

Inclusive Islamic Education Learning for Students with Intellectual Disabilities in Secondary Schools

Zulfa Iftinani Muchtar¹, Mohamad Ali²

¹ Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Muhammadiyah Surakarta, Jawa Tengah, Indonesia

² Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Muhammadiyah Surakarta, Jawa Tengah, Indonesia

g000210267@student.ums.ac.id¹, ma122@ums.ac.id²

Submitted: March 5 th 2025	Revised: April 18 th 2025	Accepted: April 21 st 2025	Published: April 30 th 2025
--	---	--	---

Corresponding author:

Email : g000210267@student.ums.ac.id

Abstrak

Anak-anak dengan disabilitas intelektual adalah mereka yang menghadapi tantangan dalam perkembangan intelektual mereka, yang berada di bawah rata-rata. Untuk memastikan mereka mendapatkan hak pendidikan yang sama, sistem pembelajaran inklusi telah diperkenalkan dalam dunia pendidikan. Penelitian ini bertujuan untuk mendeskripsikan implementasi pendidikan inklusi bagi anak tunagrahita pada mata pelajaran Pendidikan Agama Islam dan untuk mengetahui kendala dalam implementasi pendidikan inklusi bagi anak tunagrahita. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus, yang melibatkan observasi, wawancara, dan analisis dokumen untuk mengumpulkan data. Peneliti kemudian melakukan reduksi data, menyajikan data, dan menarik/memvalidasi kesimpulan. Penelitian dilakukan di SMP Al Firdaus di Sukoharjo. Temuan penelitian menunjukkan bahwa guru mengimplementasikan pembelajaran inklusi dengan memodifikasi kurikulum secara keseluruhan untuk anak dengan disabilitas intelektual. Modifikasi dilakukan di tiga bidang: konten, proses, dan produk. Tantangan yang dihadapi oleh guru Pendidikan Agama Islam termasuk ketika anak dengan disabilitas intelektual mengalami suasana hati yang buruk, tantrum emosional, dan kesulitan dengan konten yang terlalu menantang bagi mereka.

Kata Kunci: Pendidikan Agama Islam; Inklusif; Disabilitas intelektual

Abstract

Children with intellectual disabilities are those who face challenges in their intellectual development, which is below average. To ensure they receive the same educational rights, inclusive learning systems have been introduced in the educational world. This study aims to describe the implementation of inclusive education for children with intellectual disabilities in Islamic Religious Education subjects and to identify the challenges in implementing inclusive education for these children. This research uses a qualitative descriptive method with a case study approach, involving observation, interviews, and document analysis to collect data. The researcher then performs data reduction, presents the data, and draws/validates conclusions. The research was conducted at Al Firdaus Junior High School in Sukoharjo. The research findings indicate that teachers implement inclusive learning by entirely modifying the curriculum for children with intellectual disabilities. Modifications were made in three areas: content, process, and product. The challenges faced by Islamic Religious Education teachers include when children with intellectual disabilities experience bad moods, emotional tantrums, and difficulties with content that is too challenging for them.

Keyword: Islamic Religious Education, Inclusive, Intellectual Disability

INTRODUCTION

Every citizen has the right to receive a proper education, guaranteed by the government through the UUD 1945 NKRI. There is no distinction based on ethnicity, religion, race, or other factors. As outlined in Article 31, Paragraph 1 of the UUD 1945 NKRI Constitution, every citizen has the right to receive education. The government has implemented an inclusive education system to fulfill every child's right to quality education. The presence of inclusive schools is a form of education without discrimination for children with special needs. Children with Special Needs are granted equal rights in teaching and learning activities in the same school. Inclusive schools serve as an educational service model that ensures equality within a regular classroom setting alongside their peers (Darma & Rusyid, 2015).

