

# THE EDUCATION SERVICES OF CHILDREN FOR SPECIAL NEED ON ISLAMIC EDUCATIONAL PSYCHOLOGY PERSPECTIVE

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**Abstract:** This study described the education of children with special needs from the perspective of Islamic education psychology. Education in Indonesia was a right that everyone was obtained. Everyone has the right to receive a proper education, even if that person belongs to the children with special needs category. This research has been a literature study that examined the object of research on the education of children with special needs related to the psychology of Islamic education. This study used documentation techniques in terms of collecting research data. The documentation technique in question was that researchers collect related documents in the form of books, journals, and other scientific works that are relevant to the object of research. An important finding in this study has been that the psychological concept of Islamic education educates the physical and spiritual aspects. Islamic educational psychology has four essential dimensions which must be fulfilled; Physical-Biological Education for Children with Special Needs, Psycho-Educational Education for Children with Special Needs, Spiritual Education for Children with Special Needs, and Socio-Cultural Education for Children with Special Needs. These four dimensions of Education must be balanced to create a balance for the overall growth of children with special needs by training their souls, mind, and body.

**Keywords:** children with special needs; Islamic education; psychology; spiritual education.

**Abstrak:** Studi ini menggambarkan pendidikan anak berkebutuhan khusus dalam perspektif psikologi pendidikan Islam. Pendidikan di Indonesia merupakan suatu hak yang bisa didapatkan oleh semua orang. Setiap orang berhak untuk menerima pendidikan yang layak meskipun orang tersebut termasuk kategori orang yang berkebutuhan khusus. Penelitian ini adalah studi kepustakaan yang mengkaji objek penelitian tentang pendidikan anak berkebutuhan khusus yang dihubungkan psikologi pendidikan Islam. Penelitian ini menggunakan teknik dokumentasi dalam hal pengumpulan data penelitian. Teknik dokumentasi yang dimaksud adalah peneliti mengumpulkan dokumen-dokumen terkait baik yang berbentuk buku, jurnal, maupun karya ilmiah lainnya yang relevan dengan obyek penelitian. Temuan penting dalam penelitian ini adalah konsep psikologi pendidikan Islam tidak hanya mendidik sisi jasmaniah semata tetapi juga dari sisi ruhaniah. Psikologi pendidikan Islam memiliki empat dimensi penting yang harus terpenuhi agar pendidikan anak berkebutuhan khusus bisa berjalan secara maksimal, yaitu Pendidikan Fisik-Biologis Anak Berkebutuhan Khusus, Pendidikan Psiko-Edukatif Anak Berkebutuhan khusus, Pendidikan Ruhaniah-Spiritual Anak Berkebutuhan Khusus dan Pendidikan Sosio-Kultural Anak Berkebutuhan Khusus. Empat dimensi pendidikan ini harus dilakukan secara seimbang agar menciptakan keseimbangan pertumbuhan kepribadian anak berkebutuhan khusus secara menyeluruh, dengan cara melatih jiwa, akal pikiran, dan fisiknya.

**Kata kunci:** anak berkebutuhan khusus; pendidikan islam; psikologi; pendidikan spiritual.

## Introduction

Children with special needs are people with social welfare problems who need the attention and help of others so that they can carry out their social functions. So far, educational services for children with special needs are provided in the model segregation education and integrated

education. Segregation education is an education system that separates children with special needs from the regular education system, the form of education segregation is SLB (Extraordinary school), SDLB (Extraordinary Elementary School), SMPLB (Extraordinary Junior High School), and SMALB (Extraordinary Senior High School). At the

same time, integrated Education is a system that provides opportunities for children with special needs to attend education in regular school without any special treatment tailored to the child's individual needs.<sup>1</sup>

In an integrated education system, the segregation of children with special needs has boundaries with the outside world around them, resulting in the child not being able to establish interaction and collaboration with children in general.<sup>2</sup> This also affects when children will be an adult and have to jump into public because of the limitations that have been created. In this case, children with special needs and the surrounding community will experience foreign feelings, so the interaction well cannot be tied.

To minimize this problem, children with special needs need more support. Forms of support for children with special needs are focused on the child and the surrounding environment to make it more conducive. The community must also receive Education on treating children with special needs. It is time for us to be closer and more familiar with children with special needs. This continuous positive support can benefit children with special needs. They must be supported because they also have a future like everyone else. They have hope and a bright future, just like most people.<sup>3</sup>

Discriminatory attitudes in education are also found in various countries in various forms and levels. It can be seen in individuals or groups for reasons based on race, socioeconomic status, ethnicity, culture, religion, gender, and physical or intellectual capacity.<sup>4</sup> As a result, many imbalances

in various sectors lead to unfulfilled basic needs in the education sector, which opens up space for conflict. In this regard, for Islamic education, it is imperative not to classify students in various levels and social statuses, let alone physical differences.<sup>5</sup> As it is known in the Quran, it is written that Islam is a religion of *rahmatanlilalamin*, so religion should be able to provide calm and tranquillity anywhere, including in Indonesia.

