

## Arabic Learning in New Normal Era for Students with Visual Impairment at Inclusive Madrasah

Yuslam<sup>1</sup>, Abdal Chaqil Harimi<sup>2</sup>, Annisa Juli Anggraeni<sup>3</sup>

<sup>123</sup>Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto; Indonesia  
correspondence e-mail; abdal@uinsaizu.ac.id

Submitted: 18/08/2022

Revised: 11/09/2022

Accepted: 01/12/2022

Published: 26/02/2023

### Abstract

This study examines the process of learning Arabic at MAN 2 Sleman which is committed to inclusive education so that they integrate learning for students with disabilities and non-disabled students. This type of research is qualitative research with a phenomenological approach. The techniques used in collecting data are observation, interviews, and documentation. The data sources selected in this study were the Head of the Madrasah, Arabic Teachers, Students with Disabilities, and the Head of ULD. Purposive and snowball sampling is used in determining the data source. The results of this study indicate that MAN 2 Sleman always strives to be committed to providing inclusive education. This is evidenced by the effort to complete physical facilities such as guiding blocks and the establishment of ULD in 2020. In addition, MAN 2 Sleman always increases the capacity for knowledge, understanding, and educational practice for HR in the madrasa by organizing various training or workshops for the MAN 2 community. Sleman, the formation of inclusive friends and assistance for students with visual impairments after the covid-19 pandemic. Specific problems in the Arabic learning process for students with disabilities are the lack of Arabic language teachers' ability to write and read Braille Arabic letters, the absence of Arabic references in braille form, and the unavailability of an Arabic dictionary either in braille form or an easily accessible application, by students with disabilities. Efforts made to overcome these problems are the provision of recordings of books or materials and even Arabic questions that teachers or friends of non-disabled students carry out. Students with disabilities can write Latin in the maharah Kitabah or Arabic and then be corrected by a companion who can write and read Arabic Braille. In addition, even though the COVID-19 pandemic has been considered sloping, applications are still ongoing, such as recording text readings or Arabic questions using VN, using the YouTube application to help deepen material and using Google Form media to answer Arabic questions.

### Keywords

Inclusive Education, Visual Impairment, Arabic Learning



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

## INTRODUCTION

The Covid-19 pandemic has hit various parts of the world, including Indonesia. It has impacted various aspects of life, including economics, politics, culture, religious practices, and education. The education during the pandemic, multiple kinds of learning models have emerged that are adapted to current conditions. Based on the Ministry of Education and Culture Circular Letter Number 36962/MPK.A/HK/2020 which regulates the distance learning process (PJJ) or teaching and learning activities from home (Afghohani & Exacta, 2020) (Krisdianto Hadiprasetyo, Annisa Prima Exacta, 2020). The distance learning model (PJJ) which replaces face-to-face activities in learning activities provides new challenges for all educational actors. So that there are various kinds of problems faced by teachers, starting from the effectiveness of delivering the material taught, many complaints about assignments from students, and unfriendly signals so that many students miss essential information from the teacher (Sari & Haryono, 2021), then various kinds of limitations arise, such as limited technological knowledge, limited infrastructure, and limited online learning experience (Wardani & Andika, 2021). Not to mention the problem of fixed internet costs, weak teacher creativity, the academic community was not used to using online methods, and experiencing boredom when learning online (Indrawati, 2020).

Likewise, when teaching material to students who have special needs. Its happens in special schools, and children with special needs have obstacles when learning physical education practices due to inadequate infrastructure and accessibility (Jauhari, Mambela, & Zakiah, 2020). The adaptation process in the form of accommodation and modification in the learning process which is a comprehensive assessment process for students with special needs needs needs to be carried out (Kamaliah, 2016).

Problems faced in education, especially in the teaching and learning process, are expected to continue after the Covid-19 pandemic or in the New Normal Era. In learning Arabic for the visually impaired, various adjustments are needed. They start from class design, learning media, methods and materials to be taught. Problems in learning Arabic for the visually impaired can occur in linguistic and nonlinguistic aspects. Madrasah Aliyah Negeri 2 Sleman (MAN 2 Sleman) is one of the madrasahs that organizes an inclusive learning process (Munsyifah & Purwanto, 2021). This madrasah has the policy to combine students with disabilities with general students in one class (Razief, 2020).