Schools that implement inclusive education are public schools run by the government and private schools that apply to become inclusive institutions. According to data from the Ministry of Education and Culture for primary and secondary education, there are 188 Special Needs Schools (SLB) in Central Java, consisting of 41 public schools and 147 private schools. One of the non-Special Needs educational institutions that implements inclusive education in Sukoharjo is Al Firdaus Junior High School. This school is at Jl Al Kautsar, Mendungan, Pabelan, Kartasura District, Sukoharjo Regency, Central Java, Postal Code 57162. The school provides excellent facilities for children with special needs during the learning process.

The school under the Al Firdaus Foundation is one of the best inclusive schools with excellent quality. At Al Firdaus Junior High School, children with special needs are not separated from non-special needs children. They learn together in regular classrooms, fostering mutual respect and appreciation among peers. This approach serves as a model for parents of children with special needs. As of this year, Al Firdaus Junior High School continues implementing inclusive education, with students with various special needs integrated into regular classrooms.

There is a wide range of categories in the classification of children with special needs, including physical, mental, and social characteristics. One type of mental disorder is intellectual disability, which is categorized under tunagrahita, referring to children identified with intelligence levels below the normal range. These children require special services to support their daily activities, especially in terms of education and guidance. (Abdullah, 2013). One of the types of children with special needs attending Al Firdaus Junior High School is intellectual disability, which falls under tunagrahita. Intellectual disability can occur due to several factors,

including genetic inheritance, birth complications, infections during pregnancy, environmental influences, and health conditions (Liza et al., 2024).

Intellectual disability is a condition characterized by a significant decline in cognitive function in individuals (Allizaputri et al., 2022). Children with intellectual disabilities have intellectual abilities that are below the average level of children in general. The characteristics of children with intellectual disabilities include a decline in cognitive functions, such as difficulties in following instructions, adaptive behavior, and self-care skills. Children with this condition typically experience significant limitations in intellectual and mental functioning, developmental delays, challenges in mastering basic skills, and difficulties understanding social rules and controlling emotions. These issues are often involved in aspects like thinking, imagination, communication, dressing, and other activities, usually evident before age 18 (Khoirunisa et al., 2024).

Al Firdaus Junior High School, an Islamic-based junior high school, includes Islamic Religious Education (Pendidikan Agama Islam) as a part of its curriculum. In the educational environment, Islamic Religious Education is essential for forming the foundation of faith, morals, and Sharia, which are important for students (Imawan et al., 2021). The inclusion of Islamic Religious Education in the curriculum can be seen as a planned effort to prepare students to understand, recognize, internalize, and believe in the teachings of Islam.

Previous research by Maria et al. (2023) titled *Implementasi Pendidikan Inklusif dalam Pembelajaran Pendidikan Agama Islam Pada Anak Berkebutuhan Khusus di SMP Negeri 13 Palembang* showed that efforts were made by Islamic Religious Education (PAI) teachers to adjust to the needs of their students (Maria & Abdurrahmansyah, 2020). Although inclusive education has been implemented at the study site, it is still not fully optimized. Research by Ulya Nur Izzatun (2024) titled *Strategi Pembelajaran Pendidikan Agama Islam untuk Siswa Inklusif di Sekolah Menengah Pertama Kelas Delapan* aimed to identify Islamic Religious Education for students with special needs. The results showed that PAI teachers collaborated with the aiding teachers for students with special needs to form a teaching strategy. In this strategy, teachers used a variety of methods and media. Parental involvement in the inclusive approach was also emphasized. However, one of the challenges identified in this study was a lack of understanding of inclusive education theory (Ni'mah & Mustofa, 2024). Another study by Maulida Nurus Sofia et al. (2021) titled *Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus Tunagrahita* found that children with intellectual disabilities (tunagrahita) face cognitive challenges. Children with tunagrahita require special attention

regarding teaching methods to achieve the intended learning outcomes. Expertise from teachers is essential to ensure optimal education (Nurus Sofia & Rasyidah, 2021).

