by the results of their assessments.
 - 2.2 Learning Strategies: Identify appropriate learning methods and strategies that will enable children to achieve their learning goals effectively.
 - 2.3 Learning Materials: customized learning materials to better align with each child's unique needs and interests.
 - 2.4 Learning Modifications: Make necessary adjustments to approaches, environments, or learning materials to enhance the child's progress within the learning program.

After conducting an assessment to understand the needs and abilities of the child, the next step is to design an Individual Learning Program (PPI). PPI are designed to meet each child's specific needs, taking into account their developmental level, interests, and abilities. The program should include several important components.

First, the learning objectives must be specific and measurable, allowing for clear measurement of children's progress (Tomlinson, 2001). Second, the right learning strategy must be chosen to help the child achieve these goals. This can include creative and collaborative approaches that encourage the child's active involvement in the learning process (Santangelo & Tomlinson, 2012).

Third, learning materials need to be adjusted to the needs and interests of children. For example, if a child shows interest in art, the learning material can be focused on an art project related to the concept being taught. Finally, it is important to make learning modifications, including adjustments to the environment and methods used, to support the child's progress in the program that has been designed (Heward, 2013).

3. The creation of Curriculum Enrichment is an important step in enriching the learning experience of children with special needs through garden and small farm activities. Some of the steps that can be taken in making an enrichment curriculum are as follows:

3.1 Identify Additional Learning Objectives: Establish additional learning objectives that can be achieved through garden and farm activities, including the development of social skills, a deeper understanding of the environment, and enhancement of motor skills.

3.2 Selection of Relevant Activities: Choose activities that align with the established learning objectives, such as planting, nurturing plants, raising small animals, and cooking with harvested crops.

3.3 Organizing Activities: Develop a comprehensive schedule, allocate necessary resources, and create an environment conducive to carrying out garden and small farm activities.

3.4 Integration with Individual Learning Programs: Connect curriculum enrichment activities with previously established individualized learning programs to enhance and integrate the overall learning experience.

The creation of curriculum enrichment is an important step in enriching the learning experience of children with special needs through garden and small farm activities. First, the identification of additional learning objectives is essential, such as the development of social skills, increased understanding of the environment, and motor skills (Guralnick, 2011). Second, the selection of relevant activities must be carried out according to these objectives, for example, activities of planting, caring for plants, and raising small animals (Desmond & Subramaniam, 2004). Third, the organization of activities includes the arrangement of schedules, resources, and the environment necessary for the implementation of activities. Finally, integration with individual learning programs is key to linking curriculum enrichment activities to the specific needs of each child, thus enriching and integrating overall learning (Loreman, 2010). Through this approach, it is hoped that children with special needs can have a more meaningful and enjoyable

learning experience, as well as develop their potential optimally in an inclusive environment.

4. It is very important to implement educational programs for children with special needs, which include individualized learning and curriculum improvement. This step must be done carefully and planned. Once the program is designed, the main problem is how to execute it correctly to achieve the goals that have been set. To do so, several important components must be considered, including:
 - 4.1 Assistance and support: The development of children during garden and small farm activities is very important. Every child needs a method customized to their unique needs. To help children develop skills that are appropriate to their abilities, teachers and educators must provide specialized guidance. Educators should also encourage children to interact with each other to learn to cooperate and solve problems. To ensure that the child feels accepted and motivated, this support also includes psychological and emotional aspects.
 - 4.2 Inclusive environmental arrangements: Creating a socially and physically inclusive environment is an important part of the implementation of this program. Children with special needs need easier accessibility, such as providing tools and changing the environment if needed. An inclusive classroom environment includes physical facilities and ways of social interaction within it so that all children feel valued and have equal opportunities to learn and develop.
 - 4.3 Collaboration of educator teams: Cooperation between teachers, school employees, parents, and therapists is essential to help children's development. All parties involved can communicate well and coordinate to ensure that every aspect of the child's development is properly monitored. Strong partnerships will enable solutions that fit the needs of children, both inside and outside the classroom.
5. Evaluation of individual learning programs and curriculum enrichment have an important role in ensuring the effectiveness of programs in supporting child development. This evaluation process includes several steps designed to get a comprehensive picture of the achievement of learning objectives and the impact of the activities carried out. The evaluation may involve:
 - 5.1 Monitoring of children's progress: This monitoring involves periodic measurements of children's abilities and skills in achieving predetermined goals. These goals can include improving social and motor skills in addition to academic achievement. With consistent monitoring, teachers can find out how far a child is developing and identify areas that need more attention.
 - 5.2 Observation: An equally important evaluation tool is observation. Educators are the first observer on how children are involved in design activities, such as small gardens or farms, that are part of curriculum development. These observations provide insight into how these activities help children develop

skills such as cooperation, a sense of responsibility, and physical skills.

