

# Implementation Strategy of Religious Moderation Values for Children with Special Needs

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**Abstract.** In its implementation, religious moderation is not only a partial concept that is only applied within the scope of public schools, but it also requires moderate religious understanding for children with special needs with all the dynamics and problems faced by teachers in the field. This research is motivated by the challenges faced by teachers in fulfilling religious education and moderate religious understanding in special education institutions for children with special needs based on the classification of disability in SLBN 1 Buleleng. The method used in this research is qualitative research with descriptive data analysis. The results showed that the strategy of implementing religious moderation values applied to classification A (visually impaired) and classification B (hearing impaired) disability groups was through directives and direct practice as well as classification D (physically disabled). Meanwhile, classification C (mentally disabled) of this group is implemented through a process of habituation and continuous guidance. The strategies that teachers play in the classroom certainly get their own challenges with the diverse characteristics of student disabilities. Therefore, the acceptance and practice of religious moderation values for children with special needs also have special treatments.

**Keywords:** Religious Moderation, Special Education, Children with Special Needs

## 1 Introduction

Religious moderation is a concept that directs us to have a moderate attitude and perspective or commonly referred to as moderate religion [1]. This is an important part of the process of national character building [2] which in the constitution is emphasized that Indonesia is a country based on the almighty God. Therefore, through the Ministry of Religious Affairs of the Republic of Indonesia offers religious solutions with the principle of the middle way to all elements of society without exception.

Implementatively, in the field it has been formulated in various institutions, foundations, organizations, and even in educational units or special schools that accommodate students who have a background of students with special needs [3]. As in Marani [4] who states that children with special needs (ABK) have their own peculiarities in management and coaching strategies in educational units in the form of special schools.

In Mulyani [5] states that special schools are a place to carry out the constitutional mandate that educating the nation's life is not seen as only from the upper middle class, but also

applies to all layers of the economic class and even for people who have children with special needs are also given equal access to basic, secondary, and tertiary education.

Children with special needs can be found in several criteria such as hearing impaired, blind, mentally disabled, and physically disabled [6]. The criteria of each disability have their own characteristics both in sensory, psychomotor, and cognitive abilities that each has. Children with special needs are children who require special handling due to developmental disorders and abnormalities experienced by children [7].

Special Schools are an option as a place for children with special needs to get an education. SLB Negeri 1 Buleleng is an educational institution entity that is present in embracing the community in Buleleng Regency whose family members have children with special needs. Based on a search conducted through the Kemdikbud data reference for the regional category with a total of children with special needs in Buleleng district itself as a whole has 115,438 students, while for the category of children with special needs there are 359 active students who are recorded as students with a background of children with special needs.

From the above findings, the analysis of the need for the presence of education that accommodates children with special needs with the principle of inclusiveness in education is very beneficial in providing equal access [8] especially for all elements of the nation's children. In the context of implementing religious moderation values, in schools, teachers are faced with the challenge of fulfilling religious education [9]. Referring to Law No.20 of 2003 concerning the National Education System in article 12 paragraph 1 point a regarding the right of each student to receive religious education according to his religion and taught by teachers of the same religion, as well as Government Regulation No. 55 of 2007 regulating Religious Education and Religious Education, the fulfillment of the right to get religious education for students in schools must be fulfilled to the maximum.

Maximizing the role of teachers in educating and guiding children with special needs in terms of religious education and religious moderation values [10] is a challenge in its application. As initial observations conducted together with Hindu and Islamic religion teachers that classroom learning is carried out with the provision of placement based on the classification of disability at each level, SLB Negeri 1 Buleleng accommodates all levels both from elementary school, junior high school, and senior high school.

Referring to the basic education data (dapodik) accessed on July 22, 2024, based on a search conducted through the school admin, shows that there are 128 active students from various levels of elementary, junior high and high school. The three levels are classified into four disability groups. The classification of disabilities is determined based on an assessment from a psychologist's recommendation, which then becomes the basis for determining the placement of disabilities in the school. However, in general, initial observations indicate that the disability classification is divided into four divisions. First, class A; the hearing impaired group, class B; the visually impaired group, class C; the mentally impaired group, and class D; the physically disabled group.