Previous researches focus on the implementation of inclusive learning with the scope of children with intellectual disabilities, and they tend to be more general in terms of the types of special needs. Many of the previous research studies also focused on public schools, while this research investigates inclusive education in Islamic-based schools, with a particular focus on Islamic Religious Education. This study was conducted at a school that implements inclusive education and has children with intellectual disabilities. This paper aims to describe the implementation of inclusive education in Islamic Religious Education for children with intellectual disabilities in a junior high school, as well as the challenges encountered during the implementation of inclusive learning in teaching activities at Al Firdaus Junior High School in Sukoharjo. This research fills a gap in the study of curriculum modifications in Islamic Religious Education for students with intellectual disabilities in Islamic-based schools.

This study aims to describe the implementation of inclusive education for children with intellectual disabilities in Islamic Religious Education subjects and to identify the challenges in implementing inclusive education for these children. This research provides significant contributions both theoretically and practically. Theoretically, it is expected to expand the discourse on inclusive education by focusing on the implementation of Islamic Religious Education for students with intellectual disabilities in Islamic-based schools. In practice, the findings of this research are expected to serve as a reference and consideration for Islamic religious education teachers, school principals, and other stakeholders involved in inclusive education in developing adaptive learning strategies that meet students' individual needs.

METHOD

This research focuses on implementing inclusive education for students with intellectual disabilities in the Islamic Religious Education subject at Al Firdaus Junior High School. This research employs a qualitative method with a case study approach. This approach was chosen to allow an in-depth exploration of the inclusive learning process in a specific and bounded context, namely the implementation of Islamic religious education for students with intellectual disabilities within an Islamic-based school environment. The research explores how the learning process unfolds, the challenges encountered, and the strategies teachers employ to accommodate students' diverse learning needs. As explained by Lexy J. Moleong, qualitative

research is a research method used to discover and understand events in a specific context, employing a naturalistic approach. Qualitative research is intended to understand a phenomenon such as behavior, perspectives, motivations, or actions in a comprehensive and in-depth manner. The results are typically presented in descriptive form to depict the context objectively (Fiantika et al., 2022). This study also examines the psychological aspects in order to gain a deeper understanding of the inclusive learning process. According to Atkinson (1975), as cited in Nurussakinah Daulay's book, psychology is an approach that uses knowledge about behavior and mental processes. Another definition of psychology is the study of behavior that is applied to others (Daulay, 2014).

Data collection in this study was conducted through three methods: (1) Observation, which involves placing oneself as an observer of events within the studied group. The data gathered through observation can include behaviors, attitudes, actions, and interactions. (2) Interviews. This technique involves collecting data by probing information from those being studied regarding the phenomenon under investigation. (3) Documentation study is a method involving gathering various data through documentation, which can include written information or recorded materials (Zaki et al., 2018). The researcher conducted semi-structured interviews with 2 Islamic Religious Education teachers, 1 aiding teacher, and three students with intellectual disabilities. Each interview session lasted between 30 to 45 minutes.

According to Miles and Huberman, as cited in Qomaruddin's research, data analysis involves three concurrent processes: data reduction, data presentation, and concluding. Data reduction is selecting, simplifying, and organizing raw data to make it more structured and meaningful. After reducing the data, the next step was to present the data, which aims to help the researcher understand the ongoing situation and plan the next steps. The final step was drawing conclusions, where the researcher makes conclusions based on the data collected, not personal desires or assumptions (Qomaruddin & Sa'diyah, 2024). In this study, the researcher used data triangulation, which involved comparing the results of interviews with teachers, classroom observations, and lesson plans (RPP) documents.

RESULT AND DISCUSSION

Inclusive Education at Al Firdaus Junior High School

At Al Firdaus Junior High School, informants said that the school applies a learning approach emphasizing child-friendly principles, including students with special needs and

regular students. Since its establishment, the school has established itself as an institution committed to inclusive education. For students with special needs, teachers develop specially adapted learning plans according to their characteristics and needs. There is no different treatment or discrimination against them; all students learn together in the same classroom with their peers.