Further interpreting Islamic education, it will be seen that the concept of education in Islam is deeply rooted in the core of human existential consciousness. Human existence is about the size of his knowledge of the creator of the universe. That is the awareness of monotheism. In Islam, everything begins and comes from monotheism. In monotheism, Allah SWT is the most excellent educator. His tauhid is called *tauhid rububiyyah*. This last word is synonymous with *tarbiyah* in Arabic, which means education in Indonesian.<sup>6</sup> Islamic education has a significant role in the whole of human life. Education is about interactions between people, especially between educators and educated people, to achieve National education's goals. In this interaction, the content being interacted with is involved, and the process of how the interaction takes place. What are the goals of education, who are educators and students, what is the content of education, and how is the educational interaction process? These are questions that require basic, essential answers, namely philosophical answers.<sup>7</sup>

One form of support that can be given to children with special needs is to provide psychological counselling services for Islamic

<sup>1</sup> Siti Maisarah, Julianto Saleh, and Nurul Husna, "Anak Berkebutuhan Khusus Dan Permasalahannya (Studi Di Kemukiman Pagar Air Kecamatan Ingin Jaya Kabupaten Aceh Besar)," *Jurnal Al-Ijtima'iyyah*, vol. 4, no. 1 (June 29, 2018), p. 10, <https://doi.org/10.22373/al-ijtima'iyyah.v4i1.4781>.

<sup>2</sup> Moch Iqbal and Adisel Adisel, "Epistemology of Islamic Science: A Searching for Ideal Form and Format of Scientific Design for Islamic Higher Education in Indonesia," *Madania: Jurnal Kajian Keislaman*, vol. 25, no. 1 (July 1, 2021), p. 105, <https://doi.org/10.29300/madania.v25i1.4335>.

<sup>3</sup> Fatma Laili Khoirun Nida, "Komunikasi Bagi Anak Berkebutuhan Khusus," *AT-TABSYIR: Jurnal Komunikasi Penyiaran Islam*, vol. 1, no. 2 (2013), p. 165, <https://doi.org/10.21043/at-tabsyir.v1i2.431>.

<sup>4</sup> R. Harfiani and A. Akrim, "Alternative of Troubleshooting Inclusive Education in Kindergarten," *Utopia y Praxis Latinoamericana*, vol. 25, no.6 (2020), p. 229, <https://doi.org/10.5281/zenodo.39876>.

<sup>5</sup> Emilda Sulasmi, A. Akrim, and G. Gunawan, "Konsep Pendidikan Humanis Dalam Pengelolaan Pendidikan Di Indonesia," *Kumpulan Buku Dosen*, vol. 1, no. 1 (2019), p. 162, <http://publikasiilmiah.umsu.ac.id/index.php/publikasiilmiah/article/view/896>.

<sup>6</sup> Baiq Mulianah, "Internalisasi Nilai-Nilai Pendidikan Islam Dalam Pola Asuh Keluarga Sasak Nusa Tenggara Barat," *Schemata: Jurnal Pasca Sarjana IAIN Mataram*, vol. 8, no. 1 (June 21, 2019), p. 45, <https://doi.org/10.20414/schemata.v8i1.1308>.

<sup>7</sup> Mukh Nursikin, "Eksistensi Madrasah Dan Sekolah Islam Sebagai Lembaga Pendidikan Islam Dalam Sistem Pendidikan Nasional (Studi Kasus Di MAN Yogyakarta III Dan SMA Muhammadiyah 1 Yogyakarta)," *Istawa : Jurnal Pendidikan Islam*, vol. 3, no. 1 (June 6, 2018), p. 27, <https://doi.org/10.24269/ijpi.v3i1.1001>.

education. This service will provide psychological support so that children with special needs remain enthusiastic about learning to achieve their future. The advantages of the psychology of Islamic education are that it develops not only the *aqliyah* side (intellectual intelligence) but also the *qalbiyah* side (emotional and spiritual intelligence), which is also designed according to the potential of each child.<sup>8</sup> Much research on children with special needs and the psychology of Islamic education has been carried out, but unfortunately, these studies have been carried out separately and have not been integrated into a single unit. An example of research on children with special needs is the research conducted by Truyanto and Desi Permata Sari under the title Fulfilling the Rights of Children with Special Needs in Inclusive Schools. The results of his study show that SDIT Al Irsyad Al Islamiyyah 02 Purwokerto has applied the inclusive school concept quite well. Although not all the rights of children with special needs have been fulfilled, in general, the requests of children have been fulfilled.<sup>9</sup>

Further research was carried out by Ika daily under the title of research on Islamic Education Psychology Orientation in Schools and Preschools. The conclusion obtained from this study is that the psychological orientation of Islamic Education in schools and preschools is very important because, in principle, this orientation aims to determine the direction of the education path that will become a platform or benchmark in carrying out both the curriculum, teaching methods, inputs, and outputs will be generated from existing Education, be it at the kindergarten level, elementary school level, junior high school level, and high school.<sup>10</sup>

<sup>8</sup> Bahril Hidayat, Ary Antony Putra, and Musaddad Harahap, "Pendidikan Anak Usia Dini Menurut Psikologi Islami," *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, vol. 1, no. 1 (October 24, 2018), p. 31, [https://doi.org/10.25299/ge.2018.vol1\(1\).2254](https://doi.org/10.25299/ge.2018.vol1(1).2254).

