



Characteristics and Development of Islamic Education Services for Disabled Children at SLB Negeri 1 Sleman Yogyakarta

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Abstract

This study aims to understand the characteristics of educational services for children with special needs in Islamic education at SLB Negeri 1 Sleman, Yogyakarta. This study uses a qualitative approach with a case study design. Data collection techniques are observation, interviews, and documentation. The data analysis goes through three stages, namely data condensation, data presentation, and drawing conclusions. The results of the study show that the characteristics of students with disabilities at SLB 1 Sleman Yogyakarta are categorized as students who have difficulties in motor, social interaction, and emotional management. Islamic education development services suitable for them are designed to be responsive to these specific needs, with an emphasis on flexible and inclusive teaching approaches, which allow students to learn in a way that is easier to understand and accept. The contribution of the research is to add insight into educational services for students with disabilities with various service approaches, including the urgency of cooperation between teachers, parents, and the community in building a conducive educational atmosphere. The study also plays an important role in improving understanding and developing improved Islamic education services for children with disabilities while providing suggestions for more successful ways of education in the coming days.

Keywords: children with special needs, characteristics, educational services

Abstrak

Penelitian ini bertujuan untuk memahami karakteristik layanan pendidikan bagi anak berkebutuhan khusus dalam pendidikan Islam di SLB Negeri 1 Sleman, Yogyakarta. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Teknik pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Adapun analisis data melalui tiga tahap, yakni kondensasi data, penyajian data, dan penarikan kesimpulan. Hasilnya penelitian menunjukkan bahwa karakteristik siswa Tunadaksa di SLB 1 Sleman Yogyakarta dikategorikan siswa yang memiliki kesulitan dalam motorik, interaksi sosial, dan pengelolaan emosi. Layanan pengembangan pendidikan Islam yang sesuai untuk mereka dirancang agar responsif terhadap kebutuhan khusus ini, dengan penekanan pada pendekatan pengajaran yang fleksibel dan inklusif, yang memungkinkan siswa untuk belajar dengan cara yang lebih mudah dipahami dan diterima. Kontribusi penelitian adalah menambah wawasan tentang pelayanan pendidikan bagi siswa Tunadaksa dengan berbagai pendekatan pelayanan, termasuk urgensi kerja sama antara guru, orang tua, dan masyarakat dalam membangun suasana edukatif yang kondusif. Studi ini juga berperan penting dalam meningkatkan pemahaman serta pengembangan layanan pendidikan Islam yang ditingkatkan untuk anak Tunadaksa sambil memberi saran untuk cara pendidikan yang lebih berhasil di hari-hari yang akan datang.

Kata Kunci: anak berkebutuhan khusus, karakteristik, layanan pendidikan

Introduction

Education is a need and right for every child, including children with disabilities who have special needs in the growth period (Hanum, 2017). They have limitations in the

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learning process, so they need a special approach and a more unique educational strategy so that they can get all the benefits of knowledge and skills that can help them live in society. This is the reason why special Islamic education service programs are very relevant to be studied more comprehensively. In addition, the program not only explains cognitive knowledge about religion but also develops their character and moral values in line with the characteristics of 21st-century learners.

Empirically, handicapped children always face various challenges in their daily activities in their environment, including problems in the aspect of their ability to move their bodies to perform speaking skills, which results in them experiencing difficulties in interacting and feeling emotions with others. Therefore, it is very important for them to develop an Islamic education program that is specifically designed for them so that the learning experience is not only rewarding but also enjoyable. To help children with disabilities grow and develop properly, adjustments are needed in teaching methods, subject materials, climate, and a conducive learning environment. They need education, including Islamic religious education, as early as possible so that it can be the foundation for their future learning (Faridah, 2019).

Disabled children are also prepared so that they can take part in the world of work or continue their studies to a higher level. Educational plans for children with special needs are made with a focus on two major things: (1) improving their physical condition and (2) helping them develop more through education. Educating children with special needs demands attention to seven crucial areas (Emilia et al., 2024). Helping children with disabilities to be able to adapt to the social procedures and rules embraced by the community is the main goal of the learning process. The learning process is specifically designed to support students in exploring and honing their talents and interests so that educational goals can be achieved successfully. For children with disabilities, learning is not only about getting good grades as children in general do, but also helping them become more independent (Syarief et al., 2022).