Similar to the theory of inclusive education, inclusive education is a system designed to serve the educational needs of children with special needs, allowing them to learn alongside other children. The implementation of inclusive education requires schools to adjust their curriculum, learning methods, and facilities to accommodate students with special needs (Mansir, 2021) This aligns with the broader definition of inclusive education, which is a system that operates within an educational institution that does not discriminate against students based on differences in physical, emotional, mental characteristics, or socio-economic status (Amahoru & Ahyani, 2023).

In the early stages of new student enrollment at SMP Al Firdaus, children with special needs undergo an assessment process at PUSPA, a special service unit established by the Al Firdaus Foundation to assist students with special needs. This initial assessment process includes testing and diagnosis to provide educators with a comprehensive picture of each student's needs, so that learning strategies can be optimally adjusted. For students with special needs, this stage also provides psychological benefits as they feel supported and better prepared to be actively involved in learning activities at school.

At Al Firdaus Junior High School, students with special needs follow the learning process with regular students in one class. Identifying the type of special needs is done from the beginning to assess the readiness and possibility of the student learning inclusively with their peers. The diagnosis results from experts greatly assist teachers in designing appropriate teaching strategies. Almost all students with special needs are generally accepted at Al Firdaus Junior High School. However, for the time being, the school is not yet able to accept students with blindness due to limited resources that are inadequate in optimally supporting their learning needs.

In the implementation of inclusive education, the school provided a support service for the children with special needs through an aide to accompany and assist the children with their needs during class. The number of aiding teachers per student depended on the child's ability level. An aiding teacher will only accompany one child if diagnosed with severe special needs. However, an aiding teacher may accompany two children with special needs simultaneously if

the children are not too difficult to guide and support. The aide will always supervise the child in class, help them understand the material during lessons, and manage any issues.

The type of special needs that is most common among students at Al Firdaus Junior High School is intellectual disability. It is noted that at every grade level, there are children with intellectual disabilities. Behaviorally, children with intellectual disabilities vary from one another. Some children with intellectual disabilities display more aggressive behaviors, as they have carried this behavior from earlier educational stages. Other children may have a calmer disposition compared to their peers. Additionally, some children with intellectual disabilities may exhibit unique behaviors; for example, if they consume excessive amounts of calories, they become more active and have difficulty stopping their movements. These children might walk around the classroom and be hard to control. They also tend to feel disconnected from their peers during conversations, as they struggle to find someone who connects with them. Children with intellectual disabilities often face challenges in social interactions because they find it difficult to engage with their peers.

In line with the findings, children with intellectual disabilities often face difficulties in carrying out their daily activities. Children with special needs have limitations in cognitive abilities and social skills. Social skills can be observed in various aspects, such as the ability to empathize, communicate and interact socially, manage aggression, maintain an open attitude, demonstrate helpful behavior, understand themselves, and have a desire to learn. Children with intellectual disabilities, or *tuna grahita*, have intellectual abilities that are below average, which impacts their skills in self-care. This limitation often results in children with special needs being at high risk of social isolation due to poor personal hygiene and significant dependence on their families. The intellectual quotient (IQ) of these children is classified as below average, typically less than 70, and the condition appears before the age of 18, with limited adaptive functioning (Lubis et al., 2023).

The environment at Al Firdaus Junior High School was very supportive of children with special needs. The regular students did not feel uncomfortable or disturbed by the presence of children with special needs. The regular students could understand and show care for their peers with special needs, enabling them to learn side by side with these students. Peers played a significant role in supporting the implementation of inclusive education at Al Firdaus Junior High School. According to the informants, if there is no fear or concern among the regular students regarding their peers with special needs, a sense of empathy will grow within them for the peers with special needs.

This is supported by a journal that discusses the impact of the school environment on the emotional development of children with special needs, stating that the school environment plays a crucial role in emotional development. The main factor influencing the success of inclusive education is creating a learning atmosphere filled with empathy and responsiveness to children with special needs. Another important factor is the presence of school facilities that are friendly and comfortable, ensuring equality within the environment. Peer interactions also significantly boost children's self-confidence and social skills, especially for those with special needs (Wardana, 2025).

