



## **Islamic Religious Education Learning Methods for Special Needs Children at Special Schools**

**Rosita<sup>1\*</sup>, Noor Malihah<sup>2</sup>, Umar Fauzan<sup>3</sup>**

<sup>1</sup>Sultan Aji Muhammad Idris State Islamic University Samarinda

<sup>2</sup>State Islamic University Salatiga

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### **Abstract**

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This research provides a comprehensive analysis of the learning methods of Islamic religious education (PAI) for children with special needs (ABK) at special schools (SLB). Through a literature review, this research collected and analyzed three primary studies that focused on PAI learning methods for children with special needs, published in 2021-2022. These three studies highlight the diverse range of PAI teaching methods for children with special needs, including lectures, discussions, questions and answers, demonstrations, bandongan, sorongan, and repetition. The analysis reveals the positive impact of these methods on understanding the material and student learning achievement. However, the research also identifies significant obstacles in implementing the method, including students' adjustment to the method and limited teacher knowledge. To address these, learning methods need to be more sensitive to students' individual needs and improve teachers' quality through training and mentoring. This research offers valuable insights into the development of Islamic religious education for children with special needs at special schools, proposing several practical learning methods that can enhance the teaching and learning process, namely methods of love, advice, exemplary, listening, habituation, attention/supervision, motivation, character building, training/drilling, and wisdom methods. These methods aim to boost the child's self-confidence and reduce complaints and sadness, thereby improving their overall learning experience.

**Keywords:** Islamic religious education, special needs children, special school

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**\* Correspondence Address:**

Email Address: [rrbgroup.6@gmail.com](mailto:rrbgroup.6@gmail.com)

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## A. Introduction

Allah SWT has created humans and everything that exists on this earth. The creator of the universe gives every human being a special ability. Likewise, when a child is born and given life by Allah SWT, they have potential and talents that must be developed, trained, and managed well. However, a child's perspective and behavior are influenced by the teaching and learning methods used to teach them. Children need to be instilled with good qualities from an early age because a child has intelligence and thoughts that they can later use in living. With their mind and thoughts, children identify the difference between positive and negative behavior and emphasize the obligation to practice their religion.

Religion can lead and guide children with good attitudes and morals. One way to strengthen these positive characters is through education because education aims to prepare children to carry out their roles and responsibilities in society. Children's commendable morals and noble character can also protect them and make it easier for them to be well-accepted in society (Ansori, 2021). Allah SWT says in QS. At-Taubah (9): 122, this verse reminds us to be firm, persistent, and responsible in facing heavy pressure or challenges and to continue to act by religious principles in all aspects of life.

Some children have limitations because they were born with deficiencies, both physical and mental. They also need good care from their parents and receive proper education and special attention from the government. These children are also essential to Indonesian society, just like other citizens. Even though they experience limitations due to special conditions, these children have potential and talents that can be developed, abilities, desires, and the same intense enthusiasm for receiving education (Susanto, 2012).

In general, children who have limitations are called children with special needs or ABK. Children with special needs are also part of society whose presence must be recognized. Of course, these children need religious education so they can live by the religious values they adhere to (Jahja, 2010), especially the values of Islamic religious education. Children have the right to receive education and go to school like other children to gain knowledge that will provide provisions for their future (Nugroho et al., 2022).

Based on the 1945 Constitution article 31, paragraph 1, every citizen has the right to education, and Law Number 20 of 2003, that the government seeks to organize a national education system that strengthens belief in and obedience to God Almighty as well as noble behavior and commendable morals as part of efforts to improve the nation's intellectual life as regulated by law (Kemdikbud, 2003).

So far, teaching Islamic religious education has become an integral part of the curriculum in various schools, including religious education institutions such as madrasah. However, it is essential to understand how PAI learning methods are adapted for students who have special needs. In this context, classroom learning needs to be adjusted more flexibly based on the needs and characteristics of each student (Ansori, 2021). Every child with special needs receives educational services appropriate to their condition, such as the blind, deaf, mentally retarded, quadriplegic, and autistic (P et al., 2021).