At the academic level, the study of children with special needs, especially in relation to how the implementation of the values of religious moderation or moderate religious understanding in educational institutions characterized by special education, which of course

students also come from various backgrounds of disability. Based on the search for previous studies, there is a tendency for studies to be carried out by looking at several aspects. First, there are challenges faced by educators in the teaching and learning process in inclusive education such as methodological challenges and weaknesses in learning design [11]. Second, the provision of effective education for children with special needs requires strategies and teacher interventions in it to achieve learning goals [12], especially in terms of implementing the values of religious moderation [13] or moderate religious understanding for children with special needs.

Persons with disabilities or plural called children with special needs, especially those who have entered school age, have equal rights to access education from elementary school to college [14]. This equality then encourages the trend of studies on inclusiveness in access to education at various levels [15]. In addition, other studies highlight how important it is to pay attention to the educational needs of children with special needs in the learning process [16].

Other aspects in previous studies were studied in the realm of how the position of an educator in paying attention to aspects of behavior and attitudes in dealing with students with special needs [17], several other studies used approaches and learning methodologies in the classroom with various variants such as expository learning strategies for the hearing impaired [18], developing adaptive behavior of children with special needs through edutainment in learning Islamic religious education [19], lecture method [20], improving cognitive abilities in children with special needs through puzzle games in Christian religious education [21], and various other strategies based on the characteristics, geographical characteristics, and academic culture of each institution that accommodates children with special needs even though they come from various backgrounds of certain religious identities.

Different from the previous studies above, this study leads to an analysis that focuses on the implementation strategy of religious moderation values or moderate religious understanding for students. This research takes place in one of the special school-based educational institutions in Buleleng Regency, namely SLBN 1 Buleleng, which has a classification of disabilities in educating, guiding, and directing students to the expected learning goals and achievements. Therefore, departing from the accumulation of the description of the previous study, the aspects related to the strategy of SLBN 1 Buleleng teachers in implementing religious moderation values to children with special needs based on the classification of disability are things that need to be studied and analyzed from the perspective of the sociology of religion.

In order to make this study focused, this research is aimed at answering three research questions. First, what are the implementation strategies of religious education and moderate religious understanding for students with special needs. Second, what challenges do teachers face in classroom practice? Third, strategies to overcome the problems faced by teachers in their implementation in the classroom in the process of assisting religious education and moderate religious understanding to students from various disability backgrounds.

## **2 Method**

This study adopted a qualitative research approach with descriptive data analysis. This research is located in SLBN 1 Buleleng, the determination of this location is based on the consideration that this school is one of two special school educational institutions in the city of Singaraja which accommodates students who have a background as a child with special needs consisting of four classifications of disabilities such as: mentally disabled, hearing impaired, blind, and physically disabled. The informants in this study were determined purposively based on certain criteria such as Hindu religion teachers, Islamic religion teachers, and class teachers, for religious teachers other than Hinduism and Islam do not exist because they are adjusted to the religion and beliefs of students. Data collection techniques are carried out through participatory observation, in-depth interviews, and documentation studies of both primary sources and secondary sources in the form of articles, journals, and other supporting documents. The data that has been collected will go through the data validity stage using data source triangulation.

## **3 Results and Discussion**

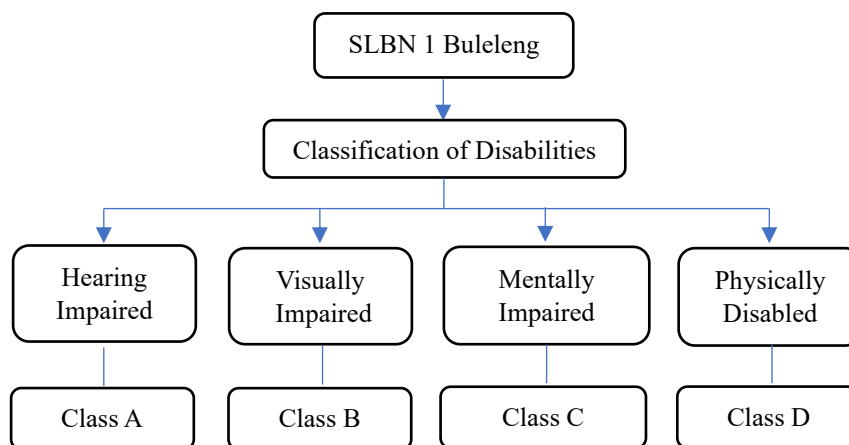
### **3.1 Classification of Disabilities**

Referring to the classification proposed by Dembo in Muljono [22] that the classification of disabilities in learning are: (1) mental retardation; (2) learning difficulties or learning disabilities; (3) behavior disorders or emotional disorders or behavior disorders; (4) speech and language disorders; (5) hearing impairments; (6) visual impairments; (7) physical impairments and health disorders or physical and other health impairments; (8) severe disabilities or multiple disabilities or severe and multiple handicaps.