All educators at SMP Al Firdaus regularly participate in professional development programs designed to improve their competence in the learning process. This program reflects the school's commitment to providing comprehensive support to teachers, including Islamic Religious Education teachers, to implement inclusive education optimally. This is done through providing understanding and relevant tools and strategies. With a planned and structured approach, Al Firdaus Junior High School aims to become a pilot institution in providing education for students with special needs.

This is in line with the research by Vlcek (2024), which stated that professional development through collaboration among school members enhances teachers' understanding of the importance of supporting the needs of children with special needs at the classroom level (Vlcek & Somerton, 2023).

Inclusive Islamic Education for Children with Intellectual Disabilities

Islamic religious education is a subject that covers religious topics, provides knowledge, shapes attitudes, and develops skills in students based on Islamic principles, which are applied at all levels of education. Zakiyya Darajat argues that Islamic religious education is an effort to guide and encourage children to understand and practice Islamic teachings (Daulay, Haidar, 2016). Another perspective suggests that Islamic religious education teaches students to truly know, possess, and apply Islamic teachings, so that these teachings are reflected in their way of thinking and actions (Khaidir & Suud, 2020).

In implementing inclusive education for children with intellectual disabilities, the Islamic Religious Education teacher designs the lessons according to the students' ability to follow the lesson. At the beginning of the lesson, the Islamic Religious Education teacher coordinated with the aiding teacher to plan the material to be taught. It was explained that the lesson plan was differentiated, meaning that the learning activities were adjusted according to each child's

individual needs. In its implementation, the curriculum was fully modified to suit children with intellectual disabilities. The teacher modified Several aspects, including the content, the processes, and the products.

First, the modification of content. The understanding of children with intellectual disabilities is different from that of other children, so the teacher adjusted the weight of the material to be delivered. The Islamic Religious Education teacher also lowered the learning standards provided to children with intellectual disabilities according to their understanding. For example, in the lesson on the pilgrimage process, children with intellectual disabilities were given an overview of the Ka'bah and Masjidil Haram, and the city in which they are located. In line with learning management, the material needs to be organized in such a flexible way that students with special needs can easily understand it. Therefore, the learning for students with special needs must be modified and adjusted to their conditions (Sholawati, 2019).

Second, the modification process. For children with intellectual disabilities who face challenges during the learning process, the Islamic Religious Education (PAI) teacher, assisted by the aiding teacher during the lesson, were required to repeat their explanations in order for the children with special needs to be able to grasp the material being taught by the PAI teacher fully. The children were also given special individual aid tailored to their ability to absorb the material being taught. This aligns with the research by Saputra (2024), which stated that the modification of the learning process for students with special needs is different from that for regular students (Saputra et al., 2024).

Third, modification of the product. In this case, the Islamic Religious Education teacher assigned tasks based on what the child with intellectual disabilities could complete. The teacher assessed the condition and ability of the child with intellectual disabilities in performing the given tasks. It was mentioned that children with intellectual disabilities at Al Firdaus Junior High School can follow lessons with assignments. However, the teacher allowed them to choose what they wanted to do.

The way the Islamic Religious Education teacher evaluated children with intellectual disabilities was designed and tailored to their condition. Children were evaluated based on the products assigned, where each product had specific assessment criteria. They were given options to choose their tasks freely, but they were also expected to understand their selected tasks. For example, in a lesson on the topic of Hajj, regular students were tasked with writing an article with specific criteria. In contrast, children with intellectual disabilities were allowed to create a simple video with criteria such as a specific video duration, supporting images, etc.

