

Communication, Pedagogy, and Support Systems for Children with Special Needs: A Case Study

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ABSTRACT

This study investigates the dynamics of communication and educational strategies for children with special needs at SMPIT Nidaul Hikmah, focusing on three key dimensions: (1) inter-stakeholder communication between the school, parents, and teachers; (2) pedagogical strategies employed in Islamic Religious Education (IRE) and character development; and (3) factors influencing the learning process. Employing a qualitative research design, data were collected through semi-structured interviews, direct observation, and document analysis. Participants included the school principal, IRE teachers, special education support staff, parents, peers, and students with special needs. Supplementary data were gathered from relevant institutional documentation. Findings reveal that school-parent communication is primarily facilitated through the Parent-Teacher Association (PTA) program and individual consultations, while teacher collaboration is fostered through collaborative lesson planning. Despite these efforts, social integration between students with special needs and their typically developing peers remains limited. IRE instructional strategies are adapted to individual student needs, such as utilizing a standard curriculum with in-class support for students with visual impairments and a modified curriculum within a designated learning space for students with dyslexia. Key enabling factors identified include robust school-parent partnerships, support from the educational foundation and local education authority, and the dedicated involvement of special education support personnel. Conversely, challenges include inadequate parental understanding of special needs, a shortage of specialist teachers, the heterogeneous nature of student needs, and insufficient facilities and resources. These findings underscore the imperative for enhanced support systems and resource allocation to optimize educational outcomes for students with special needs.

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1. INTRODUCTION

Humans are born in different circumstances, some are born with deficiencies that make them look different from others. Some people think that children with special needs are considered different from normal children because they are considered to have deficiencies so they need to be pitied and helped, this view is not entirely true, because every child has their own advantages and disadvantages. This assumption is only issued by people who do not have an understanding of children with special needs.

Children with special needs are defined as children who require special handling due to developmental disorders and abnormalities experienced by children. In connection with the term disability, children with special needs are children who have limitations in one or more abilities, both physical and psychological. [1]

Berdasarkan fakta yang terjadi anak-anak berkebutuhan khusus sering kali kurang memiliki rasa percaya diri dan dianggap tidak berdaya, karena keterbatasan yang mereka miliki dan mereka cenderung berada dilingkungannya sendiri akibatnya mereka kurang berinteraksi dengan orang lain, hal ini tentu saja berdampak pada kondisi sosial anak berkebutuhan khusus. Dengan keterbatasan yang dimiliki, tidak menutup kemungkinan anak berkebutuhan khusus untuk memperoleh pendidikan dan belajar bersama dengan anak normal lainnya

Based on the facts that occur, children with special needs often lack self-confidence and are considered helpless, because of the limitations they have and they tend to be in their own environment as a result they interact less with others, of course, have an impact on the social conditions of children with special needs. With their limitations, it does not rule out the possibility of children with special needs obtaining education and learning together with other normal children.

In Law Number 20 of 2003 concerning the National Education System in article 15 concerning special education, it is stated that special education is education for students with disabilities or students who have extraordinary intelligence which is organized inclusively or in the form of special education units at the primary and secondary education levels.[2] Nowadays education is very important for every human being without exception, the existence of education not only teaches knowledge but also teaches social, intellectual, and moral values, it can even be said that education is a means of character-building for a person. Character building for children with special needs is needed as a shaper of the child's personality, one of the efforts to shape character for children with special needs is through learning Islamic Religious Education at school. Islamic Religious Education is one of the subjects included in the national curriculum.[3] The hope is that the subject of Islamic Religious Education is able to encourage students to foster noble character and personality.

In practice, Islamic education seeks to develop a complete individual who can inherit Islamic values. Islamic education ideally has goals and foundations based on the spirit of Islam as outlined by Allah in the Qur'an and exemplified by the Prophet in the Hadith. Education is based on values derived from religion and culture.[3] Religious education is very important for children with special needs, through learning Islamic religious education is expected to instill Islamic religious values in children with special needs. But in practice, of course, children with special needs need special guidance from subject teachers or special assistant teachers, as well as support from parents, one form of support from parents is having good communication between schools, parents, and teachers.