An educator has a very important task, which is to be an inspiration and motivation for every student in the classroom. The attitude shown by a teacher during the learning process greatly determines the development of children's emotions, a sense of care, and empathy. In addition, the basic characteristics of an ideal educator who is competent enough to provide a good educational atmosphere for students with disabilities. Students with disabilities, like students in general, have the same right to quality education. It is the obligation of every teacher to continue to have a high spirit in teaching, be supported by professional qualifications, and be able to teach well, which is expected to have an impact on students' learning ability (Jafar, 2018).

Apart from the things described above, children with special needs or what can be called ABK, are children who grow and develop with various differences from normal children or other normal children. Children with special needs have unique and different characteristics in each child (Khoirin Nida, 2018), and experience physical, emotional, and mental disorders. In Indonesia, children with special needs are categorized as blind, deaf, children with intellectual disabilities, children with motor disabilities, children with social-emotional disorders, and children with extraordinary and intelligent talents. Many children with special needs have talents that children do not have in general. Education for children with special needs is very beneficial for them because their abilities can be known and developed (Seviarica et al., 2021).

The previous research conducted by Aprilia Irin et al. (2017) explained that the methods used in the learning process are still very minimal and lack variation, and evaluations are carried out in writing and unwritten. The research has not discussed the

development of Islamic education learning methods and evaluations. Then a study conducted by Kristiyanto et al. (2023) explained that the method of developing PAI learning activities in schools can be achieved through teaching and learning activities (KBM), extracurricular activities such as BTQ (reading and writing the Quran), and art activities combined with Islamic culture. The research also did not discuss the development of methods that can be applied in PAI learning. Therefore, a study is needed on the characteristics and development of Islamic education services for children with disabilities at SLB Negeri 1 Sleman Yogyakarta so that it can be known what the implementation of the methods that have been applied in the school can be known, and this is expected to be a guide and consideration in the development of Islamic education services for children with disabilities in other schools (Pangestu et al., 2022).

Deaf

Children with physical disabilities are children who have problems with bones, joints, or muscles due to pre-existing diseases or unexpected events such as accidents and may need the help of a device to be able to walk or move. Individuals with physical disabilities face mobility challenges due to abnormal bone conditions from birth, disorders of muscles and nerves, or accidental damage. This includes conditions such as cerebral palsy, polio amputation, and paralysis (Syarief et al., 2022).

Linguistically, the meaning of disabled is that it is difficult for people to hone their abilities due to injuries, illnesses, stunted growth, and consequently reduced strength to move certain parts of the body. Physical disability can mean various types of deformities or damage to muscles, bones, joints, and nerves caused by diseases, viruses, and accidents before birth or after birth. This weakness causes difficulties in adaptation, mobilization, coordination, and communication and a decrease in self-development. According to Suroyo's understanding (Lestari et al., 2023). The problem of body use (disability) is the inability to perform its duties due to the weak ability of some or one of the limbs to carry out normal tasks after suffering an injury or because it is not perfect. Somantri said that children with disabilities are the result of damaged or irregular bones and muscles that cause severe disabilities throughout the body (Zumratan, 2023). "This can be seen from the body movements that are stiffer than usual because of paralysis, which causes them to have difficulty controlling body movements so that they have difficulty grasping the fingers of their hands. Moreover, to stand up straight and correctly, the way to walk and sit, of course these children are very different from normal children. And finally, hyperactivity means difficulty concentrating and being still.

In the academic aspect, for children with skeletal and muscular disabilities, they are considered normal children and are able to compete in the same subjects as normal students, while for children with motor disabilities at the age of 12, they generally have a wide range of intelligence from the limit to the superior level. However, the above paragraph does reveal that physical disabilities do not seem to affect the children's lives emotionally. Several studies have shown that the age of physical loss that begins to occur also affects the emotional growth process of children (Lisma No. Manik, Ellen Varelia Pasaribu, 2023).