In line with the research by Ferdianti et al. (2024), the planning of learning assessment results is designed to accommodate the needs of each individual. Each child's standards or graduation competencies are adjusted according to their circumstances. Therefore, the recommended standards for each individual/child (whether with special needs or not) include categories of individual development in achieving their learning outcomes (Ficka Ferdianti et al., 2024).

This finding aligns with the Universal Design for Learning theory, which emphasizes the importance of differentiation in content, process, and product in inclusive education. Teachers who prepare lessons designed for inclusive education tend to be more positive towards this theory compared to those who do not make any preparations. By applying universal learning, teachers develop a higher sense of self-efficacy in implementing inclusive education, which contributes to a positive learning experience (Chen et al., 2023).). In general, designing lessons for students with special needs differs from those for regular students due to the adjustments in their understanding levels. In education, there is the concept of universal design in learning, meaning that lessons are designed with adjustments in teaching methods, materials, activities, and assessments to support students' specific needs. This concept promotes flexible learning to accommodate all students (Yuwono et al., 2024).

Challenges in Implementing Inclusive Education for Students with Intellectual Disabilities

In the implementation of inclusive education, several challenges may arise. These challenges can come from within the child with special needs (internal factors) or from external factors. One such case is when the child experiences a bad mood. When this happens, it becomes difficult for the child to absorb and follow the lesson. Often, children come to school in a bad mood because of their home situation, making it harder for teachers to manage and create a conducive learning environment. When explanations are given or the teacher tries to guide the child, the child may refuse to follow instructions.

When a child's mood drastically changes, the teacher allows them some time to settle down first. Children with intellectual disabilities are given a special space to do whatever they want. The teacher ensures that the child remains calm, does not shout, and does not disturb other students during the learning process. The child is given time to release their emotions first. This helps prevent tantrums, ensuring the classroom environment is conducive to learning.

The challenges that arise are not only internal but may also be external challenges faced by the Islamic Education teacher. Material that is considered too difficult for children with intellectual disabilities becomes a hurdle for the teacher when designing differentiated learning. For example, the topic of inheritance (madaris), which requires a high level of understanding, is particularly challenging for children with intellectual disabilities to grasp. Teachers sometimes struggle to find alternative ways to present the material in a manner that the students easily understand.

During the teaching process, there are sometimes difficulties helping children understand certain concepts. The teacher repeats the material for students with intellectual disabilities who still have limited understanding. The teacher may give a remedial lesson in the following week or during another available time for the child to continue the discussion. Children with intellectual disabilities sometimes take the initiative to ask the teacher to clarify topics they want to learn more about. They eagerly ask the teacher about aspects of Islamic Education they wish to understand better.

This is in line with the statement by Kurniawati et al. (2024), which highlights the problems teachers face when teaching students with special needs. One of the challenges is delivering the material to children with special needs, as it becomes difficult for them to understand what is being taught. Teachers have to find ways to make the content more straightforward and easier for the students to grasp. Another challenge is encouraging children with special needs to cooperate in the learning process, especially when a child is difficult to guide during class activities (Erni Kurniawati et al., 2024).

CONCLUSION

Islamic Education teachers at Al Firdaus Junior High School have implemented the inclusive education provided to students with intellectual disabilities. The services provided are optimized for students with special needs. This study shows that inclusive Islamic Education at SMP Al Firdaus is carried out through curriculum modification (content, process, and product) with the support of assistant teachers. The main challenges are students' emotional fluctuations and the material's complexity. These findings highlight the importance of collaboration between subject teachers and aiding teachers in inclusive education. Further research is needed to explore the implementation of inclusive education for other types of children with special needs.

ACKNOWLEDGEMENT

With all gratitude to Allah SWT, the researcher would like to express sincere thanks to all parties who have provided support and contributed to the completion of this research. Thanks to my family, friends, lecturers during my studies, and all those who have given encouragement, motivation, and assistance throughout the research process. Hopefully, this research will benefit and contribute to the development of knowledge, especially in the fields of Islamic education and inclusive education.