Communication is the sender conveying the desired message to the recipient and causing a response from the recipient of the message as desired by the existence of communication as a means of obtaining information, seeking experience, and others.[4] Communication can be done anytime, anywhere, and by anyone. Likewise, children with special needs need communication as a means of learning, obtaining information, and receiving guidance like other children.

In the context of schools, many experiences have shown that children who perform well in school are related to the way families and people around them pay attention to their children's education. Parents and loved ones are a good source for teachers and schools to provide input and suggestions for them, schools need to welcome parents, accept ideas and work together to involve parents in order to develop and build schools.[5] For children with special needs, communication between parents and teachers can help the learning process of Islamic Religious Education at school.

For this reason, it is important for schools to build effective communication with parents to support children with special needs to learn at home and at school. The scope of work developed as a description of service delivery to improve the ability to follow learning for children with special needs can be done through improving teachers and parents' skills in parenting and providing guidance in learning.

Based on the results of pre-research observations conducted by researchers, it was found that there was a mutually supportive relationship between teachers and parents, especially parents of children with special needs. This can be seen when parents drop off children with special needs in the morning, usually the teacher takes the time to communicate with the parents of children with special needs, as well as in the afternoon when the children come home from school. on the other hand, SMPIT Nidaul Hikmah Salatiga is one of the schools that has a superior inclusion program in Salatiga. With 197 students, 2 of them are children with special needs with the classification of blindness and dyslexia, thus of course for learning Islamic Religious Learning for children with special needs is carried out simultaneously in the classroom, the hope is that children with special needs can follow the learning well and actively participate in classroom learning. For this reason, the author is very interested in conducting research on the communication between schools, teachers, and parents in supporting Islamic Religious Education learning for children with special needs at SMPIT Nidaul Hikmah Salatiga..

2. METHOD

The research conducted by the author at SMPIT Nidaul Hikmah Salatiga used a qualitative research approach. Qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.[6] This research describes a symptom, behavior, perception, motivation, and human action that is poured in the form of words.

The data in this study consist of primary data and secondary data. Primary data is data that refers to information obtained first-hand by researchers relating to variables of interest for the specific purpose of the study. Primary data sources are individual respondents, focus groups, the internet if the questionnaire is distributed via the internet.[7] Researchers obtain primary data by directly seeking information related to school communication, teachers and parents of children with special needs and learning Islamic Religious Education for children with special needs through interviews and observations. while secondary data is data that refers to information collected from existing data sources. Secondary data sources are company records or documentation, government publications, industry analysis by the media, Web sites, the internet and so on.[8] Secondary data is obtained from written data such as student archives, library archives, modified lesson plans for learning dyslexic children with special needs and reports on special needs child assistance programs.

The data collection procedures in this study are observation, interviews, and documentation. special. To make it easier to understand, the researcher made a table listing the data collection procedures.

Table 1.1

No	Collection Technique	Source	Required Data
1	Interview	Kepala Sekolah	<ol style="list-style-type: none"> 1. Principal's communication with parents of children with special needs 2. Principal's communication with teachers at SMPIT Nidaul Hikmah Salatiga 3. Learning for children with special needs at SMPIT Nidaul Hikmah Salatiga 4. Supporting and inhibiting factors for learning for children with special needs
		Vice head of Curriculum	<ol style="list-style-type: none"> 1. Vice head of curriculum's communication with the principal 2. Communication between the Head of Curriculum and PAI teachers and special assistant teachers 3. Learning for children with special needs at SMPIT Nidaul Hikmah Salatiga 4. Factors that hinder and support the learning of children with special needs
		PAI Teacher	<ol style="list-style-type: none"> 1. Communication between PAI teachers and special assistant teachers 2. Communication between PAI teachers and parents of children with special needs 3. Communication of PAI teachers with children with special needs in PAI learning 4. PAI learning strategies for children with special needs 5. Factors that hinder and support PAI learning for children with special needs
		Parents	<ol style="list-style-type: none"> 1. Parents' communication with PAI teachers 2. Parents' communication with special assistant teachers 3. Factors that hinder and support the implementation of PAI learning for children with special needs
		Accompanying Teacher	<ol style="list-style-type: none"> 1. Mentor teacher communication with the principal 2. Communication between mentor teacher and PAI teacher 3. Communication of special assistant teachers with parents

