



## Islamic Religious Education Teachers' Strategies for Deaf Students at Taman Pendidikan Islam Special School

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### Abstract

This study aims to explore the instructional strategies used by Islamic Religious Education (IRE) teachers in teaching deaf students at Taman Pendidikan Islam Special School. This study employed a qualitative descriptive approach to obtain an in-depth understanding of instructional strategies, learning approaches, and factors that support and hinder the learning process. Data were collected through observation, interviews, and documentation involving 1 principal, 1 IRE teachers, and 1 parent. The data analysis process adopted the interactive model of data reduction, data display, and conclusion drawing. The findings revealed that the instructional strategies applied by teachers primarily emphasized visual approaches, demonstrations, repetition, and direct practice. These strategies were considered effective in helping deaf students understand learning materials, particularly in mastering the practical aspects of Islamic teachings. However, several obstacles were identified, including limited teacher competence in sign language, inadequate special education backgrounds, insufficient learning facilities, and suboptimal lesson planning. On the other hand, supporting factors such as students' learning motivation, positive teacher student relationships, and teacher commitment contributed positively to the learning process. Overall, this study concludes that although the instructional strategies used were appropriate to the characteristics of deaf students, improvements in teacher competence and educational facilities are still needed to achieve more effective learning outcomes.

**Keywords:** deaf students, islamic religious education, learning strategies, special education

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## INTRODUCTION

This is emphasized in Article 31, section (1) of the 1945 Constitution and Law Number 20 of 2003 relating to the National Education System, which states that

everyone, including individuals with disabilities, has the right to receive suitable education (Wahyuni et al., 2024). Education acts not only as a method of imparting knowledge but also as a means for the overall growth of students' abilities, including their mental, emotional, and physical development (Widya Ayu Ratnaningrum, 2022). Therefore, establishing a strong educational groundwork is essential for promoting effective and high-quality teaching and learning experiences (Effrata, 2021).

In inclusive education, students with diverse needs necessitate instructional approaches that are customized to their individual characteristics. A specific category that warrants special attention is students with hearing impairments. Deafness describes a situation where people encounter either partial or total hearing loss, which affects their capacity to communicate and acquire language skills (Haenudin, 2013). Consequently, learners who are deaf frequently find it difficult to understand educational material, particularly abstract concepts, and encounter obstacles in social interactions within the classroom environment (Wahyudi et al., 2024) and (Elyondri & Azizah, 2023).

In Islamic principles, it is essential for everyone to seek knowledge, as stated in Surah Al-Mujadalah verse 11, which emphasizes that Allah respects those who possess faith and understanding. This idea reinforces the belief that Islamic Religious Education (IRE) should be accessible to all learners, including those with hearing impairments. Moreover, Islamic teaching promotes lifelong learning as a means of worship and self-improvement. Therefore, effective teaching methods are necessary to achieve important educational outcomes (Sejati & Hasan, 2019). Islamic Religious Education plays a crucial role in shaping students' morals, spirituality, and character by integrating religious beliefs, practices, and ethical standards (Majid & Andayani, 2005), (Solehudin et al., 2023) and (Nureni et al., 2024).

Nevertheless, implementing Islamic Religious Education for students with hearing impairments faces several challenges. Deaf students rely heavily on visual learning techniques, which require customized teaching methods that incorporate visual tools, experiential learning, and instruction through sign language (Farida Jaya & Anisa Zein, 2018), (Handayani, 2018), and (Syafiiyah & Ghina, 2023). (Handayani, 2018) explains that sign language plays an important role in supporting communication and learning interactions among deaf students. Limited vocabulary and communication barriers also hinder these students' understanding of the educational material (Nofiaturrehman, 2018), particularly regarding intricate religious concepts (Karinska et al., 2024).

Educators play an essential role in addressing these challenges. They act not only as providers of knowledge but also as mentors, motivators, and coordinators of the educational experience, needing to adapt their instructional methods to meet the needs of students (Sinarsih et al., 2021). Effective learning management includes preparation, implementation, and evaluation to achieve optimal educational outcomes (Manangin et al., 2023). However, numerous obstacles remain in practice, including insufficient teacher qualifications, inadequate infrastructure, and limited assistance from educational organizations in special education settings (Rizky Oktarina Costa, 2023).