One problem, especially in the Arabic language learning process at MAN 2 Sleman, is the need for references or teaching materials in Braille, especially Arabic. Likewise, Arabic language teachers have not mastered braille writing (Pransiska & Sari, 2022). In addition, several students at the madrasah need more interest in learning Arabic (Efflamengo & Asyrofi, 2020). This was also conveyed by the head of the Disability Service Unit (ULD) MAN 2 Sleman that after the pandemic they (some students with visual disabilities) tended to be alone.

Several studies examine the relationship between Arabic language learning and students with disabilities. First Zakiatunnisa, et al., in this case the researchers explained that in the non-linguistic aspect they experienced difficulties, namely, the very heterogeneous background of students with visual disabilities, lack of interest in learning Arabic, lack of variety in the application of learning methods, and limited facilities in the Arabic language learning process in class (Zakiatunnisa, Sukma, & Faidah, 2020). Furthermore, research conducted by Muhammad Yahya Ashari and Rifatul Mahfudhoh at MI Islamiyah Wahthoniyah Jombang regarding inclusive Arabic learning strategies for students with disabilities, explained that the methods used were contextual and teaching learning and cooperative learning by using game media and images. The problem found in this research is the lack of time used in learning Arabic for students with disabilities (Ashari et al., 2021). Then, development research was conducted by Pransiska and Sari who developed braille writings in the Arabic language learning process at MAN 2 Sleman (Pransiska & Sari, 2022). In addition, research conducted by Fatah Yasil AL irsyadi, et al., discusses educational games to learn hijaiyah letters for deaf-speaking students. The result of this research is the creation of an application product for learning hijaiyah letters for students with hearing and speech disabilities at SLB Yayasan Rehabilitasi Tunarungu Wicara Surakarta (Al Irsyadi, Susanti, & Kurniawan, 2021).

There are several differences between this research and previous studies, both in terms of research settings, research objects, and the subjects chosen in this study. The research setting that is the focus of the study is an in-depth study of Arabic language learning carried out during the covid-19 pandemic and after the covid-19 pandemic. Then this study also examines the strategies and media used in the Arabic language learning process in inclusive classes (classes that provide opportunities for students with disabilities to join other students). The problems of Arabic language learning during and after the pandemic are also the subject of the study discussed in this study.

Therefore, it is interesting to be studied further to find out the problems and strategies of learning Arabic for students with visual disabilities during the new standard period at the

Yogyakarta Inclusive Madrasah, namely MAN 2 Sleman DI Yogyakarta. Although, then an ongoing study is needed regarding the Arabic language learning process for students with disabilities such as the evaluation of Arabic language learning for students with disabilities after the pandemic.

## METHOD

This research was a qualitative research with a phenomenological approach. The phenomenon that was observed in this research was the Arabic language learning process for students with disabilities in MAN 2 Sleman's inclusive classes which included strategies, media, and problems of Arabic language learning faced in the classroom. The techniques used in collecting data are observation, interview, and documentation. The data sources were the Head of the Madrasah, the Arabic Language Teacher, Students with Disabilities, and the Head of ULD. The techniques used in determining data sources are purposive sampling and snowball sampling. Disabled students used as references in this study amounted to four people in the concentration (choice) of the Religious Science class. The data analysis technique used is the triangulation technique. The data obtained by researchers are then cross-checked based on information from several sources and those from the field. After that, it is presented with the flow of Miles and Huberman, namely data collection, data reduction, data presentation, and the last is concluding.

## FINDINGS AND DISCUSSION

### Findings

#### Implementation in Inclusive Education at MAN 2 Sleman

The data to be presented are the results of interviews with research subjects: the Head of the Madrasah, Teachers, the Head of ULD, Assistants, and Students with Disabilities. Besides that in this section the author also presents the results of observations or direct observations in the field (MAN 2 Sleman) which are then processed in tabular form as follows;

**Table 1** MAN 2 Sleman's Efforts in Implementing Inclusive Education

Head of Madrasah				Head of ULD		Students with Visual Impairment 1		Students with Visual Impairment 2	
1.	Established a disability service unit			1.	Psychological recovery after the pandemic for students with visual impairment	1.	Play an active role in inclusive learning	1.	Cooperative with inclusive friends consisting of non-disabled students
2.	Organized an inclusive service workshop for Madrasah stakeholders					2.	Participating in the stabilization of		