No	Collection Technique	Source	Required Data
			<ol style="list-style-type: none"> 4. Communication of accompanying teachers with children with special needs in the PAI learning process 5. PAI learning strategies for children with special needs 6. Factors that support and hinder the PAI learning process
		School Friends	<ol style="list-style-type: none"> 1. Communication between friends and children with special needs
		Children with Special Needs	<ol style="list-style-type: none"> 1. Children's communication with PAI teachers and accompanying teachers 2. Children's communication with friends in class 3. Children's understanding in PAI learning 4. Children's obstacles in learning PAI
2	Observation	PAI Learning	<ol style="list-style-type: none"> 1. Teaching and learning activities of PAI in the classroom
		Interaction with Schoolmates	<ol style="list-style-type: none"> 1. Children with disabilities' interaction with friends at school
		Interaction with Teacher in Class	
3	Document	School Data	<ol style="list-style-type: none"> 1. Report on learning PAI for children with special needs 2. Profile of SMPIT Nidaul Hikmah Salatiga 3. Vision and mission of SMP IT Nidaul Hikmah Salatiga 4. History of SMPIT Nidaul Hikmah Salatiga

3. RESULTS AND DISCUSSION

After the researchers conducted research with interviews, observations, and documentation, then in this discussion the researchers will present an analysis of the findings of the data above. Researchers will analyze in stages. Starting from school communication, teachers and parents, then Islamic Religious Education learning strategies for children with special needs, and supporting and inhibiting factors for learning Islamic Religious Education for children with special needs.

3.1. School, Teacher and Parent Communication of Children with Special Needs at SMPIT Nidaul Hikmah Salatiga

If you have to give criticism or provide input for someone, do it with full respect for someone's self-esteem, communication requires an attitude of mutual understanding and understanding of the existence, behavior and desires of the interlocutor. can be heard or understood properly, it is necessary to develop an open attitude (nothing is covered or hidden), so as to generate trust from the recipient of the message, because without openness it will lead to mutual suspicion, with respect for others, willing to listen, accept criticism, not arrogant and not look down on others.[9] Based on the theory above, communication between schools, teachers and parents of children with special needs at SMPIT Nidaul Hikmah as a whole has been running effectively but not optimally.

There are three important components that need to be involved in the education process: teachers, parents and children with special needs. One of the characteristics of a good educational environment is education that involves various parties to be involved in the teaching and learning process, good communication from the three components can support optimal learning for children with special needs.[10]

Based on the findings previously described, communication between teachers at SMPIT Nidaul Hikmah Salatiga is very active, first teachers are given an understanding of how to become a teacher in an inclusive school, the Foundation also conducts training for teachers, so that they can implement the inclusion program at school, teachers also actively communicate if there are problems with children with special needs in learning Islamic Religious Education, besides that the Islamic Religious Education subject teacher collaborates directly with the special assistant teacher to develop a lesson plan that will be carried out for children with special needs, so that learning for children with special needs can achieve the expected goals.