Based on the above classification, the learning program designed by the class teacher requires the maturity of preparation and planning before the implementation of the learning program in the classroom. Based on the narrative of one of the class teachers at SLBN 1 Buleleng who mentioned that most teachers have difficulty in planning and implementing activities in the classroom. This happens but because the class teacher has not been optimal in projecting the characteristics of each student.

In addition, at a later stage, it was mentioned that class teachers also experienced difficulties in implementing individualized programs because even though one class had similar disability characteristics, they had different levels of acceptance of subject matter. Therefore, class teachers can pay more attention to aspects of existence and patterns of approaches that have cognitive, affective and psychomotor impacts on each learner.

In terms of the learning that is taught, it actually has its own challenges from each class that is grouped based on the characteristics of disability. Based on observations made, it was found that SLBN 1 Buleleng consists of four types of disability groups which are the basis for grouping in certain classes such as hearing impaired, blind, mentally disabled, and physically disabled. Details can be seen through the chart below:



**Figure 2.1** Classification of Disabilities

The division or grouping of children with special needs in SLBN 1 Buleleng is not necessarily based on the classification of disabilities alone but there are certain documents that are proven by recommendations from psychologists who display details of the abilities of students in various types of measurements such as personality tests, intelligence tests, and other tests that support the abilities and capabilities of students with special needs who are placed in one of the types of classes..

Kirk and Gallagher in Muljono [23] mentioned related to what is the definition of exceptional children who save from the average or normal children in general can be seen in the following characteristics: (1) mental characteristics; (2) sensory abilities; (3) neuromotor or physical characteristics; (4) social behavior; (5) communication skills; (6) a combination of these variables.

Departing from the above characteristics, extraordinary children or generally referred to as children with special needs in the context of learning experience modifications in terms of the implementation of learning in the classroom, this is done none other than because of the analysis of needs and factual situations, especially in SLBN 1 Buleleng which has a variety of disability classifications with a distinctive learning approach pattern.

As an interview conducted with the principal of SLBN 1 Buleleng, Mr. Made Winarsa said that in the implementation of education in a special school-based education unit such as SLBN 1 Buleleng has a different curriculum from regular schools in general. The teaching material delivered by the teacher will vary from one child to another. But in practice, students are expected to know and understand the subject matter obtained. Disability-friendly technology is also widely applied by teachers in facilitating the delivery of material and achieving planned learning objectives.

### **3.2 Implementation of Religious Moderation Values for Children with Special Needs**

Religious moderation is basically a program to provide guidance to every citizen as a manifestation of a godly nation to practice religion moderately [24] especially within the scope

of educational institutions. Special schools under the auspices of the ministry of education and culture are special educational institutions established to meet the needs of children who are categorized as children with special needs. In essence, every individual has unique potential [25]. Therefore, SLBN 1 Buleleng is present to provide support and learning based on the classification of their diverse disabilities and characteristics.

Based on the results of interviews conducted with the principal of SLBN 1 Buleleng that moderate religious understanding is an effort that is always to be encouraged so that students are also fulfilled their right to learn about the religion they adhere to, therefore, SLB also prepares religious teachers who are competent and have authority in guiding students' religion. Departing from the interviews conducted, followed by participatory observation to Hindu and Islamic teachers and observing how the teacher's strategy in implementing the values of religious moderation for children with special needs.

As is known conceptually, the values of religious moderation include: (1) National commitment; (2) Tolerance; (3) Anti-violence; (4) Accommodating local culture. In practice, SLBN 1 Buleleng has its own strategy in implementing the values of religious moderation or moderate religious understanding even in the condition of unique students or children with special needs.

**Table 3.1** Practice of religious moderation values in the school environment

No	The Values of Religious Moderation	Practice at School
1	Nationality commitment	Every Monday, a flag ceremony is held to instill a sense of patriotism.
2	Tolerance	Learners are introduced from the beginning of class to the life of diversity in the school environment, respecting the beliefs and beliefs of their peers.
3	Anti-violence	Learners are internalized in understanding their existence to be able to have a collaborative mentality instead of being in conflict with their peers.
4	Accommodating to local culture	Education of respect for local traditions and culture is instilled early on through good practices in the SLBN 1 Buleleng environment such as the celebration of certain days, SLB students always work together in activities regardless of their religious identity.