A child with a disability from an early age targets the emotional growth process of a disabled child gradually. However, children with disabilities in their teenage years, the disability is seen as a setback that is difficult for the affected child to accept. A child with a disability who experiences emotional problems is an individual with a disability who cannot come to terms with a deficiency or disability in the limb. Thus, emotions become uncontrollable, and this can lead to stress. Limited activities for children who face physical challenges make the child unable to participate in physical activities, causing emotional

problems such as irritability, anger, feelings of inferiority, social withdrawal, and frustration.

Method

This study uses a qualitative approach with a case study design. This design choice allows researchers to analyze in depth a problem (Priya, 2021). The research locus used as a case is SLB Negeri 1 Sleman Yogyakarta, which is focused on the characteristics and development of Islamic education services for children with disabilities. Meanwhile, the data collection technique uses observation techniques for Islamic religious education service programs, direct structured interviews with participants who are considered to understand and master research problems, namely PAI teachers totaling 1 person and students totaling 3 people, namely 1 student with the Disabled and 2 students with the Disabled, and documentation techniques are used to support the data findings from the results of observation and interviews in the form of notes and images relevant to the research problem. The data analysis procedure uses the stages suggested by Miles and Huberman (2014), which divides this analysis process into three stages, namely data condensation, data presentation, and conclusion drawn. The data will be selected according to the research objectives through a condensation process to reduce unnecessary data. Furthermore, the data is presented in the form of a narrative. The last stage is drawing conclusions.

Results and Discussion

SLB Negeri 1 Sleman Yogyakarta is one of the special educational institutions designed to meet the needs of children with special needs. The school's mission is to provide support and learning tailored to each child's individual characteristics. Children with disabilities, including students at SLB Negeri 1 Sleman Yogyakarta, each have their own differences and characteristics. Their characteristics differ depending on the cause of the disability, especially children who experience CP. This will also be automatic with the child's cognition, which will be far below (Abdullah & Rahmawati, 2019).

According to the statement of the interviewed teacher, students who have physical barriers mostly also have cognitive barriers, but it depends on each individual so that the character of each disabled child is different from other disabled children. For example, if a student has physical and motor obstacles in the hand, but if a lot of stimulus is given, if God wills, then the student's hand can be used to eat. However, there are no specific characteristics seen in teaching and learning activities. As for cognitive characteristics, it can arise due to the effects of CP. However, conditions suffered from birth can affect IQ. So that if educators provide material to children with disabilities, it can be done by modifying learning (Salsabya et al., 2023).

The most effective learning method for students with disabilities at SLB Negeri 1 Sleman Yogyakarta in understanding PAI material is the memorization method. To develop children's motor skills, it can be done by sticking or selecting cards. So educators are trying as much as possible to avoid writing or copying methods. Each student also uses their learning techniques; there are students who use *the problem-solving* or *inquiry* method, while educators need to adjust and modify according to students' abilities (Putra et al., 2021). SLB Negeri 1 Sleman Yogyakarta also provides several services such as learning media to help students with disabilities in learning PAI, for example *puzzles*. Meanwhile, the infrastructure provided by the school is books and *Chromebooks* to support teaching and learning activities. The biggest challenge that teachers face when teaching PAI to students with disabilities at SLB Negeri 1 Sleman Yogyakarta, among others, is that students often forget; educators must know the characteristics of each child; there are differences in each

child so that they must be adjusted to the condition of each child; and the reading of hijaiyah letters that are not in accordance with the rules so that the justification process takes a long time. Meanwhile, the solution that has been implemented by the school is that educators try to apply several methods, styles, and media to overcome these challenges to find a method that suits each student. If a suitable method has been found, the method will be continued by educators (Lestari et al., 2023).

The curriculum system in extraordinary education is extraordinarily different from education in regular. The curriculum used does not have to be in phase. The evaluation and assessment used by educators at SLB Negeri 1 Sleman Yogyakarta in assessing the development of students in PAI learning is by using assessment. The assessment is carried out at the beginning, in the middle, and at the end. Before starting learning, educators have prepared a plan for the learning, including KKTP. The assessment criteria for students refer to the KKTP. The KKTP has been derived from the previous TP. The order of the assessment is CP, TP, KKTP, so if the student has met the KKTP, it means that the assessment has been achieved. However, if it has not been achieved, then the educator will repeat and add learning, for example, enrichment.