<sup>9</sup> Triyanto Triyanto and Desty Ratna Permatasari, "Pemenuhan Hak Anak Berkebutuhan Khusus Di Sekolah Inklusi," *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, vol. 25, no. 2 (August 21, 2017), p. 185, <https://doi.org/10.17977/umoo9v25i22016p176>.

<sup>10</sup> Ika Hariani, "Orientasi Psikologi Pendidikan Islam Di Sekolah Dan Prasekolah," *At-Tarbawi : Jurnal Pendidikan, Sosial Dan Kebudayaan*, vol. 6, no. 2 (November 15, 2019), p. 154, <https://doi.org/10.32505/tarbawi.v1i12.1264>.

Looking at the facts that have been described previously, research on children with special needs and the psychology of Islamic education has not been carried out in an integrated manner; it is still carried out separately and separately. Based on this fact, researchers are interested in combining children with special needs with Islamic educational psychology. This integration and merging is the novelty side of the researcher's research.

## Method

The research was a literature study that examined the object of research on the Education of children with special needs related to the psychology of Islamic education. This study used documentation techniques in terms of collecting research data. The documentation technique in question has been that researchers collect related documents in the form of books, scientific journals, and other scientific matters relevant to the research object, as for the technical analysis of data from this study using the descriptive method. The stages of this research were a) the pre-research stage by compiling a research proposal, b) the research stage by reading related books, journals, and articles and then organizing all the data obtained from research sources; and c) the analysis stage. By organizing the data in the form of educational findings of children with special needs from the perspective of Islamic education psychology, d) the stage of compiling research reports based on the data obtained.

## Results and Discussion

### Understanding Children with Special Needs

Children with special needs need special education and services to develop their human potential fully. The mention of a child with special needs is due to the fact that in meeting the needs of his life, this child requires assistance in educational services, social services, guidance and counselling services, and various other types of special services. According to Heward, Children with special needs are children with special characteristics that differ from children in general without always showing mental, emotional, or physical disabilities. Meanwhile, according to experts, children with special needs

have temporary or permanent special needs, requiring more intense educational services. Children with special needs have differences from the average child of their age or children in general. The disparities experienced by children with special needs occur in several ways, namely the process of growth and development that undergoes abnormalities or deviations physically, mentally, intellectually, socially, and emotionally.<sup>11</sup>

The concept of children with special needs has a broader meaning than children's extraordinary understanding. The child with special needs are children who in education require specific services, different from children in general. Therefore they need educational services following the learning needs of each child. The child with special needs includes two categories, namely: children who have special needs permanent, that is, as a result of specific disorders, and children with temporary special needs, that is, those who experience learning disabilities and development caused by environmental conditions and situations. For example, children who experience difficulty adjusting due to riots and natural disasters or cannot read because of teacher's error teaching, a child who is experiencing bilingualism (different languages at home and school), and children who have learning disabilities and development due to cultural isolation and poverty. Child temporary special needs; if they do not get the intervention right and under the obstacles, learning can be permanent.<sup>12</sup>

Other terms for children with special needs are extraordinary children, disabled children, and especially intelligent children. Children with special needs (ABK) are significantly aware of complaints/deviations (physical, mental, intellectual, social, and emotional) in the process of growth and development compared to other appropriate children, so they require special education services. Children with special needs

are considered to have abilities that are outside the range of capabilities of their peers. Children with special needs can be divided into two groups: children with special needs in intelligence and children with developmental delays due to medical, physical, or emotional problems. In particular, extraordinary children show physical, intellectual, and emotional characteristics that are lower or higher than normal children of their age or are outside the standards of norms that apply in society, whether it deviates "up" or "down" both in terms of physical, intellectual and emotional so that they have difficulty in achieving success in terms of social, personal and educational activities.<sup>13</sup>

### Classification of Children with Special Needs

According to the classification and type of disorder, children with special needs are grouped into physical disorders, mental disorders, and disorders with social characteristics. This classification can be seen clearly in the table below.

Table 1. Classification of Children with Special Needs

No	Classification of Children with Special Needs	Information
1	Physical Abnormalities	Physical abnormalities are abnormalities that occur in one or more certain organs of the body. As a result of this abnormality, a condition arises in the body's physical function, which is usually unable to carry out its duties. The malfunctioning of the physical limbs occurs in: physical sense organs, for example, abnormalities in the sense of hearing (deaf), abnormalities in the sense of sight (blindness), abnormalities in the function of speech organs (impaired speech), motor organs of the body, such as muscle and bone disorders (poliomyelitis), abnormalities on the nervous system in the brain resulting in impaired motor function (cerebral palsy), limb abnormalities due to imperfect growth.