Indeed, in practice, Hindu and Islamic religious teachers in guiding children with special needs, especially with regard to practicing religious moderation values, have their own challenges. However, these efforts can slowly be internalized in daily practice both in the school environment, family, and in the actualization of these values in the community.

As affirmed by Mrs. Betty Kostradiyanti as the Islamic religion teacher that in practice, these children are directed to realize and understand the presence of various religious identities inherent in the school environment, such as how students of different faiths can respect each other's differences. This is then realized in the form of a culture of greeting each other, cooperation, and in essence the children of SLBN 1 Buleleng are directed to understand differences through religious learning.

This is then reinforced by Mr. I Putu Ariata as a Hindu Religion teacher who in his learning practice at the beginning of the meeting, students are directed to understand that in the school environment or in society in general there are various religions which in practice have their own moral teachings. Therefore, students are guided to understand the character of religions other than Hinduism and vice versa. In the absence of this understanding, it is possible that students have difficulty managing differences and how to behave in front of friends who have different beliefs and beliefs.

Based on the results of the interview delivered by Mrs. Putu Dewi Resiani as Deputy Head of Curriculum of SLBN 1 Buleleng, she explained that the main thing that becomes the values of religious moderation to students at SLBN 1 Buleleng is that every religious holiday or there is a certain ceremony, they are taught to have a basic understanding of cooperation. Therefore, the presence and participation of all parties regardless of the identity barrier of children with special needs, this is necessary so that students who have a background as children with special needs can understand and respect the existence of different religions in the school environment, especially in the community..

In certain contexts, as the results of observations made in a participatory manner in the school environment, there are habituations that become expressions of gratitude and prayers together for students before starting learning. *Tri Sandhya* is one of the habituations carried out in the school environment, as stated by Mrs. Lely as a Hindu Religion teacher that *Tri Sandhya* is literally interpreted as Tri as three and Sandhi is a relationship, so *Tri Sandhya* is a relationship made to God *Hyang Widhi Wasa* which is done at three times a day. In SLBN 1 Buleleng it is carried out only in the morning and all parties are involved such as teachers and students.



**Figure 3.1** *Tri Sandhya Mantram* before starting the lesson

In its application, the *Tri Sandhya mantram* is followed by all school members, and for students other than Hindus are accompanied by Muslim teachers for assistance in adjusting the prayer. This momentum is then followed by the cultivation of character values by jointly singing the Indonesia Raya song and several affirmations delivered by the assigned teacher to strengthen the values of respect for others and maximize their potential in participating in the lesson.

### 3.3 Learning Strategies and Barriers Based on Disability Classification

The implementation of learning in the classroom as accumulated from the results of interviews conducted with Hindu religion teachers and Islamic religion teachers, found a learning strategy in the classroom based on the classification of disability is as follows:

**Table 3.2** Learning strategies based on disability classification

No	Type of Disability	Learning Strategy
1	Visually Impaired	Behavior modification strategies
2	Hearing Impaired	Communication and language approach
3	Mentally impaired	Creativity and role demonstration or through media props
4	physically disabled	Common learning strategies

Departing from the findings above, the overall learning strategy applied by teachers, especially in religious learning, in practice has a different approach, this is a generalization because different types of disabilities have different approaches. Nevertheless, the position of religious teachers in carrying out the process of internalizing theory and practice is also required to have good teaching capacity and skills. Because students with the same background of children with special needs in one class also have different levels of understanding and absorption of the learning that is followed in class.

Learning strategies based on the classification of disabilities that depart from the findings above, then to better understand the approach used by religion teachers at SLBN 1 Buleleng, the following describes the overall points that became the author's findings based on participatory observation in the school environment and the accumulation of interviews with religion teachers:

#### 3.3.1 Behavior modification strategies

Learning strategy as a plan that contains a series of activities designed to achieve certain educational goals, especially in adjusting to the object of students who have a blind background. The behavior modification strategy is the choice applied by religious teachers, this is based on a situation where the typology of students who have visual obstacles either in the form of low visual or completely lack of vision (total blindness).

Students with visual impairments who can no longer distinguish light and darkness, so in the identification carried out are categorized as totally blind. Meanwhile, there are students with very minimal vision so that they can carry out various daily activities including the ability



to read with large font sizes. In the learning process that is carried out based on limited abilities both totally blind and with students with minimal vision, the treatment applied by the teacher by applying behavior modification strategies.