When teaching children with special needs, teachers will face various challenges. Teachers need to show their creativity and activeness in delivering material to ensure that students are not only able to understand the concepts being taught well but also able to achieve satisfactory achievements and make changes so that the learning process can run smoothly. From the existing phenomenon, the

researcher believes it is crucial to analyze the research results on Islamic religious education learning methods for children with special needs at special schools.

## **B. Literature Review**

### **Islamic Religious Education Learning Methods**

Learning methods (Thariqah) are steps and strategies prepared to carry out the learning process to develop students' attitudes, mentality, personality, and social piety. Students can also easily understand and digest the material taught to achieve educational goals. Meanwhile, Islamic religious education aims to increase understanding, belief, appreciation, and practice of Islamic teachings towards *hablumminallah* and *hablumminannas*. The scope includes the Quran, hadith, monotheism, jurisprudence, creeds, morals, and Islamic history and culture (Nisa, 2022).

The Islamic religious education learning method is a method or idea which is also an effort to help children develop their potential through a teaching and learning process based on the Quran and Sunnah with the aim that children can put these teachings into practice to achieve the goals of Islamic education. Then, The methods often used in learning are the lecture method (Hamid, 2011), story (Gunawan, 2014), question and answer (Djamarah, 2006), modelling (Nashih Ulwan, 2007), task-based learning (Bahri & Aswan Zain, 2011), practices (Daryanto, 2013), listening (Sunendar, dan Iskandarwassid, 2011), character building (Megawati R, 2004) and other methods that can support active and maximum learning.

### **Special Needs Children (ABK)**

Humans are created with their strengths and weaknesses because every human being is not perfect, and some of them are born with conditions that are different from children in general: physical (vision, hearing), mental (emotional), social disabilities, learning difficulties and behavioural disorders. However, children who are born with disabilities might have talents with extraordinary potential if they are treated and provided with education appropriate to their disabilities. Such children are said to be children with special needs, commonly known as ABK (Nisa, 2022)

Thus, the role and responsibility of teachers are very significant in providing guidance, support, and services and creating a conducive learning environment so that students can fully understand the material being taught. Not only limited to academic progress but also non-academic aspects, such as behavioral development, communication, motor skills, and other skill development (Nisa, 2022).

### **Special Schools (SLB)**

According to Suparno, special schools are educational institutions that provide education to children who have disabilities as students and find it difficult to follow the normal learning process due to limitations in their physical, emotional, mental and social aspects. Still, they have unique talents and intelligence potential (Suparno, 2007). According to Republic of Indonesia Law, no. 2 of 1989, concerning the National Education System, special schools are educational institutions that organize educational programs for disabled children. In Indonesia, there are special schools specifically for children who are speech impaired, blind, deaf, hearing impaired, physically disabled, and mentally retarded (Sisdiknas, 1989).

### C. Method

This article discusses the results of the analysis of Islamic religious education learning methods for Children with Special Needs (ABK) at Special Schools (SLB). This research used a literature review study design based on the subject matter. To obtain information regarding Islamic religious education learning methods for special needs children at special schools. The steps taken include collecting library sources, reading, noting essential points, and carrying out an in-depth analysis of the literature found. Next, the results are processed to produce conclusions and findings relevant to this study's topic. The data were from various sources such as books, national journals, and other literature relevant to the subject discussed by the researcher (Phillippi, 2018).