- 5.3 Feedback evaluation: Feedback evaluation gathers opinions from parents, children, and school employees. This method helps to understand how the various parties involved receive the experience of the program. This feedback can be an impression of a preferred activity or a difficulty faced, which provides diverse perspectives on how the program can be improved.
- 5.4 Program customization: The results of the evaluation allow for the adjustment and improvement of individual learning programs and curriculum. These adjustments are made to better meet the needs and desires of the child and to improve the performance of the program to help the child's overall development. To maintain the relevance and quality of the program, continuous evaluation is necessary.

Sekolah Alam Atifa designed the Curriculum Enrichment Gardening and Little Farm programs to provide relevant and inclusive learning experiences for children with special needs. Nature-based learning methods allow children to engage in activities that are not only fun but also educational, such as gardening and caring for animals. They learn a variety of skills that are essential for daily life and interact with their environment. The results of observations and evaluations conducted on ten children with special needs who participated in the program showed that there were significant developments in several important aspects, including the following:

- 1.1 Improvement of Social Skills: Children show a significant improvement in their social skills. They are better able to interact with peers and express emotions in a more positive way, and show a sense of mutual care.
- 1.2 Improvement of Motor Skills: Through gardening and caring for animals, children develop their gross and fine motor skills. They become more skilled at controlling body movements and performing tasks such as planting, watering, and cleaning the environment.
- 1.3 Improving Communication Skills: This program provides opportunities for children to communicate with peers, teachers, and family members. They improve their speaking skills, understand instructions, and use clearer and more structured language.
- 1.4 Increased Independence: In garden and animal nurturing activities, children learn to be independent and responsible. They can perform basic tasks such as watering plants, feeding animals, and cleaning areas with little help.
- 1.5 Increased Knowledge of Nature: Children develop a better understanding of nature and the importance of caring for the environment. They learned about the life cycle of plants, the interaction between animals and plants, and the importance of reducing waste and the use of hazardous chemicals.

Overall, this program has succeeded in benefiting the development of children

with special needs at Sekolah Alam Atifa in various aspects. Children not only acquire practical skills but also social, motor, communication, independence, and environmental awareness skills through nature-related activities. The Curriculum Enrichment Gardening and Little Farm programs provide a broad learning experience that allows children with special needs to better connect with their surroundings. It also prepares them to face the challenges of daily life with more confidence and independence. These positive results show that nature-based education can be a useful approach to help children with special needs develop optimally in various ways.

According to a research by Jones et al. (2020), nature-based learning can improve children's social and emotional skills in a more natural and immersive way, especially when they are engaged in activities that require cooperation and interaction. In addition, a study by Miller and Moore (2018) shows that garden and environment based programs can improve the motor skills and independence of children with special needs, as they are allowed to engage in activities that demand responsibility and mastery of practical daily skills.

Conclusion

The curriculum enrichment gardening and little farm program for children with special needs at Sekolah Alam Atifa is a positive and effective approach to providing diverse and beneficial learning experiences for children with special needs. Through assessment, creation of individual learning programs, curriculum enrichment, program implementation, and evaluation, this program can provide the following benefits:

1. **Life skills development:** The curriculum enrichment gardening and little farm programs provide opportunities for children with special needs to develop daily life skills such as gardening, caring for plants, raising small animals, and cooking with crops. This helps them become more independent and develop skills that are useful in everyday life.
2. **Social skills improvement:** Through small garden and farm activities, children with special needs have the opportunity to interact and cooperate with classmates, teachers, and school staff. This helps them develop social skills, such as communicating, working in teams, and building healthy relationships with others.
3. **Increased understanding of the environment:** In this program, children with special needs learn about nature and their surroundings through hands-on experience. They can learn about the plant life cycle, organic waste management, and the importance of environmental sustainability. This helps them become more aware of the importance of protecting the environment and provides a deeper understanding of the ecosystem.
4. **Improved motor skills:** Small garden and ranch activities involve physical activities such as planting, caring for plants, or raising animals. Through this program, children with special needs can develop fine and gross motor skills, improve hand-eye coordination, muscle strength, and other fine motor skills.

5. Increased motivation and engagement: Through the curriculum enrichment gardening and little farm programs, children with special needs can experience more fun and meaningful learning. Involvement in relevant and engaging activities such as gardening and caring for small animals can increase their motivation to learn and actively participate in the learning process.

The implementation of curriculum enrichment in inclusive and creative education provides great opportunities for early childhood children with special needs to develop their potential optimally. With a holistic, creative, and inclusive approach, children can engage in learning experiences that not only improve their cognitive and motor skills, but also strengthen social, emotional, and creative skills. Despite the challenges in its implementation, with the support of the right resources, teacher training, and collaboration with parents and the community, curriculum enrichment can be an effective solution in meeting the educational needs of children with special needs.

Thus, the curriculum enrichment gardening and little farm for children with special needs at Sekolah Alam Atifa provides a holistic approach to meeting children's learning and development needs. This program helps children with special needs develop life skills, social skills, environmental understanding, motor skills and increases their motivation and involvement in the learning process.

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