REFERENCES

- Abdullah, N. (2013). Mengenal anak berkebutuhan Khusus. *Magistra*, 25(86), 1–10.
- Allizaputri, A. I., Prananjaya, B. A., & Suryan, P. R. (2022). Faktor Risiko Angka Kejadian Depresi Dan Kecemasan Pada Caregiver Anak Dengan Disabilitas Intelektual. *Jurnal Keperawatan Jiwa*, 10(1), 163–172. <https://doi.org/https://doi.org/10.26714/jkj.10.1.2022.163-172>
- Amahoru, A., & Ahyani, E. (2023). Psikologi pendidikan inklusif: menciptakan lingkungan belajar yang ramah bagi semua siswa. *Indo-MathEdu Intellectuals Journal*, 4(3), 2368–2377. <https://doi.org/doi:https://doi.org/10.54373/imeij.v4i3.522>
- Chen, H., Evans, D., & Luu, B. (2023). Moving Towards Inclusive Education: Secondary School Teacher Attitudes Towards Universal Design for Learning in Australia. *Australasian Journal of Special and Inclusive Education*, 47(1), 1–13. <https://doi.org/10.1017/jsi.2023.1>
- Darma, I. P., & Rusyid, B. (2015). Pelaksanaan sekolah inklusi di Indonesia. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(2), 223–227. <https://doi.org/https://doi.org/10.51211/imbi.v4i2.1308>
- Daulay, N. (2014). *Pengantar Psikologi dan Pandangan Al-Qur'an Tentang Psikologi*. Kencana Prenadamedia Group.
- Erni Kurniawati, Andika Rahman, Dewi Kurniawati, & Opi Andriani. (2024). Analisis Problematika Guru dalam Menghadapi Anak Berkebutuhan Khusus (ABK) terhadap Implementasi Program Pendidikan Inklusi. *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa Dan Budaya*, 2(1), 21–26. <https://doi.org/10.47861/jdan.v2i1.728>
- Fiantika, F. R., Wasil, M., Jumiyati, S., Honesti, L., Wahyuni, S., Mouw, E., Jonata, Mashudi, I., Hasanah, N., Maharani, A., Ambarwati, K., Noflidaputra, R., Nuryami, & Waris, L. (2022). *Metodologi Penelitian Kualitatif* (Y. Novita (ed.)). PT Global Eksekutif Teknologi.