3. Organizing assistance for class XII students to continue to higher education.	2. Optimizing the role of inclusion friends (Sahabat Inklusi).	Arabic Braille and computer writing
	3. Cooperating with partner universities in overcoming	

The data in table 1 above explains that MAN 2 Sleman tries to realize inclusive education by continually developing MAN 2 Sleman's human resources or stakeholders and holding workshops to create the inclusiveness of MAN 2 Sleman teachers. Procurement of the Disability Service Unit (ULD) at MAN 2 Sleman as a forum for development, guidance and counseling for MAN 2 Sleman students with disabilities. Establishing and optimizing the role of inclusion buddies consisting of non-disabled students of MAN 2 Sleman. They are expected to have inclusive attitudes and behaviors inside and outside the madrasah. ULD also collaborates with partner universities such as UIN Sunan Kalijaga and Yogyakarta State University to assist students with disabilities who are experiencing a decline in their self-confidence by counseling and providing assistance and motivation to them.

In addition, as a form of inclusivity efforts at MAN 2 Sleman, accessibility is also considered by the madrasa, such as providing particular pathways for visually impaired students using yellow embossed roads. The specific path is intended to facilitate the mobility of blind students in the madrasah so that they can get to know and explore the madrasah. As seen in Figure 1.

**Figure 1.** Particular Pathway for Blind Students at MAN 2 Sleman



### Problems of Arabic Language Learning for Students with Visual Impairment

As mentioned by the Head of Madrasah, Arabic Language Teacher and blind student mas Ikhwan that MAN 2 Sleman that for the 2021-2022 school year there are 20 students with disabilities, all of whom are categorized as visually impaired, which are spread across three grade levels, namely, class X as many as 7 students, class XII as many as 4 students, and class XII as many as 9 students. They are allowed to choose majors in the Religious Department and Social Science Department. Therefore, all students with disabilities who study at MAN 2 Sleman can certainly get Arabic language subjects.

**Table 2.** Problems of Arabic Language Learning after the Pandemic for Students with Visual Impairment

Arabic Teacher	Students with Visual Impairment 1	Students with Visual Impairment 2
1. Unavailability of Arabic language subject references in braille form	1. The difficulty experienced is when following <i>maharah kitabah</i>	1. There is no braille Arabic books yet
2. Difficulties in <i>maharah kitabah</i>		2. No Arabic braille dictionary yet
3. Teachers are not able to write and read braille writing	2. There is no adequate application to read Arabic writings	
4. some students with disabilities tend to be silent in class		
5. Learning is carried out online-offline		

The problems in Arabic language learning at MAN 2 Sleman in table 2 above are the learning process carried out online-offline so that the material delivered is not so optimal. Another problem is the lack of adequate applications for students with visual disabilities in reading Arabic writings for them. In addition, there is also a lack of Arabic references in braille for students with visual disabilities. Although they usually ask other students to read Arabic books to them, it still needs to be improved.

### Inclusive Arabic Learning Strategies at MAN 2 Sleman

As previously explained, Arabic is a subject that must be delivered to all MAN 2 Sleman students from class X to class XII, both in the Science, Social and Religious majors. Arabic at MAN 2 Sleman is taught so that students can communicate actively and can be used to understand Arabic books or works. When the pandemic hit the Indonesian nation, all schools or schools including MAN 2 Sleman carried out the teaching and learning process entirely online. Hence, the learning process used applications such as Gmeet, Zoom, YouTube, and WhatsApp. Although the application that is often used is the WA application. Because the WA application is more accessible for teachers and

students to use in participating in Arabic language learning.

Even when the Arabic teaching and learning process is carried out offline, the use of WA is continued, such as being used to read Arabic texts or Arabic questions for the blind either read by the teacher or classmates. But they also follow more in class. As has been done by Mr. Badrudin, the Arabic teacher. As the results of the author's observations are seen in Figure 2.