Previous studies have shown that students with hearing impairments require adaptive and student-centered educational approaches that emphasize visual, contextual, and experiential learning (Elyondri & Azizah, 2023) and (Wahyuni et al., 2024). Due to limited access to auditory information, deaf students rely heavily on

visual cues such as body language, facial expressions, demonstrations, and written texts to understand learning materials (Haenudin, 2013). Therefore, conventional lecture-based teaching methods are often considered ineffective for deaf learners, encouraging teachers to apply visual media, demonstrations, repetition, and direct practice to improve students' understanding (Sejati & Hasan, 2019). In addition, (Karinska et al., 2024) found that deaf students frequently experience difficulties in understanding abstract Islamic concepts, requiring teachers to use more concrete and interactive instructional strategies. However, previous studies have not extensively examined the implementation of Islamic Religious Education instructional strategies in under-resourced special schools, particularly in the context of inclusive Islamic education. Therefore, this study seeks to fill this gap by exploring the instructional strategies used by teachers in teaching deaf students at Taman Pendidikan Islam Special School.

Based on the first assessments conducted at Taman Pendidikan Islam Special Needs High School on November 20, 2025, several problems were identified concerning the teaching of Islamic Religious Education to deaf students. The difficulties encountered consist of insufficient teacher credentials, limited ability in sign language, short class times, a lack of visual teaching resources, and ineffective lesson planning. These elements highlight a gap between the desired model of inclusive Islamic Religious Education and its actual implementation.

Thus, the aim of this study is to explore the teaching methods used by instructors of Islamic Religious Education in aiding the learning journey of hearing impaired learners at Taman Pendidikan Islam High School for Special Needs.

To reach this objective, this study focuses on the instructional strategies applied by Islamic Religious Education (IRE) teachers in teaching deaf students at Taman Pendidikan Islam Special School and examines the supporting as well as inhibiting factors in the implementation of Islamic Religious Education learning for deaf students.

The significance of this research lies in its ability to improve inclusive Islamic Religious Education, particularly in resource-limited special education environments. By focusing on real classroom experiences, this study seeks to provide useful information for educators, researchers, and decision makers to elevate the standard of Islamic Religious Education for learners with hearing impairments.

## RESEARCH METHODOLOGY

This study employed a qualitative descriptive approach to explore the instructional strategies used by Islamic Religious Education (IRE) teachers in teaching deaf students at Taman Pendidikan Islam Special School, Medan. A qualitative approach is used to understand social phenomena naturally and comprehensively through direct interaction with research subjects (Moleong, 2017). The study was conducted from January 22 to February 12, 2026. The primary data in this study were obtained from 1 principal, 1 Islamic Religious Education (IRE) teacher, and 1 parent of a deaf student as the key informants.

Data were collected through classroom observations, semi structured interviews, and documentation. Supporting data were obtained from lesson plans, student assessment records, photographs, and other relevant learning documents. The researcher acted as the primary research instrument supported by observation guidelines and interview protocols. Classroom observations were conducted to

examine instructional strategies, learning media, and student participation during the learning process. Meanwhile, the interviews focused on exploring the instructional strategies implemented by teachers, challenges encountered during instruction, and supporting factors influencing the learning process.

The collected data were analyzed using the interactive model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. According to Sugiyono (2019), qualitative data analysis is conducted systematically and continuously until the data become saturated and meaningful conclusions can be drawn. To ensure the validity and reliability of the findings, triangulation techniques involving sources, methods, and theories were applied, along with persistent observation throughout the research process.

## RESULTS

This research was conducted at Taman Pendidikan Islam Special School and involved observations, interviews, and document analysis. The collected data were analyzed and presented based on the main focus of the study, namely the instructional strategies used by Islamic Religious Education (IRE) teachers in teaching deaf students and the factors supporting and hindering the learning process.

### **Instructional Strategies Used by Islamic Religious Education (IRE) Teachers for Deaf Students at Taman Pendidikan Islam Special School**

The findings revealed that Islamic Religious Education teachers applied instructional strategies emphasizing visual learning and active student participation when teaching deaf students. Teachers helped students understand the learning materials through demonstrations, clear explanations, interactive activities, and direct practice. In addition, teachers used sign language and gestures to support students' understanding of the material being taught. Visual media such as pictures and written texts on the board also played an important role in delivering learning materials, as deaf students generally rely more on visual information than verbal explanations.

The findings also showed that teachers implemented three main instructional strategies: demonstration, practice, and repetition. Based on interview results, one teacher stated, "I depend on demonstrations and practical exercises to help students understand the material better, especially in lessons involving practical skills such as wudhu and prayer." This statement indicates that demonstration strategies are considered effective in teaching practical religious materials that require direct understanding through action. Classroom observations showed that the teacher demonstrated the proper steps of ablution (wudhu) using body movements accompanied by simple sign language. Each stage was performed slowly and clearly to maintain students' attention and understanding. After the demonstration, students were asked to imitate the movements directly. This activity encouraged active student participation and helped them understand procedural learning materials more effectively.