At SMPIT Nidaul Hikmah, communication between teachers and parents of children with special needs is generally carried out through one of the POMG (Parent Teacher Meeting) programs, which is held once a month with

the aim of providing facilities for teachers and parents to communicate directly to convey the results of assessments or child development and provide knowledge to parents about parenting as a form of service from schools. In particular, accompanying teachers actively communicate with parents of children with special needs when there are obstacles in learning or other problems. Not only that, the accompanying teacher also conveys the condition of the child's emotional, social, and academic development while at school then the teacher asks parents to also train the child's development at home, for example, to train the independence of dyslexic children, special assistant teachers communicate with parents at home so that children prepare clothes for school themselves. Although sometimes they cannot communicate directly, the accompanying teacher still communicates through whatsapp. Good communication occurs because teachers are active in conveying information to parents and parents are cooperative and responsive to what the teacher says.

For communication, special assistant teachers and PAI teachers with children with special needs vary according to the child's condition. Children who have a classification of severe disorders such as blindness and dyslexia need a special assistant teacher to communicate when learning Islamic Religious Education takes place, while children with mild disorders do not need an assistant teacher to help communicate.

Likewise with friends of children with special needs, children with special needs with blind classification communicate and interact actively with friends in their class, children also often get support and good treatment from friends in their class, for example when they want to go to the mosque blind children are helped to walk with other friends, when learning in class blind children's friends also work together to help and provide encouragement. Different from blind children for children with special needs with the classification of dyslexia tend to close themselves and only communicate and interact with close friends. This happens because of the child's condition and the social trauma the child has received before.

3.2. Islamic Religious Education Learning Strategy for Children with Special Needs at SMPIT Nidaul Hikmah Salatiga

According to the sources of information obtained, the learning strategy of Islamic Religious Education for children with special needs at SMPIT Nidaul Hikmah Salatiga, namely by adjusting the conditions of children with special needs first, one of the efforts made by the school to deal with children with special needs is by consulting with the SRC (Smart Resources Center) institution from the education office besides that the school also conducts assessments for children with special needs. Assessment is a process of collecting information about the development of students using appropriate tools or techniques to make educational decisions regarding placement and programs that are appropriate for students.[11]

SMPIT Nidaul Hikmah conducts assessments for children with special needs independently in collaboration with the nearest health agency as a form of treatment or follow-up from the school to find out the developmental conditions of children with special needs, after the results of this assessment come out the school will convey to their respective parents, if there are children with special needs who cannot learn to join the class for that the school provides a separate room for learning with a special assistant teacher. Schools also modify the Islamic Religious Education learning curriculum for children with needs according to the needs of each child.

The results of the assessment that has been carried out by the school later as a reference material for learning Islamic Religious Education for children with special needs, at this stage the accompanying teacher needs to describe the results of the assessment for the learning program for children with special needs, on the other hand the teacher also analyzes the curriculum so that the teacher can choose subjects that must be adjusted. The results of this curriculum analysis are then harmonized with the results of the assessment.[12]

Di SMPIT Nidaul Hikmah Salatiga Pembelajaran Pendidikan Agama Islam untuk anak berkebutuhan khusus dengan klasifikasi tunanetra dilaksanakan di dalam kelas bersama teman yang lain, materi pelajaran Pendidikan Agama Islam yang diberikan sama dengan anak normal lain. Hal ini dilakukan setelah melihat kondisi intelektual dan mental anak yang masih bisa mengikuti pembelajaran di dalam kelas bersama teman yang lain, hanya saja terdapat gangguan pada penglihatan untuk itu dalam strategi pembelajaran Pendidikan Agama Islam dilakukan dengan strategi yang berbeda dengan anak normal lain serta didampingi oleh guru pendamping khusus. Ketika pembelajaran Pendidikan Agama Islam di kelas guru PAI menyampaikan materi yang dipelajari, kemudian guru pendamping khusus menyampaikan kembali materi tersebut kepada anak berkebutuhan khusus, guru pendamping khusus juga menuliskan kembali materi di buku anak.