- Ficka Ferdianti, Ruci Kurnia, Adam Sari, M. Efendi, Muhammad Hendri, Indra Bobby, & Opi Andriani. (2024). Assasment Pengukuran Anak Berkebutuhan Khusus Secara Akademik. *Student Scientific Creativity Journal*, 2(1), 149–164. <https://doi.org/10.55606/sscj-amik.v2i1.2692>
- Imawan, D. H., Safitri, E., Djunaidi, A. F., & Asyrof, M. N. (2021). Strategi pemanfaatan media online untuk pembelajaran pendidikan agama Islam di era pandemi Covid-19: Antara idealita dan realita. *Refleksi Pembelajaran Inovatif*, 3(1), 351–364. <https://doi.org/https://doi.org/10.20885/rpi.vol3.iss1.art4>
- Khaidir, E., & Suud, F. M. (2020). Islamic Education in Forming Students' Characters At As-Shofa Islamic High School, Pekanbaru Riau. *International Journal of Islamic Educational Psychology (IJIEP)*, 1(1), 50–63. <https://doi.org/10.18196/ijiep.1105>
- Khoirunisa, S., Muhroji, M., Wulandari, R., & Pratiwi, A. S. (2024). Penguatan Rasa Percaya Diri Siswa dalam Berkomunikasi di Sekolah Inklusi. *Buletin KKN Pendidikan*, 6(1), 97-109. <https://doi.org/https://doi.org/10.23917/bkkndik.v6i1.23644>
- Liza, L. O., Zudeta, E., & Ulni, E. K. (2024). *Dasar-Dasar Anak Berkebutuhan Khusus*. LPPM Universitas Lancang Kuning.
- Lubis, R., Syafitri, N., Maylinda, R. N., Alyani, N. N., Anda, R., Zulfiyanti, N., & Surbakti, O. Z. (2023). Pendekatan Behavioristik untuk Anak Disabilitas Intelektual Sedang. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(2), 1626–1638. <https://doi.org/10.31004/obsesi.v7i2.4161>
- Mansir, F. (2021). Paradigma Pendidikan Inklusi Dalam Perspektif Pendidikan Islam: Dinamika Pada Sekolah Islam. *Jurnal Tadrib*, 7(1), 1–17. <https://doi.org/https://doi.org/10.19109/tadrib.v7i1.6604>
- Maria, M. E. P., & Abdurrahmansyah. (2020). Implementasi Pendidikan Inklusi Dalam Pembelajaran Pendidikan Agama Islam Pada Anak Berkebutuhan Khusus Di Smp Negeri 13 Palembang. *Jurnal Tarbiyah Islamiyah*, 8(70), 64–73.
- Ni'mah, U. N. I., & Mustofa, T. A. (2024). Strategi Pembelajaran Pendidikan Agama Islam untuk Siswa Inklusi di Sekolah Menengah Pertama Kelas Delapan. *Aulad: Journal on Early Childhood*, 7(1), 104–114. <https://doi.org/https://doi.org/10.31004/aulad.v7i1.589>
- Nurus Sofia, M., & Rasyidah, N. (2021). PEMBELAJARAN PENDIDIKAN AGAMA ISLAM BAGI ABK TUNAGRAHITA. *NUSANTARA : Jurnal Pendidikan Dan Ilmu Sosial*, 3(3), 459–477. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Saputra, E. E., Zibar, C., Parisu, L., Achmad, I. A., Studi, P., Guru, P., Dasar, S., & Unsultra,

- F. (2024). Pengembangan Kurikulum Inklusif Untuk Meningkatkan Partisipasi Siswa Berkebutuhan Khusus di Sekolah Dasar. *Journal of Education Sciences: Fondation & Application (JESFA)*, 3(1), 1–13. <https://jesfa.umbulukumba.ac.id/index.php/jesfa>
- Sholawati, S. A. (2019). “Manajemen pembelajaran pendidikan inklusi pada anak berkebutuhan khusus di SDN Kalirungkut-1 Surabaya.” *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 2(1), 37-53. <https://doi.org/https://doi.org/10.36768/abdau.v2i1.24>
- Vlcek, S., & Somerton, M. (2023). Collaborative engagement between stakeholders in the education of Australian students with disability: a scoping review. *International Journal of Inclusive Education*, 5(4), 36–44. <https://doi.org/10.1080/13603116.2023.2216693>
- Wardana, M. (2025). PENGARUH LINGKUNGAN SEKOLAH YANG MENDUKUNG PERKEMBANGAN EMOSIONAL ANAK BERKEBUTUHAN KHUSUS. *RELASI: Jurnal Penelitian Komunikasi*, 5(4), 36–44. <https://doi.org/https://doi.org/10.69957/relasi.v5i03.1877>
- Yuwono, I., Kusumastuti, D. E., Bagindo Sutan, C. M., & Dewi, T. P. (2024). Pelatihan Penggunaan Aplikasi “AJAR MBK” Berbasis Universal Design for Learning bagi Guru. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 6(1), 99. <https://doi.org/10.20527/btjpm.v6i1.10108>
- Zaki, A., Purwanto, Sagiyanto, C., Fatmawati, D., Sulistyaningrum, E., Bastian, I., Hartono, J., Saputro, julianto agung, Sholihin, M., Hanafi, mahmud M., Kuncoro, M., Indarti, N., Winardi, rijadh D., Rostiani, R., Nastiti, T., Suyanto, & Ciptono, wakhid slamet. (2018). *Metoda Pengumpulan dan Teknik Analisis Data*. Andi Offset.