Repetition was also consistently applied during the learning process. Teachers repeatedly explained important instructions and movements to strengthen students' comprehension of the material. This strategy was considered important because deaf students generally require repeated exposure to new concepts due to limitations in receiving auditory information. These instructional strategies indicate that teachers adapted the learning process to the characteristics and needs of deaf students, who tend to learn more effectively through visual and practical experiences. Furthermore,

the principal stated, "Teachers still need additional training, especially in sign language and special education, to improve learning support for deaf students." This finding demonstrates the importance of institutional support in improving the quality of instruction. A parent also explained, "My child understands lessons better when teachers use demonstrations and visual media rather than only verbal explanations." This statement confirms that visual instructional strategies are considered effective not only by teachers but also by parents of deaf students.

## **Supporting and Hindering Factors in Islamic Religious Education Learning for Deaf Students**

### **Supporting Factors**

The findings showed that several factors supported the implementation of Islamic Religious Education learning for deaf students. These factors included students' learning motivation, support from the school environment, and teachers' commitment and patience during the instructional process. Teachers also attempted to create a positive and interactive classroom atmosphere to increase students' interest and participation in learning activities. Good communication and positive relationships between teachers and students were considered important factors in achieving effective learning outcomes.

### **Hindering Factors**

The study also identified several obstacles encountered during the learning process. These included teachers' limited mastery of sign language, inadequate knowledge of special education, and limited learning facilities and instructional media. In addition, limited instructional time and the less optimal implementation of lesson planning documents also affected the quality of learning. These obstacles indicate that improvements in teacher competence and educational facilities are still needed to support more effective Islamic Religious Education learning for deaf students.

## **DISCUSSION**

### **Instructional Strategies Used by Islamic Religious Education (IRE) Teachers for Deaf Students**

The findings of this study reveal that educators in Islamic Religious Education (IRE) predominantly use visual methods, hands-on activities, repetition, and demonstrations while teaching deaf students at Taman Pendidikan Islam Special School. Instructional strategies in Islamic Religious Education play an important role in helping teachers achieve learning objectives effectively and adapt learning to students' characteristics and needs (Nurdin & Zubairi, 2023). These instructional strategies were adapted to the characteristics and learning needs of deaf students, who primarily depend on visual information to understand learning materials. Teachers utilized visual media, gestures, sign language, demonstrations, and direct practice to improve students' comprehension and participation during the learning process. This finding is consistent with (Elyondri & Azizah, 2023), who argue that deaf students benefit significantly from visual aids such as pictures, demonstrations, and sign language in supporting learning comprehension. (Handayani, 2018) also explains that sign language plays an important role in supporting communication and learning interactions among deaf students.

The implementation of demonstration and direct practice strategies was especially visible in lessons related to practical Islamic worship, such as ablution

(wudhu) and prayer. Through demonstrations, students were able to observe and imitate the procedures directly, making learning more concrete and easier to understand. This finding aligns with (Sejati & Hasan, 2019), who explain that contextual and experiential learning strategies improve understanding among deaf students in Islamic Religious Education. This finding is also supported by (Sri Sulastri & Roko Patria Jati, 2016), who state that visual and demonstrative learning approaches are highly effective in Islamic Religious Education for deaf students because they facilitate practical understanding and increase student participation during learning activities. Practical learning activities encourage active student participation and support the principle of learning by doing, which is considered highly effective for students with hearing impairments.

Repetition was also continuously applied during the instructional process. Teachers repeatedly explained important instructions and movements to strengthen students' understanding of the material. This strategy is important because deaf students often require repeated exposure to information due to limitations in receiving auditory input and language acquisition. (Haenudin, 2013) explains that deaf students tend to experience difficulties in language comprehension and therefore require repetitive and visual instructional approaches to support effective learning.

However, the findings also reveal a significant limitation in the learning process. Although students were able to understand procedural and practical materials, they still experienced difficulties in comprehending abstract Islamic concepts such as faith (aqidah), sincerity (ikhlas), and intention (niat). These concepts require deeper cognitive and symbolic understanding that cannot be conveyed effectively through demonstrations alone. (Karinska et al., 2024) similarly found that students with hearing impairments often face difficulties in understanding abstract religious concepts because of their limited access to language and auditory experiences. Therefore, the findings of this study indicate that Islamic Religious Education for deaf students requires more innovative and interactive instructional approaches to strengthen conceptual understanding in addition to practical learning. (Trianto, 2009) explains that innovative learning models are essential in creating active, student-centered, and meaningful learning environments.