The most inspiring thing for teachers when teaching students with disabilities is the things that make their students comfortable, such as things that do not involve students' motor skills, such as activities that involve oral and learning delivery whose system is gradual and indirect. Then the child's interest in learning. If this has been done, then students will be asked to write, but the writing activity is still quite difficult for them. Therefore, it will only be continued with sticking activities. Then to motivate students to remain enthusiastic in learning PAI, namely when students have memorized prayer readings and prayers, this can be their own motivation for them, and later there will be its own wisdom behind it.

Characteristics of Disabled Children Participants

In general, the characteristics of children who are categorized as disabled can be grouped into *orthopedically handicapped* children and *neurologically handicapped children*. Closely observing the condition of a child who has orthopedic or neurological impairments does not show any noticeable difference, and more importantly, physically handicapped children of these two types are able to use functional analogues of their body parts for mobility purposes. However, once they looked in more detail, the 'source' of the inability to move or utilize bodily functions for activity tasks seemed to be different.

There are 3 types of characteristics of children with disabilities, namely cognitive characteristics, social/emotional characteristics, and physical/health characteristics. In the context of cognitive development, the contribution of four aspects plays an important role, among which is maturity, which is defined as the evolution of neural structures that allow activities such as hearing because the neural structure itself develops. Experience is the second aspect that highlights the continuous interaction between living beings and the environment and the world around them. For the first time we look at these three aspects, social transmission becomes the way in which that influence comes through interaction with those around us. Furthermore, in the fourth point, we find that equilibrium means that the child has the power to control himself. We can see the real existence through numbers that show the level of intelligence of a person. Most people with physical limitations often face challenges in learning and growing in terms of thinking.

Children with physical disabilities may not be able to do some types of physical activity. This often leads to severe emotional problems, including depression. There is a big risk in this situation because there is a possibility that the children will try to avoid crowded

places. Often children with special needs feel uncomfortable being around friends who do not have similar needs, especially when they were playing. This is because there are obstacles in them that can make interaction with the environment challenging. People who have disabilities sometimes find themselves isolated from high-achieving groups. This happened because the limitations of their abilities made it difficult to get along with people outside of their own ability sphere. In general, those who are considered normal often show different attitudes towards individuals with disabilities. Seen or not, the condition of a person who has physical limitations plays an important role in how they adapt to their environment. This factor significantly influences how individuals without physical disabilities behave and react to those with physical disabilities.

Not only limited to physical deficiencies, a person may also experience other health problems, including dental problems, hearing loss, vision problems, and difficulty speaking. The motor skills of children with special needs are very unique and can therefore only be improved to a certain level. Finding a variety of distinguishing traits does not mean that every child with a disability has all the characteristics recognized; there is a possibility that some of them do not experience any of these characteristics. These characteristics have both good and bad impacts. Several problems that are directly related to the child's condition while at school are one of the negative impacts.

Each child with disabilities is different depending on the cause of his disability, including students at SLB Negeri 1 Sleman, Yogyakarta. Students who experience this usually also experience a more cognitive lag. This statement is in line with what was conveyed by Khoirin Nida (2018). that each child with special needs has different characteristics in each child. Different patterns of improvement in cognitive, affective, and psychomotor abilities are generated by the level of difficulty contained in each characteristic of ABK development. This depends on the mentoring process during the dynamics of their education.

Educational Model for Disabled Children

For children with physical limitations, the educational approach used needs to be adjusted based on the specifics of their needs, such as the type and level of special needs, as well as how many students are in the classroom to make the learning process easier. Educational systems designed for children with special physical needs are divided into two types, namely special schools that offer special education and inclusive schools that combine students with and without special needs in a single learning environment. The Exceptional School is specially designed for children with disabilities who face tougher challenges in terms of their intelligence and emotions. On the other hand, inclusive schools welcome children with disabilities whose challenges are lighter. In this environment, children with disabilities get an education together with their friends who do not experience disabilities.