<sup>11</sup> Safira Aura Fakhiratunnisa, Asyharinur Ayuning Putriana Pitaloka, and Tika Kusuma Ningrum, "Konsep Dasar Anak Berkebutuhan Khusus," *MASALIQ*, vol. 2, no. 1 (January 5, 2022), p. 28, <https://doi.org/10.36088/masaliq.v2i1.83>.

<sup>12</sup> Sukadari Sukadari, "Pelayanan Anak Berkebutuhan Khusus Melalui Pendidikan Inklusi," *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, vol. 7, no. 2 (July 1, 2020), p. 337, <https://doi.org/10.31316/esjurnal.v7i2.829>.

<sup>13</sup> Feby Atika Setiawati and Nai'mah Nai'mah, "Mengenal Konsep-Konsep Anak Berkebutuhan Khusus Dalam PAUD," *SELING: Jurnal Program Studi PGRA*, vol. 6, no. 2 (2020), p. 195, <https://jurnal.stitnualhikmah.ac.id/index.php/seling/article/view/635>.



2	Mental Disorder	Children with mental disorders have deviations in the ability to think critically and logically in responding to the world around them. Abnormalities in this mental aspect can spread in two directions: mental disorders in the sense of more (supernormal) and mental disorders in the sense of less (subnormal).
3	Social Behavior Disorder	Behavioural disorders or socially retarded people have difficulty adjusting to the environment, rules, social norms, and others. Manifestations of social behaviour disorders include overcompensation, frequent environmental conflicts, violations of law/norms, and decency. <sup>14</sup>

Meanwhile, children with special needs, as referred to in Permendiknas No. 70 of 2009 article 3 paragraph 2, namely: blind, deaf, speech impaired, mentally retarded, physically disabled, mentally retarded, learning difficulties, slow learners, autistic, have motor disorders, become victims of drug abuse, illegal drugs, and other addictive substances, have other disorders, and double disability.<sup>15</sup>

### Characteristics of Children with Special Needs

Children with special needs have several characteristics that distinguish them from normal children. These characteristics can be seen clearly in the table below;

Table 2. Characteristics of children with special needs

No	Characteristics of children with special needs	Information
1	Blind	Blind children have impaired vision function, so they experience problems orienting themselves to the environment through their sense of sight. A child is said to be blind if they have little perception of received light stimuli or may not be able to identify anything with their visual abilities; in other words, they are called blind to the surroundings.

<sup>14</sup> Dara Gebrina Rezieka, Khamim Zarkasih Putro, and Mardi Fitri, "Faktor Penyebab Anak Berkebutuhan Khusus Dan Klasifikasi ABK," *Bunayya : Jurnal Pendidikan Anak*, vol. 7, no. 2 (2021), p. 50, <https://doi.org/10.22373/bunayya.v7i2.10424>.

<sup>15</sup> Jesslin Jesslin and Farida Kurniawati, "Perspektif Orang Tua Terhadap Anak Berkebutuhan Khusus di Sekolah Inklusif," *JPI (Jurnal Pendidikan Inklusi)*, vol. 3, no. 2 (April 27, 2020), p. 73, <https://doi.org/10.26740/inklusi.v3n2.p72-91>.

2	Deaf	Deaf can be interpreted as hearing loss, where children who are deaf are experiencing problems with loss or reduced hearing ability. Deaf can be divided into two categories, namely deaf and hard of hearing. Deafness is a condition where a person cannot hear due to a loss of hearing function in his ears. While hearing loss is a condition in which a person experiences damage to the organ of hearing but can still function to hear even with or without hearing aids.
3	Mentally disabled	Mental retardation is a term applied to children with special needs who experience problems regarding intelligence. In Indonesia, the term mental retardation is a grouping of several children with special needs, but in the field of education, they have the same obstacles due to intelligence problems. Children with mental retardation can be classified based on average human intelligence level with a Binet Scale ranging from 90-110. The classification based on the level of intelligence is Light (IQ 65-80), Medium (IQ 50-65), and Heavy (IQ 35-50).
4	Quadriplegic	In the context of special education in Indonesia, physical disability can be defined as a motor disorder. In other contexts, we can use different terms in referring to children with disabilities, such as children with movement barriers. Mainly, children with physical disabilities have impaired movement function caused by problems with the organs of motion in the body. Children with disabilities have various classifications depending on which part of the limb is experiencing problems. The several types of people with quadriplegia are Club-foot (stiff foot), Club-hand (stiff hand), Polydactylism (more fingers), Syndactylism (webbed fingers), Torticollis (cervical spine disorders), Spina Bifida (spinal cord abnormalities).
5	Tunalaras	very complex boundaries for children with behavioural problems. In essence, the term mentally disabled child is a behavioural disorder that shows a continuous opposition to society, self-destruction, and failure in the learning process at school.
6	An intelligent child with and special talent	According to the law, gifted and special intelligence children include children who need special services; this is stated in the National Education System Law No. 2 2003. Special talented and intelligent children have different needs and characteristics from children in general. The term gifted child is similar to foreign terms, which can be interpreted as gifted children having abilities or talents above average. <sup>16</sup>