### D. Findings

Based on the results of the previous research on Islamic Religious Education learning methods for children with special needs in Special Schools, the researchers found three main pieces of research that will be the focus of analysis in this research. The research articles used were published in 2021-2022. The three were analyzed to find the frequency of Islamic religious education learning methods for special needs children at special schools. The following are the three studies and the findings:

**Table 1. Research Findings on Islamic Religious Education Learning Methods for Special Needs Children at Special Schools**

Researcher and the Research Title	Research Description	Research Findings
Dwi Nugroho et al. "Islamic Religious Education Learning Methods for Special Needs Children with Blindness at SLB A Yaketunis Yogyakarta", 2022.	This research used a qualitative approach. The aim was to explore the method of learning Islamic Religious Education for blind children at the A Yaketunis Special School, Yogyakarta.	Researchers found that teachers used practical methods to guide their students with the learning methods, including lectures, discussions, questions and answers, drills, and practice, to increase students' intelligence and support teachers in learning.
Muhammad Ansori, "Islamic Religious Education Learning Methods for Children with Disabilities at SLB C TPA Jember", 2021.	This research used field research (qualitative descriptive). The aim was to find appropriate learning methods to help students achieve educational goals.	Researchers found that teaching methods such as storytelling, question and answer, interactions, and repetition are methods PAI teachers have used in SDLB, SMPLB and even SMALB, which have been proven to impact student learning outcomes positively.
		Researchers found that the methods used by teachers when teaching PAI, such as

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Abbas Mulia Pane, dkk. "Islamic Religious Education Learning Methods for Students with Mental Disabilities at SLB Negeri Baruga Kendari", 2021	This research used a qualitative approach. The aim is to find out and examine various methods for PAI learning applied by PAI teachers to students with special needs, such as children with mental disabilities.	lecture, demonstration, practice, repetition, question and answer, and apperception methods, were used to create a fun and loving learning environment.
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Many other studies are relevant to the problem the researcher raised. Almost all of them research and discuss the relationship between PAI learning methods and children with special needs. However, the researchers carried out significant exploration and found three studies that were clear and comprehensive. From the analysis results, a determination can be used as a basis for PAI learning methods for children with special needs in SLB.

## **E. Discussion**

The first research conducted by Dwi Nugroho, Windi D. A., Nurul Anisa R., and Difa'ul Husna highlights that in the process or implementation of learning, it is crucial for teachers to apply different methods from those usually used by students in general. This aims to facilitate easier understanding for visually impaired students. Students who experience visual impairment are generally referred to as blind children, and in the learning process, blind students need help with tools. When writing Braille letters on paper, students can use tools called reglet and Braille pens (Nugroho et al., 2022).

According to Muhammad Ansori, in the second research, the implementation process and the professionalism of a teacher were the main factors in improving the quality of student learning outcomes and increasing student achievement. Teachers must also have the skills to choose appropriate and effective learning methods, especially for children with disabilities, to achieve educational goals (Ansori, 2021)

The third research by Abbas Mulia Pane, St Fatimah Kadir, La Hadisi dan Ros Mayasari underlines that in the process or implementation of learning, the success of a teacher in providing education depends on the teacher's focus on the needs of students, students with disabilities, blind students and students with mental disabilities. Teachers can utilize various methods in teaching and implementing these learning methods adapted to the existing material. It is also adjusted to the goals to be achieved, students' abilities, infrastructure, and available time (P et al., 2021).

However, teachers with good qualities have a significant impact on the success of the educational process. The most crucial aspect is enthusiasm and great motivation, which comes from oneself. Teachers who have high quality will teach with total dedication and passion, not solely because of financial rewards (Ziadatul Husnah, 2020). Several teacher tasks are more critical, especially in terms of child development, which can also be implemented by PAI teachers for children with special needs at school. The goal is to get benefits, and teachers can be good role models for their students. These critical tasks are (Desmita, 2012):

1. Promote democratic and inclusive learning, where every child will feel more valued.

2. Encourage children's active participation in the decision-making process and various school activities.
3. Give children the freedom to explore the environment and develop their curiosity.
4. Unconditional positive acceptance of children's strengths and weaknesses without discriminating between one child and another.
5. Build harmonious and close relationships with children