In such an environment, there is a culture that emphasizes acceptance of the lack of skills as part of their value of inclusivity. No child is exempt from getting the education they deserve. Teaching normal children and children with special needs requires different approaches according to their needs. Children with special needs need an education system designed specifically for them. PAI teachers at SLB N 1 Sleman are worried that they will not be able to take part in lessons and may need additional assistance. There are three important things that need to be done, namely, first, studying together is more fun and effective than studying alone. Through student-centered education, teachers always ensure learning is tailored to what they need. While the third aspect highlights that children who

require special attention get access to courses designed specifically for them, different from what children are used to receiving in general.

To begin, we need to find the right teaching method for these children and also for those who will accompany them. These children are indeed special, so they need help from people who are also special. Furthermore, another important factor is choosing a place and creating an atmosphere that makes them feel happy and facilitates their learning process. So, both we and the person accompanying us need to know what rights help the little one in learning and also in playing. They really need understanding and attention from everyone around them.

Learning Methods for Disabled Children

Children with special needs have a unique way of developing and cannot be underestimated and must receive education like other children. Children with special needs need special education services as well as unique strategies and methods tailored to their needs. Some of the learning methods for ABK that are considered effective include communication, task analysis, direct teaching, prompts, and collaborative learning. It is important for teachers to choose effective teaching strategies and methods for ABK so that children get good and useful learning (Siburian et al., 2023). This statement is in line with the results of research conducted at SLB Negeri 1 Sleman Yogyakarta, namely that the most effective method applied for students with disabilities in understanding PAI material is by memorization. In addition, developing motor skills can be done by sticking or selecting cards. Educators are trying their best to avoid writing or copying methods. Educators at the school are also diligent and good at communicating with their students so as to create a good learning atmosphere.

Service development

The form of educational services for children with special needs is a type of segregated education, an educational service system that is separate from the children's education system in general. Education for children who need special support with a segregation system is education that is specifically provided separately from education for children in general, for example, extraordinary schools or extraordinary elementary schools, extraordinary junior high schools, and extraordinary senior high schools (Insan et al., 2024). The results of interviews with teachers at SLB Negeri 1 Sleman Yogyakarta stated that the implementation of services at the school was appropriate. The school provides services such as learning media to help students with disabilities in learning PAI, such as *puzzles*. Meanwhile, the infrastructure provided by the school is books and *Chromebooks* that can be used by educators to support teaching and learning activities (Astati, 2006).

Comfort and safety in the classroom are essential for students, including those with special needs. This ensures that they can access and use the learning aids easily. Learning places have a crucial role in supporting the progress of educational services for children with disabilities. To create an encouraging learning atmosphere in the classroom, the walls can be decorated in the form of artwork from students or eye-catching images so that they become more enthusiastic about learning. It is also important to have support from teachers and their friends in helping students with special needs to feel part of a group and motivated to continue learning.

Additionally, providing assistance to children who are experiencing difficulties in movement is key to creating a more inclusive and educated world. Children who have physical limitations often encounter obstacles that can slow down their growth and development. Therefore, it is important to have a holistic and tailored approach to meet the

unique needs of each individual. An inclusive education program is an effective answer, where the curriculum is specifically designed to align with the special abilities and needs of students. By getting appropriate training, teachers can be better at helping children with disabilities learn so that they can actively participate in learning activities.

The importance of health and rehabilitation services cannot be ignored in the development process for children with special needs. With physical therapy and occupation, these children can not only improve their mobility skills but also build confidence and the ability to be independent. Children and their families need help from psychological support to be able to face emotional obstacles that often occur due to disability. Using a holistic approach is expected to help children with special needs so that they can develop as well as possible. Moving the wheels of the economy is also very important. By participating in courses and internship activities, children with physical limitations can learn ways to stand on their own feet and contribute to the surrounding environment. Additionally, it is crucial to involve families and communities in this process. Providing education to parents and running awareness campaigns will help the community understand and support children with disabilities. With cooperation, we can create a more open place and help all children.