The general characteristics of children with special needs are learning difficulties or learning

<sup>16</sup> Khairun Nisa, Sambira Mambela, and Luthfi Isnri Badiah, "Karakteristik Dan Kebutuhan Anak Berkebutuhan Khusus," *Jurnal Abadimas Adi Buana*, vol. 2, no. 1 (July 10, 2018), p. 34, <https://doi.org/10.36456/abadimas.v2.i1.a1632>.

disabilities, a disorder that makes it difficult to carry out learning activities effectively. Experts argue that some people seem confused and paradoxical about children with learning difficulties. Despite the near-intelligence average or higher than average, students with learning difficulties often make school very difficult. Like term learning disabilities, these children struggle to learn and often need support extras to help them succeed at school.<sup>17</sup>

### Model of Education Services for Children with Special Needs

Education in Indonesia is a right that all people can obtain. Everyone has the right to receive an appropriate education. As mentioned in the 1945 Constitution Chapter XII concerning Education and Culture Article 31 paragraph (1), "Every citizen has the right to education." This verse provides guidelines for the command that in Indonesia, education is a right that can be obtained by everyone regardless of the person's background and condition. Article 5, paragraphs (1) and (2) of the Law No. 20 of 2003 concerning the National Education system states that every citizen has the same rights and opportunities to obtain a quality education, both for those with physical disabilities, in remote areas, and which intelligent or specially gifted, which can last a lifetime. Besides that is, article 15 about special Education, It is stated that special education is education for participants to educate those with disabilities or participants to educate those with intelligence outside normal, which held inclusively or in the form of special education units at the basic education and medium.<sup>18</sup>

Children's rights are human rights that must be guaranteed, protected, and fulfilled by parents, families, communities, governments, and the state. Children's rights must be fulfilled, including the right to education and teaching. Children with special needs are also entitled to education

services at an early age. Children with special needs at an early age in the community have not all received services in early childhood education. This is because the existence of early childhood education has not been able to provide services according to their needs. To provide services for children with special needs at an early age, the existing early childhood education should be able to accept and serve children with special needs. Early childhood education services that provide services together between children who do not experience obstacles and children with special needs are called inclusive early childhood education. Inclusive education is an education system that includes all children together in a learning process climate by providing education that provides opportunities for all children together in a learning process climate with appropriate educational services and according to the individual needs of students without distinguishing children from other children's ethnic backgrounds, race, social status, financial ability, political status, language, geography, gender, religion/belief, and differences in physical or mental conditions.<sup>19</sup>

Samuel A. Kirk transformed educational services for children with special needs from the segregation model to the mainstreaming model. The forms of educational services for children with special needs can be grouped into two major groups, namely:

#### 1) Forms of Segregated Education Services

The segregated education service system is an education system that is separate from the normal children's education system. The education of children with special needs through a segregation system means the provision of education that is carried out specifically and separated from the provision of education for normal children. In other words, children with special needs are provided with educational services at special educational institutions for children special needs, such as Extraordinary Schools or Extraordinary Elementary Schools, Extraordinary Junior High Schools, and Extraordinary High Schools. The segregated education system is the oldest.

<sup>17</sup> Asep Supena and Robiatul Munajah, "Analisis Kesulitan Belajar Membaca Anak Berkebutuhan Khusus Di Sekolah Dasar," *Jurnal Basicedu*, vol. 5, no. 1 (2021), p. 14, <https://doi.org/10.31004/basicedu.v5i1.558>.

<sup>18</sup> Devy Wahyu Cindy Mulyani and Abidinsyah, "Strategi Pembelajaran Peserta Didik Anak Berkebutuhan Khusus (Abk) Di Sdn Antar Baru 1 Marabahan," *Jurnal Pendidikan Hayati*, vol. 7, no. 4 (December 31, 2021), p. 198, <https://jurnal.stkipbjm.ac.id/index.php/JPH/article/view/1597>.

<sup>19</sup> Sri Muji Rahayu, "Memenuhi Hak Anak Berkebutuhan Khusus Anak Usia Dini Melalui Pendidikan Inklusif," *Jurnal Pendidikan Anak*, vol. 2, no. 2 (2013), p. 355, <https://doi.org/10.21831/jpa.v2i2.3048>.

There are four forms of Education with a segregation system, namely:

a) Special School (SLB)

The Special School form is the oldest form of school. This school is a form of education unit. This means that school administration is held in one school unit with one principal from the preparatory level to the advanced level. The standard curriculum used in special schools is the Education Unit Level Curriculum (KTSP) which is suitable for children with special needs.<sup>20</sup> Initially, the school administration in the form of this unit developed following the existing abnormalities (only one disorder), so that there was an SLB for the blind (SLB-A), SLB for the deaf (SLB-B), SLB for the mentally retarded (SLB-C), SLB for the visually impaired for the person with quadriplegia (SLB-D), and SLB for the mentally retarded (SLB-E). Each SLB has a preparation level, basic level, and advanced level. The teaching system is more directed toward the individualization system.