Behavior modification is more focused on the teacher's efforts in changing behavior from non-adaptive to adaptive. The implementation of religious moderation values for the blind is carried out by adjusting all components in the learning process, including one of them familiarizing and training the senses that still function in blind children to be more sensitive in capturing learning messages.

### 3.3.2 Communication and language approach

Students with hearing impairments or commonly referred to as deaf children who are a condition where there is a loss of hearing which includes mild, moderate, and severe hearing impairments. Even though in practice some students use hearing aids, hearing-impaired children must still receive education, especially religious education in the school environment. Therefore, the communication and language approach is quite effective in implementing the values of religious moderation among the deaf.

Communication and language are often an activity in dealing with deaf students, in practice religious teachers use sign language both in daily activities and language and specifically related to the practice of beliefs. Deaf students, in terms of acceptance of subject matter and practice of religious moderation values in the school environment are quite good. The ability to communicate and sign language which has become an important part of the skills that must exist in a teacher, especially in SLBN 1 Buleleng, is highly emphasized for how students for the hearing impaired group can optimally get their basic rights in obtaining religious education through special assistance from their respective religious teachers.

### 3.3.3 Creativity and role demonstration or through media props

As is known, the group of students who are included in the criteria of the mentally disabled, based on the results of interviews that learning barriers for mentally disabled children are very limited, especially in their capacity cognitively very slow and tend to forget quickly. In addition, mentally impaired refers to general intellectual functioning that is significantly below the normal average. At the same time, the impaired experience deficiencies in behavior and adjustment.

Therefore, from the search conducted, the strategy applied by religious teachers in the realm of internalizing the values of religious moderation and basic religious education obtained is through a creativity and role-playing approach by presenting the media used as props. This is done to provide opportunities for students to practice or demonstrate what has been exemplified by the teacher.

With this approach, the teacher allows students to try many times to repeat the concepts learned as an effort to keep the concepts embedded. The principle of demonstration is the principle held by religion teachers at SLBN 1 Buleleng which departs from the findings showing that the weakness of mentally retarded students is in terms of abstract thinking ability, they have

difficulty imagining things. With all the limitations they have, students with disabilities will be more easily attracted to their attention if in learning activities they use concrete objects or various props or models that are appropriate.

#### 3.3.4 Common learning strategies

For students who are categorized as physically disabled, in general, they experience muscular system abnormalities. Therefore, in SLBN 1 Buleleng religious teachers have anticipated this to be able to have the scientific provision in treating students with disabilities just like the cognitive development of normal people. The intelligence level of students with disabilities tends to be normal so that they can follow the same lessons as normal children in general. However, the findings in SLBN 1 Buleleng for the category of the physically disabled are still not available, but teachers are equipped with general learning strategies from the beginning as an effort in dealing with students with disabilities.

Therefore, understanding the urgency of religious education as a starting point for the application of religious moderation values, especially to students with special needs, referring to Law No.20 of 2003 concerning the National Education System in article 12 paragraph 1 point a regarding the right of every student to receive religious education according to his religion and taught by teachers of the same religion, as well as Government Regulation No. 55 of 2007 regulating Religious Education and Religious Education, the fulfillment of the right to receive religious education for all students in schools must be fulfilled to the maximum.

## 4 Conclusion

Overall, the accumulation of the results of observations, interviews, and searches for other supporting sources, it can be concluded that the application of religious moderation values, especially to students at SLBN 1 Buleleng has its own challenges. The strategy carried out departs from the typology and classification of disabilities which are divided into deaf, blind, mentally disabled, and physically disabled groups. The manifestation of religious moderation values in the form of national commitment, tolerance, non-violence, and accommodation to local culture are basic values that students have in the form of practices both in the classroom and outside the classroom. The strategies used by religious teachers in implementing religious moderation values to students with special needs backgrounds are: (1) behavior modification strategies; (2) communication and language approaches; (3) creativity and role demonstration or through media props; and (4) general learning strategies. Therefore, the implementation strategy carried out is certainly inseparable from the search and findings obtained that each learner in addition to the classification of disabilities that determine the appropriate strategy that needs to be considered both class teachers and specifically to religion teachers that in practice students need a massive habituation process especially for the mentally disabled group. In addition, the construction of a moderate religious perspective to SLBN 1 Buleleng students has relevance to students' efforts to be better prepared to interact, cooperate, and respect each other in a diverse environment.

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