In the practice of learning assessment of Islamic Religious Education such as writing a verse about a problem, blind children recite the verse directly in front of the PAI teacher, because children are still hampered in writing Qur'anic verses. This is in accordance with the learning strategy of children with special needs with visual impairments analyzing which components must be modified and how the modification is done and the utilization of senses that still function optimally and integrated in the practice of the learning process.[13]

In contrast to blind children, Islamic Religious Education learning for children with special needs with dyslexia classification, is carried out separately in a separate room guided by a special assistant teacher. This class model is called an inclusion class, where children with special needs do not make many changes to the curriculum, because everything is tailored to the condition of the students, if the child is able then the learning will be carried out using a duplication curriculum, but if the child is not able then a modified curriculum will be made.[11]

To maximize Islamic Religious Education learning, special assistant teachers also do some learning by visiting the homes of children with special needs, teachers do learning such as reading Iqro' for children with dyslexia special needs. However, the learning achievement of dyslexic children is still far from other friends so that a modified curriculum is made by special assistant teachers. In the practice of learning Islamic Religious Education, the accompanying teacher provides learning materials for dyslexic children from the basics first, such as: mandatory prayers, reading short letters, and morals and manners. This is done by looking at the condition of children with special needs again, because children need approximately 6 meetings so that the material presented can be understood by dyslexic children. In light learning such as Indonesian Language and Sports, children participate with other friends to train children's social skills so that children can interact with their classmates.

3.3. Supporting and Hindering Factors of Islamic Religious Education Learning for Children with Special Needs at SMPP IT Nidaul Hikmah Salatiga

Supporting factors are things, events, or circumstances that can cause something to happen (Big Indonesian Dictionary Online). In general, the important supporting factors in learning Islamic Religious Education for children with special needs are the existence of adequate facilities to support children's learning activities and the existence of special assistant teachers who are tenacious and patient in guiding children with special needs, and for inhibiting factors are the conditions of children with special needs, as well as the quality of special assistant teachers.[14] In the implementation of learning, of course, there are inhibiting factors and supporting factors, all factors are very influential in the learning process, so schools must be able to provide handling so that the learning process continues to run in accordance with predetermined goals.[15] Learning Islamic Religious Education at SMPIT Nidaul Hikmah Salatiga has supporting and inhibiting factors:

a. Supporting Factors

1) Good communication and cooperation between the school and parents.

Good communication between teachers and parents is the main component that supports Islamic Education learning for children with special needs, the presence of responsive parents is very helpful for teachers in conveying the development or obstacles experienced by children with special needs in learning Islamic Education. What has been running at SMPIT Nidaul Hikmah Salatiga, special assistant teachers always communicate actively with parents, teachers not only convey the development of children with special needs but also harmonize children's activities at school and at home.

2) Availability of special assistant teachers

Special assistant teachers play an active role in PAI learning for children with special needs at SMPIT Nidaul Hikmah Salatiga. The existence of a special assistant teacher is very helpful in learning Islamic Religious Education, especially for children with severe disorders such as blindness and dyslexia. The role of the assistant teacher as a facilitator for children with special needs is very visible, starting from helping, accompanying, and directing children with special needs not only in learning but also in other activities.

3) Support from all aspects of the school

Support from all aspects of the school means that all elements of the school, starting from the principal, teachers, and friends at school, participate in helping and supporting learning for children with special needs. For this reason, it is very important to have an understanding of children with special needs for all aspects of the school, especially for friends at school, this is done so that a sense of mutual understanding and care arises and avoids bullying against children with special needs.

4) Support from the foundation and the education office

The form of support from the foundation is the holding of training and understanding for all teachers for the learning process of children with special needs, especially for special assistant teachers to prepare for learning for children with special needs, while support from the education office is an institution that helps inclusive schools for consultation regarding children with special needs. In addition, the existence of assessments for children with special needs from the education office and from the foundation is also very helpful for teachers before planning learning for children with special needs.

b. Inhibiting Factors

1) Lack of understanding of parents about the conditions of children with special needs.