Applying appropriate learning methods is more important than the material because it will be in vain if the material is prepared well, but at the same time, the teacher cannot convey it to students using methods that are not applied appropriately, especially in PAI learning (Ziadatul Husnah, 2020). In the three reviewed studies, it was found that PAI teachers applied various learning methods and took steps as strategies in PAI learning so that students felt comfortable and paid more attention, which can be seen in the following table:

**Table 2. Steps and Methods Used by PAI Teachers in Learning at SLB**

PAI Learning Methods		
Research	Steps	Methods
Research 1: Special Needs Children with Blindness at SLB A Yaketunis Yogyakarta.	<ul style="list-style-type: none"> <li>- Preparing teaching materials to be delivered and grouping scheduled subjects.</li> <li>- Developing teaching materials from a level of simplicity to a higher level of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture method with material via oral, braille, or audio.</li> <li>- Discussion method, students choose essential topics and discuss them.</li> <li>- Drill method, students train themselves regularly regarding their ability to understand the learning material provided dexterously.</li> <li>- <i>Sorong</i> method, students learn to read and write. Teachers can help children personally to be able to accept the material presented.</li> <li>- <i>Bandongan</i> method, teaching the Quran personally and systematically.</li> <li>- Blind students use their senses of touch and hearing to understand teaching material.</li> </ul>
Research 2: Special Needs Children with Disabilities at SLB C TPA Jember.	<ul style="list-style-type: none"> <li>- Choosing appropriate and suitable learning methods.</li> </ul>	<ul style="list-style-type: none"> <li>- The storytelling method is applied as a strategy to convey knowledge to students with special needs and disabilities.</li> <li>- Question and answer method, as a teacher strategy for training</li> </ul>

<p>Research 3: Special needs Children with Mental Disabilities at SLB Negeri Kendari.</p>	<ul style="list-style-type: none"> <li>- Select and adapt the method to the material being taught, the competency objectives to be achieved, the individual abilities of students, the time available, and the availability of infrastructure. This also depends on the teacher's concern for the needs of each child with mental disabilities.</li> </ul>	<p>and including students with disabilities in the teaching and learning process.</p> <ul style="list-style-type: none"> <li>- Repetitive method to help students with disabilities remember and sharpen their memorization again, memorizing prayers and short letters in the Quran.</li> <li>- Lecture method, verbal explanation of specific material by PAI teachers.</li> <li>- Demonstration method: the teacher gives examples of the material being taught (prayer movements, wudhu methods, and daily prayer readings).</li> <li>- The training method involves students' motor skills to train and apply the knowledge and skills that the teacher has taught.</li> <li>- Repetition method, the teacher repeats previously taught material.</li> <li>- Question and answer method, the teacher trains students' level of understanding before asking questions.</li> <li>- Aperception method, the teacher trains students' thinking ability through experience by observing.</li> </ul>
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Based on the results above, educating children with special needs is not easy. There will be various difficulties in its implementation, especially in learning Islamic religious education (PAI) for current inclusive schools. However, students who have disabilities must receive Islamic religious education so that they can have strong spirituality, perform worship well and gain a proper understanding of the learning material provided; in this case, it is the primary goal, even in the process and implementation of learning. It experiences various obstacles, especially in applying learning methods (Nugroho et al., 2022).

The obstacles experienced by teachers in the process and implementation of PAI learning methods for children with special needs (ABK) in special schools (SLB), mainly as found in the three research above, can be seen in the following Table 3:

**Table 3. Obstacles Experienced by PAI Teachers of Special Needs Children at SLB**

Obstacles Experienced by	PAI Teachers
Research 1 Special Needs Children with Blindness at SLB A Yaketunis Yogyakarta.	- Obstacles faced: Blind students must first adjust the learning and methods applied.
Research 2: Special Needs Children with Disabilities at SLB C TPA Jember.	- Obstacles in implementing the method are influenced by the student's abilities at school and parents' education at home. The results achieved are different due to the various backgrounds of each student.
Research 3: Special Needs Children with Mental Disabilities SLB Negeri Kendari.	- Parents' ignorance of the condition of students with mental disabilities, that sometimes children come to school in an angry mood and find it challenging to regulate their emotions and concentrate, which results in a slow understanding of the material. - Limited knowledge of PAI teachers who study the field of special education and a lack of infrastructure to support learning activities, as well as a lack of understanding of students' parents.