**Figure 2.** Arabic Learning Process in XI Religion



In Figure 2. the teacher delivered Arabic material about Isim Tafdhil. In Arabic learning activities, the teacher uses the facilities provided by the blackboard and projector or LCD, to explain the learning material about Isim Tafdhil. The learning strategy used when the observation process takes place, the learning strategy used tends to use lectures although sometimes it also uses questions and answers (interactive). In addition, the teacher also asked the students to imitate the Arabic words spoken by the teacher.

Seeing the presence of students with disabilities in the class, the teacher suggested and expected the students with disabilities to sit at the front so that it would be easier for them to listen and receive the material delivered, and this was also seen during the learning process, namely students with disabilities sitting at the front during the learning process accompanied by friends who were non-disabled. The teacher also explained that if the students with disabilities still did not understand, the teacher invited the students to ask more in-depth questions about the material either during the learning time or outside of Arabic learning hours.

During the process of daily tests or exams, the teacher uses mixed methods and media, namely using conventional methods, using paper and doing it directly. As for students with disabilities, they often use the WA application where the teacher reads out all the questions and answer choices. When maharah Qiraah or reading skills, the teacher also reads the script then

students with disabilities are asked to repeat and imitate what the teacher has read. While for Arabic writing activities or *Maharah Kitabah*, until now no adequate solution has been found. This is because there is still no adaptive and applicable application according to *mas Ikhwan* at MAN 2 Sleman in terms of writing Arabic and Arabic language teachers at MAN 2 Sleman still have not mastered Braille Arabic writing. So what is often done during the Arabic writing process is that students with disabilities are asked to write Arabic braille writing and then find out whether it is correct or not, it is corrected by the disabled companion, *mas Anes*. Apart from using this method, teachers often allow them to write Arabic with Latin writing.

## **Discussion**

### **Implementation of Inclusive Education at MAN 2 Sleman**

MAN 2 Sleman is one of the madrasahs in Indonesia that strives to become an inclusive educational institution for its students. This is evident in MAN 2 Sleman's commitment to organizing learning services for students with disabilities or children with special needs with an integration model with their friends. It is proven that MAN 2 Sleman in 2022 has 20 students with disabilities in the visually impaired category spread across grades X, XI, and XII. So students with disabilities are allowed to learn together with non-disabled students with the same teaching and learning activities (Munsiyifah & Purwanto, 2021). This is in line with the meaning of inclusive education itself, which is the provision of educational services to friends with disabilities to participate in the learning process together with their peers (Widodo, Indraswati, Sutisna, Nursaptini, & Novitasari, 2020). The government in the National Education Ministerial Regulation No. 70 of 2009 explains that Inclusive Education is an education delivery system that provides opportunities for all students who have abnormalities and have the potential for intelligence and special talents to attend education or learning in one educational environment together with students in general (Andayani, 2019).

Madrasah's commitment to organizing inclusive education, MAN 2 Sleman always develops its institutions, whether developing human resources (HR) or accessibility infrastructure for students with disabilities. MAN 2 Sleman often holds briefing workshops for teachers to be more sensitive to students with disabilities, the existence of inclusive subjects for students with disabilities, the formation of inclusion friends for non-disabled students, the construction of particular roads/guiding blocks for students with disabilities, and the establishment of the Disability



Service Unit. The infrastructure of MAN 2 Sleman has been equipped with various facilities although improvements are still needed in it (Astuti, 2019). As also done by Brawijaya University Malang, one of their commitments is to establish a Center for Disability Studies and Services, a volunteer community, infrastructure such as guiding blocks and RAM, and sign translators (Miftahul Jannah, 2021). Likewise, as a form of UIN Sunan Kalijaga's commitment to becoming an inclusive university, it built the Center for Disability Services (PLD) first: Center for Disability Studies and Services (PSLD) in 2007. PLD UIN Jogja is the locomotive of UIN Sunan Kalijaga's Inclusive Education, research, and publication of disability issues and inclusive education (Aisyah & Maftuhin, 2019). Teachers who teach in inclusive schools have various demands to organize effective teaching and learning programs for students with and without disabilities in their classes, during multiple problems and limitations mentioned above, it is an option for teachers to consider teaching as a challenge or a burden for them (Dewi, 2017). So adequate teacher training is needed to improve the quality of teachers in inclusive schools or madrasahs. The inclusive friends (Sahabat Inklusi) formed by the Head of MAN 2 Sleman are constructive in the continuity and existence of students with disabilities in the madrasah, such as reading material, and helping them go to certain places unfamiliar to them. Such as the role of volunteers at UIN Sunan Kalijaga for lecture assistance, and exam assistance, and even are given sign language practice materials to help deaf students there (Rosita, 2015).