b) Extraordinary Boarding School

An extraordinary boarding school is a special school equipped with boarding facilities. Extraordinary school students are living in dormitories. The management of the dormitory is integrated with the management of the school so that the Special School has a preparation level, a basic level, an advanced level, and a dormitory unit. The form of the education unit is also the same as the form of the extraordinary school above, so there is an Extraordinary School (SLB- A) for blind children, Special Schools (SLB-B) for deaf children, S Exceptional school (SLB-C) for mentally disabled children, Special Schools (SLB-D) for children with disabilities, and Special Schools (SLB-E) for children with hearing impairment, and Special School

(SLB - AB) for children who are blind and deaf.

c) Distant class/Visiting class

A distant class or visiting class is an institution provided to provide educational services for children with special needs who live far from special schools (SLB) or Extraordinary Elementary Schools (SDLB). The implementation of distance/visiting classes is a government policy to complete compulsory Education and equal distribution of learning opportunities.

d ) Excellent Elementary School

Children with special needs are children with different characteristics from children who experience mental, emotional, and physical disorders. Children with special needs need formal education infrastructure in the form of special schools.<sup>21</sup> To complete the learning opportunities for children with special needs, the government started Pelita II to organize an Extraordinary Elementary School (SDLB). SDLB is a school unit consisting of various disorders educated under one roof. In SDLB, some children are blind, deaf, mentally disabled, and physically disabled. The education staff in SDLB consists of the principal, teachers for blind children, teachers for deaf children, teachers for mentally disabled children, teachers for children with disabilities, religious teachers, and sports teachers. In addition to education staff, SDLB is equipped with experts related to their disorders, including general practitioners, specialists, physiotherapists, psychologists, speech therapists, and audiologists. In addition, there are administrative staff and school guards.

2) Integrated or Integrated Education Services  
The form integrated/integrated education services is an education system that provides opportunities for children with special needs to

<sup>20</sup> Devi Kurnia Khikmawati, Tina Indri Astuti, and Any Novitasari, "Penerapan E-Learning Pada Sekolah Luar Biasa (SLB)," *Dialektika: Jurnal Bahasa, Sastra, dan Pendidikan Bahasa dan Sastra Indonesia*, vol. 7, no. 1 (June 28, 2020), p. 41, <https://doi.org/10.15408/dialektika.v7i1.13584>.

<sup>21</sup> Cindy Cheriasari, "Sekolah Luar Biasa Negeri Satu Atap Pontianak," *JMARS: Jurnal Mosaik Arsitektur*, vol. 6, no. 2 (September 5, 2018), p. 30, <https://doi.org/10.26418/jmars.v6i2.27450>.

study together with ordinary (normal) children in public schools. The purpose of providing Education specifically for children with special needs is to be independent and empower children with special needs so that they can live their life in the future.<sup>22</sup> Thus, through the integration system,<sup>23</sup> children with special needs and normal children learn under one roof. The integrated education system is also called the integrated education system, which is an education system that brings children with special needs into an atmosphere of integration with normal children. This integration can be comprehensive, partial, or integration in the context of socialization.

The curriculum used in SDLB is the curriculum used in SLB for the basic level adjusted to its specificity. Learning activities are carried out individually, in groups, and classically according to their respective disabilities. The approach used is also more of an individualization approach. In addition to learning activities, in the context of rehabilitation in SDLB, special services are also organized according to children's disabilities. Blind children receive training in writing and reading braille and mobility orientation; deaf children get speech reading practice, total communication, perception building sound, and rhythm; Tudagrahita children receive self-care services; children with disabilities receive physiotherapy services and motor coordination exercises. The length of Education in SDLB is the same as the length of education in conventional SLB for the basic level, namely for children who are visually impaired, mentally disabled, and physically disabled for six years and deaf children for eight years. In line with the improvement of the legal system in Indonesia, namely RI Law no. 2 of 1989 and PP No. 72

of 1991, in Article 4 PP No. 72 of 1991, the special education unit consists of:

- (a) Extraordinary Elementary School (SDLB) with a minimum length of Education of 6 years
- (b) Extraordinary Junior High School (SLTPLB) at least three years
- (c) Extraordinary High School (SNILB) for at least three years.
- (d) In Article 6 PP No. 72 of 1991, it is also possible to organize an Extraordinary Kindergarten (TKLB) with an education period of one to three years.<sup>24</sup>

### Basic Concepts of Islamic Educational Psychology

Education in Islam is more widely known by using the term *al-tarbiyah*, *al-ta'lim*, *al-ta'dib*, and *al-riyadah*. Each of these terminologies has a different meaning different from each others because of differences in the text and context of the sentence. Islamic education is a maximum effort to determine students' personalities based on the provisions outlined in the Quran and Sunna. Effort This must always be done through guidance, care, and education while developing the human potential to improve intellectual and moral qualities based on Islamic law.<sup>25</sup>

Islamic educational psychology can be understood as a science that examines or studies individual behaviour to change behaviour based on the values of Islamic teachings in his personal life or social life and life in the natural environment through the educational process. Islamic educational psychology devotes attention to the behaviour or actions horns of people who carry out learning and teaching activities or those involved directly in the learning process. Islamic educational psychology has two objects: First, students, namely people (individuals) learning, including students' approaches, strategies, influencing factors, and

<sup>22</sup> Partina Ayu Damayanti, "Sekolah Dasar Luar Biasa (SDLB) Di Kota Semarang Dengan Penekanan Desain Universal," *Canopy: Journal of Architecture*, vol. 4, no. 2 (December 17, 2015), p. 2, <https://journal.unnes.ac.id/sju/index.php/Canopy/article/view/8822>.