If we observe the existing obstacles related to implementing learning methods, Abbas Mulia Pane et al. believe that children with mental disabilities have obstacles in taking care of themselves. Hence, the child's dependence on parents is essential, especially during the child's development period. Several things must be considered regarding the condition of students who have disabilities: the child has limited ability to carry out activities appropriate to their age, in the sense of being limited to tasks that are usually carried out by children in general (Roehyadi, 2012). This aspect also influences the learning method implemented by PAI teachers.

Despite facing several obstacles in applying the method, the three studies show results where the use of the method not only makes it easier to understand the material but also aims to increase the multiple intelligence of blind students and support teacher effectiveness in delivering learning material (Nugroho et al., 2022). This is in line with Ardi Wijaya, that several approaches can be used in the learning process for blind students, such as lecture, question and answer, discussion, sorongan, bandongan, and drill methods (Wijaya, 2012).

For SDLB, SMPLB, and SMALB students at TPA Jember, the learning methods positively impact the learning outcomes of students with disabilities, both academically and non-academicly. Apart from that, there are many changes in students' attitudes and behavior as a result of the learning children receive from Islamic religious education in the school environment or at home. Students with disabilities can implement learning in daily activities, such as praying and fasting (Ansori, 2021).



Apart from the existing obstacles, the results of applying learning methods in PAI lessons also positively impact students with mental disabilities at the Kendari State Special School, where students are trained through experience. The methods used can facilitate students' understanding, such as performing prayer movements well, performing wudhu properly and memorising the daily prayer readings. Despite its limitations, with the teacher's ability and sincerity in guiding, providing love, and creating a pleasant learning environment, students in SLB, on average, like PAI learning and can repeat the material that has been taught (P et al., 2021).

Even though children like these lessons, learning methods that do not only focus on motor skills but rather make children feel safe, comfortable, trusted, and more cared for, respected, and treated gently and affectionately are still needed. Therefore, from the results of the analysis of the three studies above, the author assumes that the method is appropriate to the conditions of ABK students, which PAI teachers can use in addition to the method described by previous researchers in the teaching and learning process, namely being able to take exemplary of noble characteristics of Prophet Muhammad SAW, which can be used as a reference in life and educating children with special needs:

1. Love method: building strong relationships between educators and students based on mutual love, trust, and respect. As Allah SWT says in An-Nissa (4): 73 (Al-Ghazali, 1957).
2. Advice method: expressions of words that can direct students to do good deeds and encourage them to obey the rules and stay away from the prohibitions of Allah SWT. This method can generate feelings of comfort and motivate children, as Allah SWT says in QS. Al-Ashr (103): 3 (Nahlawi, 1992).
3. Exemplary method: students can show good actions or words that their classmates can use as examples. This action can bring children closer to Allah SWT, by the word of Allah SWT in QS. Al-Ahzab (33): 21 (Nashih Ulwan, 2007)
4. Listening method: the process of language (knowledge) conveyed to the mind of the listener (student), who then derives meaning from the material presented as Allah SWT says in QS. An-Nahl (16): 78 (Sunendar, dan Iskandarwassid, 2011).
5. Habituation method: students regularly repeat what has been taught to strengthen their character. Islamic education helps form students' character, personality and religiousness, as Allah SWT says in QS. Al-Alaq (96): 1-5 (Nashih Ulwan, 2007).
6. Attention/supervision method: educators devote their full attention to students by looking, paying attention and following their development as Allah SWT says in Qs. Al-a'raf (7): 204 (Ulwah, 2013).
7. Motivational method: encouraging students with praise to carry out actions or activities beneficial to themselves as encouragement and appreciation. As Allah SWT says in QS. Ali Imran (3): 139 (A. M. Sardima, 2007).
8. Reward method: giving something/gifts (objects, praise, support or money) as a form of appreciation and motivation to students, as Allah SWT says in QS Ali Imran (3): 148 (Usman, 2006).
9. Character building method: building children's character by coaching and improving students' behavior, morals, and manners in a better direction. As Allah SWT says in QS. Al-Luqman (31): 13 (Megawati R, 2004).
10. Drill method: carrying out various training activities with the direction and guidance of the teacher, which aims to ensure that children fully master and have knowledge, skills, and dexterity. Like memorizing words and making something,