Another important finding in this study is the use of firm instructional approaches by teachers in certain classroom situations to maintain student focus and discipline during lessons. Although this approach may help teachers control the classroom in the short term, it also raises concerns regarding inclusive teaching practices. According to constructivist learning theory, learning should encourage active student involvement and supportive interaction rather than pressure or coercion. (Sinarsih et al., 2021) state that teachers in special education settings should function as facilitators and motivators rather than authoritative enforcers. Therefore, the use of rigid instructional approaches may indicate limitations in classroom management skills and insufficient training in inclusive education practices.

### **Supporting and Hindering Factors in Islamic Religious Education Learning for Deaf Students**

The findings of this study indicate that several supporting factors contributed positively to the implementation of Islamic Religious Education learning for deaf students. These factors included students' learning motivation, positive relationships between teachers and students, school support, and teachers' commitment during the instructional process. Teachers attempted to create a comfortable and interactive

classroom atmosphere to encourage students' participation and learning enthusiasm. Positive communication and supportive interactions between teachers and students were considered essential in improving learning effectiveness. This finding supports (Wahyuni et al., 2024), who found that effective communication and supportive learning environments significantly improve student engagement in deaf education. Teacher commitment also became an important supporting factor in the learning process. Despite various limitations, teachers continued adapting instructional strategies according to students' abilities and needs. This demonstrates that teacher dedication plays a crucial role in supporting successful learning implementation in special education contexts. According to (Sinarsih et al., 2021), teachers in inclusive education are expected not only to deliver material but also to motivate and guide students throughout the learning process.

Nevertheless, several inhibiting factors were also identified in this study. Similar findings were reported by (Rahmah et al., 2023), who found that communication barriers, limited teacher competence, and inadequate learning facilities often become major obstacles in Islamic Religious Education learning for deaf students. One major obstacle was teachers' limited mastery of sign language and lack of special education training. Teachers without educational backgrounds in special education experienced difficulties in delivering learning materials effectively, especially abstract concepts requiring more adaptive communication strategies. This finding is consistent with (Rizky Oktarina Costa, 2023), who explains that limited teacher competence remains one of the major challenges in special education implementation.

In addition, inadequate learning facilities, limited instructional media, restricted teaching time, and suboptimal lesson planning also affected the quality of the learning process. (Sanjaya, 2015) explains that effective learning requires proper instructional planning and the adjustment of learning strategies to students' characteristics and educational needs. The lack of visual learning media reduced opportunities for students to understand learning materials more comprehensively. Limited instructional time also made it difficult for teachers to provide individualized learning support according to students' needs. These findings indicate that improving teacher competence, educational facilities, and institutional support is essential to enhance the quality of Islamic Religious Education learning for deaf students. Overall, this study confirms that visual and practical instructional strategies are highly important in Islamic Religious Education learning for deaf students. However, a more holistic and inclusive educational approach is still needed to help students not only perform religious practices but also understand their meanings and values comprehensively.

## CONCLUSION

The findings of this study indicate that the instructional strategies used in Islamic Religious Education (IRE) learning at Taman Pendidikan Islam Special School were generally adapted to the characteristics and learning needs of deaf students. Teachers predominantly applied visual, demonstrative, repetitive, and practice-based instructional strategies to support students' understanding of learning materials, particularly practical religious activities such as ablution (wudhu) and prayer. These strategies were considered effective in improving students' participation and comprehension because deaf students rely heavily on visual and experiential learning

processes. However, the study also revealed several obstacles affecting the effectiveness of the learning process, including teachers' limited mastery of sign language, inadequate special education competencies, limited instructional media and learning facilities, and suboptimal lesson planning. In addition, students still experienced difficulties in understanding abstract Islamic concepts that require deeper conceptual and symbolic explanations. Therefore, this study implies that Islamic Religious Education learning for deaf students requires not only practical and visual instructional approaches but also more inclusive, interactive, and concept-oriented learning strategies supported by adequate institutional facilities and teacher professional development.

Based on these findings, several recommendations can be proposed. Islamic Religious Education teachers are encouraged to improve their competencies in special education, particularly in sign language mastery and inclusive instructional strategies for deaf students. Educational institutions are also expected to provide more adequate learning facilities, visual instructional media, and continuous professional training programs to support effective learning implementation. Furthermore, lesson planning should be developed more systematically and adaptively according to students' characteristics and learning needs. This study has several limitations, including the limited number of participants, restricted research duration, and data collection conducted only in one special school setting, which limits the generalization of the findings. Therefore, future research is recommended to explore more innovative and technology-based visual learning models for deaf students in Islamic Religious Education. Further studies involving broader research locations and larger participant groups are also necessary to enrich the development of inclusive Islamic education practices for students with hearing impairments.

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