<sup>23</sup> Wahyu Ziaulhaq, "Madrasah Effort In Improving The Quality Of Teacher Work On Covid 19 Pandemic At Madrasah Aliyah Of Besitang," *Nusantara Education*, vol. 1, no. 1 (December 14, 2022), p. 29.

<sup>24</sup> Ni Luh Gede Karang Widiastuti, "Model Layanan Pendidikan Bagi Anak Berkebutuhan Khusus Yang Mengalami Kecacatan Fisik," *Jurnal Ilmiah Ilmu Sosial*, vol. 5, no. 1 (June 30, 2019), p. 50, <https://doi.org/10.23887/jiis.v5i1.18779>.

<sup>25</sup> Mubarak Mubarak, "Urgensi Psikologi Islam Dalam Pendidikan Islam," *Jurnal Studia Insania*, vol. 5, no. 2 (November 28, 2017), p. 220, <https://doi.org/10.18592/jsi.v5i2.1503>.



achievements.<sup>26</sup> Second, teachers (educators) are obliged or carry out teaching responsibilities, including methods, models, strategies, and other related activities and presentations of Islamic education.<sup>27</sup>

Psychology and Islamic education have a role in the world of education, both in learning and learning. Knowledge of psychology is very much needed by parents/ educators in understanding the characteristics, cognitive, affective, and psychomotor because integrally, the psychological understanding of students by educators has a very significant contribution to the education process of students according to attitudes, interests, motivations, aspirations, and the needs of students so that the learning process in the classroom can take place optimally and maximally.<sup>28</sup> At the same time, education from the Islamic perspective is an educational system that directs a child under Islamic values. Thus, psychology and Islamic education complement each other in children's education.<sup>29</sup>

Islamic educational psychologies are ways, strategies, and individual factors in everyday life that refer to the three foundations of Islamic psychology (The Quran, Al-Sunnah, and Ijtihad). Example; Surah Al Isra' [17], verse 82, "And We sent down from the Quran something that is an antidote and mercy for those who believe." Surah Ar-Rad [13], verse 28, "remember, only by remembering Allah does the heart find peace." According to Zakiah Daradjat, Islamic education is never separated from Islam's psychological element. Islamic educational psychology is a pattern of thought structured to achieve more innovative learning targets and produce expected

material that someone can accept willingly without coercion. So in every teaching and learning process, the educational psychology of Islam must always be instilled in every teaching process. Without understanding psychology, someone will lose their soul in the study.<sup>30</sup>

### Handling Children with Special Needs According to Islamic Educational Psychology

In Islamic education, education is essentially a process of extracting, forming, utilizing, and developing human thought, remembrance, and creation through teaching, guidance, training, and devotion based on the values of Islamic teachings, to form a true Muslim person. The nature of this education will be easily realized with the help of psychology. The role of psychology in Islamic education is bridging the process of delivering knowledge so that it is more effective under the maturity of each psychology student and the willingness of students to open up to new information and knowledge and willingness to use it in everyday life with paying attention to student psychology from teachers to students will greatly determine the success of the process of transferring values and character in students.<sup>31</sup>

According to the psychology of Islamic education, at least several things must be fulfilled so that the education of children with special needs can run optimally, namely;<sup>32</sup>

#### 1. Physical-Biological Education for Children with Special Needs

First, meet the primary needs of children with special needs. Parental treatment of children with special needs must be maintained and cared for, even more so for the child's needs, from primary (principal) needs to mental and

<sup>26</sup> Syafruddin Muhtamar, Abdul Rauf, and Hardi Hardi, "Multi-Strategies For Treating the Roots of Corruption Behavior in Indonesia," *JURNAL ILMIAH MIZANI: Wacana Hukum, Ekonomi, Dan Keagamaan*, vol. 9, no. 1 (August 16, 2022), p. 25, <https://doi.org/10.29300/mzn.v9i1.6786>.

<sup>27</sup> Tohirin Tohirin, *Psikologi Pembelajaran Pendidikan Agama Islam* (Jakarta: Raja Grafindo Persada, 2008), p. 11.

<sup>28</sup> Fera Zasrianita, Syukri Hamza, and Hadi Winata, "Students' Perception Of Application In Writing Of Peer-Assessment: Before And After Revision," *Nusantara Education*, vol. 1, no. 1 (December 17, 2022), p. 100.

<sup>29</sup> Dewi Maharani, "Pendidikan Anak Perspektif Psikologi Dan Pendidikan Islam," *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, vol. 1, no. 01 (July 31, 2018), p. 43, <https://doi.org/10.37542/iq.v1i01.5>.