they can repeat it to become fluent and trained, as Allah SWT says in QS. Al-Hijr (15): 87 (Rusman, 2011).

11. Wisdom method: educators deliver learning material that does not raise doubts in students. Good communication and gentle words significantly impact students so that they feel comfortable and receive the lessons well. This will allow students to continue to develop, as Allah SWT says in QS. Thaha (20): 44 (Latifah, 2016).

Apart from applying the methods mentioned above, teachers also need to be serious in guiding and caring for these children so that they can grow and develop into independent, highly ethical individuals who can implement Islamic teachings in their daily activities with complete understanding and appreciation (Ansori, 2021). In this case, a professional and trained teacher is needed to supervise and accompany children with special needs during learning at school. As stated by the head of the Samarinda Ministry of Religious Affairs, H. Baiquni (Han, 2023):

*“Tidak hanya memiliki ilmu dan pengetahuan, tetapi dengan adanya proses pelatihan ini, telah melahirkan semangat baru untuk bersama-sama memperjuangkan anak-anak berkebutuhan khusus melalui pendidikan formal. Apresiasi kepada peserta pelatihan yang melahirkan semangat kebersamaan mengawal madrasah-madrasah penyelenggara pendidikan yang inklusif”*

*(Not only possessing knowledge, but this training process has given birth to a new enthusiasm to fight together for children with special needs through formal education. Appreciation to the training participants who created a spirit of togetherness in overseeing the madrasah that provides inclusive education).*

Providing education to children with special needs by teaching Islamic religious education means seeking to form a spiritual attitude in children and their ability to carry out religious obligations, such as prayer, fasting, and reciting the Quran, as well as being able to understand the learning material provided so that it can be applied in their daily lives. Children will feel peace and remain grateful despite their shortcomings, so they can still carry out other activities. This will increase the child's self-confidence and reduce complaints and sadness (Nugroho et al., 2022).

## **F. Conclusion**

This study highlights the importance of implementing learning methods that suit the needs of students with special needs, especially in the context of Islamic religious education. Teachers must pay more attention to student's needs and choose the proper methods to achieve learning goals. Teachers have a crucial role in improving the quality of learning for students with special needs. This study also emphasizes the importance of training and developing teacher professionalism so that they can face various challenges in inclusive learning. There is also a need to pay attention to the needs and limitations of students with special needs in terms of formal and religious education. Thus, providing the infrastructure that supports inclusive learning and more intensive attention to students' conditions is critical. The three reviewed studies may have limitations in the generalizability of results due to their focus on specific contexts or limited samples. Therefore, research results may not be directly applicable to different contexts. Research may have limitations in the samples representing various conditions of students with special needs. Future research can conduct comparative studies between various learning methods for

students with special needs in Islamic religious education to determine which method is most effective. Longitudinal studies can be carried out to understand the development of students with special needs over time in the context of Islamic learning so that the long-term impact of the learning methods applied can be seen. Besides, the role of parents in supporting Islamic religious learning for children with special needs and identifying effective strategies for involving parents in the learning process are also critical aspects to study.

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