People are indeed the main support for learning Islamic Religious Education for children with special needs, on the other hand parents are also an obstacle to the implementation of Islamic Religious Education learning to the fullest, this is due to parents' lack of understanding of the child's condition, many parents only see the child's condition physically, without seeing the child's psychological and emotional condition. In addition, the attitude of parents who are less responsive and less able to cooperate can also hinder the teacher in conveying the actual condition of children with special needs, for that the teacher should provide understanding little by little to the child's parents.

2) There is no special assistant teacher who is an expert in this field

At SMPIT Nidaul Hikmah Salatiga there are still limited special assistant teachers, some who become special assistants now on the basis of experience alone, there are no special assistant teachers who are experts in this field.

3) The condition of children with special needs

What is meant by the condition of children with special needs is the limitations that children themselves have, which can hinder the learning process of Islamic Religious Education for children with special needs. On the other hand, the emotions of children with special needs tend to be unstable and their mood cannot be ascertained. Sometimes the child is in a bad mood from home so that when he arrives at school the child does not want to take part in learning at school. In this case, the special assistant teacher as a facilitator must be able to play an active role in providing motivation to children and appreciating so that children with special needs want to learn.

4) Facilities and infrastructure that still do not support the learning of children with special needs

5) Based on interviews and observations conducted, researchers see limited facilities and infrastructure that support the learning of Islamic Religious Education for children with special needs at SMPIT Nidaul Hikmah Salatiga, such as a special room for learning dyslexic children. This is certainly one of the factors that hinder the learning activities of children with special needs.

4. CONCLUSION

Based on the results of the analysis carried out in the previous chapter regarding school, teacher and parent communication in learning Islamic religious education for children with special needs at SMPIT Nidaul Hikmah Salatiga, it can be concluded as follows:

Communication between the school, teachers and parents of children with special needs at SMPIT Nidaul Hikmah Salatiga is going well but not optimally. Communication between the school and parents is generally carried out through the POMG (Parent Student and Teacher Meeting) program at school, while specifically communication between schools and parents is carried out through individual meetings between teachers and parents, but teachers often communicate via WhatsApp so that it is easier and faster to convey information, communication between teachers in schools is carried out through collaboration between PAI teachers and special accompanying teachers in making planning learning for children with special needs, however, communication between children with special needs and friends at school is still hampered by the child's condition. This communication is carried out as an effort to create cooperation between schools, teachers, parents and friends of children with special needs, so that if there is good cooperation between these elements it can support the Islamic Religious Education learning process for children with special needs, as well as assist teachers in carrying out the learning process. Islamic Religious Education for children with special needs in inclusive schools.

The Islamic Religious Education learning strategy for children with special needs at SMPIT Nidaul Hikmah Salatiga is carried out by adapting to the child's condition. Learning Islamic Religious Education for blind children uses the regular curriculum and learning is carried out together with friends in class, but uses special methods carried out by special accompanying teachers, and for children with dyslexia classification uses a modified curriculum, and learning is carried out in a separate room with special accompanying teacher. Overall, the Islamic Religious Education learning carried out has followed the appropriate flow of the learning process for children with special needs in inclusive schools, starting from interviews, assessments, then planning Islamic Religious Education learning for children with special needs, so that the Islamic Religious Education learning process can be implemented effectively and according to the conditions of each child with needs.

Supporting factors and inhibiting factors in learning Islamic Religious Education for children with special needs at SMPIT Nidaul Hikmah Salatiga:

a. Supporting Factors

There is good communication and cooperation from the school with parents, the availability of special accompanying teachers, there is support from all aspects of the school and there is support from foundations and the education office.

b. Inhibiting Factors

Lack of understanding by parents about the condition of children with special needs, there are no special accompanying teachers who are experts in this field, the condition of children with special needs and facilities and infrastructure that still do not support the learning of children with special needs).

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