<sup>30</sup> Achmad Faisal Hadziq, "Konsep Psikologi Pendidikan Islam Dalam Perspektif Prof. Dr. Zakiah Daradjat," *Aksioma Ad-Diniyah*, vol. 7, no. 2 (December 15, 2019), p. 157, <https://doi.org/10.55171/jad.v7i2.408>.

<sup>31</sup> Imam Anas Hadi, "Peran Penting Psikologi dalam Pendidikan Islam," *Nadwa: Jurnal Pendidikan Islam*, vol. 11, no. 2 (November 17, 2017), p. 266, <https://doi.org/10.21580/nw.2017.11.2.1304>.

<sup>32</sup> Waston Waston and Miftahudin Rois, "Pendidikan Anak Dalam Perspektif Psikologi Islam (Studi Pemikiran Prof. Dr. Zakiah Daradjat)," *Profetika: Jurnal Studi Islam*, vol. 18, no. 1 (June 6, 2017), p. 32, <https://doi.org/10.23917/profetika.v18i1.6298>.

social conditions necessary in life.<sup>33</sup> If these needs are not met, the balance of the body will be lost. Second, physical training for children with special needs. Normally the growth and physical development of children certainly increases with age.

## 2. Psycho-Educational Education for Children with Special Needs

First, the reflection of educators, parents, and teachers' attitudes toward their children with special needs has a very ordinary impact. The philosophy of both parents when the child is still in the womb also influences the mental development of the child later; secondly, it gives time and freedom for children with special needs to play. The third is providing motivation and learning to children with special needs.

## 3. Spiritual-Spiritual Education for Children with Special Needs

First, inculcating a religious spirit in children with special needs is urgent. Islam has a very strong source for exploring the spiritual in life, namely from the Quran and As-Sunnah. Second, through the example of parents or teachers.<sup>34</sup> As Zakiyah's opinion stated, the parents' personality, attitudes, and way of life are elements of indirect Education, which will naturally enter into the personality of the child with special needs who is growing up. Third, teach and train activities that contain spiritual values to children with special needs. Zakiyah provides an example; of one of the religious exercises such as worship, prayer, ablution, and prayer. Fourth, provide religious Education from an early age.<sup>35</sup> Religious and moral Education grows and develops from the experiences that children with special needs

go through when they are born and the habits instilled since they were small.

## 4. Socio-Cultural Education for Children with Special Needs

If children With special needs have felt religious Education, it automatically continues to increase their social sense, in which children with special needs believe that their religious values are higher than family values.

Starting from the concept of Islamic psychology, which has four dimensions, it will have direct implications or have a direct impact on the education of children with special needs in Islamic education, which is related to the goals in Islamic education that create a balance for the growth of the human personality as a whole, by training the soul, mind, and body man. Thus education must strive for the development of all human potential; spiritual, intellectual, imaginative, physical, scientific, and linguistic, both Individually and in groups, and encourage the growth of all these aspects to achieve goodness and perfection.

## Conclusion

Education for children with special needs is taken seriously because education is a process that changes students' behaviour to become adults who can live independently and as members of society in the natural environment in which the individual is located. Education covers intellectual development alone and emphasizes developing students' personalities so that children become more mature. The concept of Islamic education psychology is not only educating the physical side but also the spiritual side. Islamic educational psychology has four important dimensions which must be fulfilled so that education for children with special needs can run optimally, namely Physical-Biological Education for Children with Special Needs, Psycho-Educational Education for Children with Special Needs, Spiritual Education for Children with Special Needs, and Socio-Cultural Education for Children with Special Needs. These four dimensions of Education must be balanced to create a balance for the overall growth of children with special needs by training their souls, mind, and body.

<sup>33</sup> Yusi Tasika and Giyarsi, "The Effectiveness of the Discussion Method to Increase Students' Understanding and Activeness in Islamic Religious Education Subjects," *Nusantara Education*, vol. 1, no. 1 (December 15, 2022), p. 90.

<sup>34</sup> Zulkarnaen Dali, "Pancasila: Local Indigenous Islamic Character Education In Indonesia," *Madania: Jurnal Kajian Keislaman*, vol. 22, no. 2 (December 30, 2018), p. 190, <https://doi.org/10.29300/madania.v22i2.1400>.

<sup>35</sup> Manpan Drajat and Mohd Roslan Mohd Nor, "The Models of Character and Akhlaq Education for Special Needs Children in An Inclusion School," *Madania: Jurnal Kajian Keislaman*, vol. 24, no. 1 (June 30, 2020), p. 8, <https://doi.org/10.29300/madania.v24i1.2956>.

For the growth of a child with special needs to run optimally, he needs support focused on the child and creating a conducive environment. It is the people who must be given more Education about what and how to treat children with special needs around us. It is time for us to get closer and more friendly with children with special needs. Positive emotions that keep on giving environment them is very helpful in their development towards the repair. They also have a future like everyone else. They have hopes and a bright future, just like any normal person.

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