Challenges and Solutions

Based on interviews with PAI teachers at the target schools of the research, it was found that some of the biggest challenges he experienced when teaching PAI to students with disabilities were found, including students often forgetting the material taught, challenges about teacher competence who must know the characteristics of each child so that learning must be adjusted to their conditions and characteristics, and the reading of hijaiyah letters that are not in accordance with the correct rules so that things This has an impact on the learning time needed to be quite long. (Konza, 2008) validates this condition with his statement. According to him, to support ABK education, it is necessary to develop teacher skills and teaching models. Teacher training in ABK training is also a factor that can affect the attitude of the person concerned (Zakiyah et al., 2022).

In addition, the need for parental support for the education of the disabled also affects their success. At SLB Negeri 1 Sleman Yogyakarta, especially in PAI learning, the parents of the disabled students are very supportive and helpful. For example, after school, the students also take part in recitation activities in their respective home environments. Then if there is memorization, the student will convey it to his parents. This is in accordance with Konza's (2008) discussion of the role of parents. The bottom line is that when parents provide full support to children with special needs, they are actually helping children reach their full potential. In dealing with children with special needs, not only parents but also the community also plays an important role. Parents and the community are the closest environment and play an important role. When parents and the community accept children's shortcomings and provide support, it can encourage children to further develop their potential. Therefore, parents must be given insight into the right to learn for all children, including children with special needs. (Ramadhana, 2020).

Based on some of the challenges above, the solution applied by PAI teachers in the target schools of the research is to try to apply several methods, styles, and media to overcome these challenges to find a method that suits each student. If a suitable method has been found, then the method will be continued by the teacher.

Evaluation and Assessment

Evaluation and assessment for students of children with disabilities is very important in the context of inclusive education. This process aims not only to measure academic

achievement but also to understand the specific needs and potential of each student. With a comprehensive approach, educators can identify students' strengths and weaknesses, as well as design appropriate learning strategies. This is very important because each child with disabilities has unique characteristics that affect the way they learn and interact with the environment.

According to the field data obtained, the way the PAI teacher (research subject) conducted evaluation and assessment was by conducting an assessment based on the Special Education curriculum system that was adjusted to the conditions of the students. The teacher also mentioned that the CP used did not have to be in accordance with the phase as in the regular education system. In addition, according to the speakers, the most inspiring thing for teachers when teaching students with disabilities is things that make their students comfortable, such as things that do not involve students' motor skills. This is in accordance with the principle of multisensory, which states that the learning approach is carried out by involving many senses from the child. This approach can help students function other senses that are still functioning (Handajani, 2016).

Then, to motivate students to remain enthusiastic in learning PAI, namely when students have memorized prayer readings and prayers, this can be their own motivation for them, and later there will be its own wisdom behind it. This is in accordance with the theory of Power Psychology, which states that by repeating memorization, children will be able to continue to remember it (Handajani, 2016).

Limitations

This study found that teachers at SLB Negeri 1 Sleman Yogyakarta have tried to meet the unique needs of children with disabilities. Teachers use inclusive and adaptive teaching methods to adjust to students' motor, social, and emotional disorders. Each child with disabilities has different characteristics and needs, so teachers must know each child well. This study has limitations such as generalizing the results only for the school, teacher subjectivity in applying methods, lack of attention to cognitive aspects, and assessments that may not cover all children's abilities. Individual variability and external factors can affect learning outcomes, thus requiring further research.

Conclusion

Teachers teach children with disabilities who have unique educational needs, and are affected by motor, social, and emotional disorders through inclusive and adaptive teaching methods so that their specific needs are met. In addition, each child with disabilities has their own differences and characteristics at SLB Negeri 1 Sleman Yogyakarta. The challenges faced by teachers in the school include students often forgetting, which requires educators to know the characteristics of each child, the existence of differences also requires adjustment to their conditions, and the reading of hijaiyah letters that are not in accordance with the rules. The solution that has been implemented by the school is that educators try to apply several methods, styles, and media that are suitable for students. The evaluation and assessment used by teachers at SLB Negeri 1 Sleman Yogyakarta in PAI learning is by using *assessments* that are carried out at the beginning, middle, and end. The most inspiring thing for resource persons when teaching students with disabilities is something that can make their students comfortable and interested in every learning activity in the classroom.

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