### **Arabic Learning at MAN 2 Sleman**

Arabic language subjects at MAN 2 Sleman are compulsory subjects that must be studied by every student, both those with and without disabilities. As stated above, the Arabic learning process at MAN 2 Sleman when the learning process is carried out 100% online, Arabic teachers use various applications such as google meet, zoom meeting, and WhatsApp. As stated by Kusumaningrum, et al. (2020) that online learning can use technology with various applications such as Zoom, Ruang Guru, Google Meet, Google Classroom, Instagram and using other methods (Kusumaningrum, Kuncoro, & Arigiyati, 2020).

When further confirmed, the Arabic teacher said that the application most often used as WhatsApp (WA). He uses this media because it is easier to access and saves the quota for students. As is also done by 64 teachers in DI Yogyakarta who are spread across various city districts, their primary choice of application is WA. they consider WA to be a more practical, cheaper quota, not a foreign thing, and easy to follow also by parents/guardians of students in the learning process. They

make WA groups and the process of collecting assignments is also done through WA. If material still needs to be understood, teachers usually make video explanations or video calls (Anugrahana, 2020). Some Tidar University students also said that they find it easier or prefer to access WA as a learning application online because of the various displays supporting WA. In addition, they also reopen explanations or materials whenever and wherever they are needed (Nihayati & Indriani, 2021).

When the government determined that the pandemic had begun to decrease the spread rate, the government began to relax community activities, including the learning process. Initially, MAN 2 Sleman implemented learning with online and offline models, meaning that it was not 100% face-to-face. However, in the implementation in the field, students with disabilities when implemented with this model, more often followed online because of the reason for permission from parents who prefer to follow learning via online.

At the time of data collection (May 27, 2022-present), the learning process had been carried out 100% face-to-face, with the mandatory presence of students in class. At this time, the teacher is working hard to restore the enthusiasm for learning of all students because they have been doing the learning process at home for approximately two years. According to him, when knowledge is done at home, it provides them with learning activities but does not burden them. Because during the pandemic, teachers are also expected to provide learning motivation during uncertain circumstances. So that students do not feel pressured at home, teachers tend to offer light materials to students. Therefore, when they are allowed to return to school or madrasah, MAN 2 Sleman through ULD is to restore the learning motivation of students with disabilities and improve their social spirit in the MAN 2 Sleman environment. Although, at the same time, subject teachers, including Arabic teachers, also work hard to teach Arabic in the classroom. The Arabic learning process at MAN 2 Sleman still uses the same curriculum as a madrasah in general, namely still using the 2013 curriculum. So students with disabilities are given the same opportunity in the Arabic learning process in the classroom. The problems of learning Arabic experienced are the same as that madrasah in general, namely experiencing linguistic problems and non-linguistic problems. as is the case at MTs al Hikmah Pucangsimo Jombang village, students experience difficulties in hiwar practice, vocabulary mastery, maharah istima, maharah qiraah, maharah kitabah, lack of media facilities, and students lack of interest in learning Arabic (Nasrulloh, Nasoih, Satiti, & Afifa, 2020). Moreover, the Arabic teacher at MAN 2 Sleman also said that this madrasah is not an integrated

madrasah with pesantren, so of course the Arabic language skills of MAN 2 Sleman students are different from Madrasahs that have a pesantren background. Because the differences in students' experiences can also affect the differences in their Arabic language skills. For example, some have studied Arabic while others have never studied it before entering Madrasah Aliyah (Hizbullah & Mardiah, 2015). In addition, the environment can also affect students' Arabic language skills. Even Nur Habibah in her research results conveyed that the artificial environment has a significant positive effect on students' listening, speaking, reading, and writing skills in Arabic (Habibah, 2016) the specific problems experienced by Arabic teachers at MAN 2 Sleman regarding the Arabic teaching and learning process tend to be non-linguistic, such as not mastering Arabic teachers in braille writing. Because basically when teachers teach in schools that have students with disabilities such as visual disabilities, the teachers must have competence in braille writing both writing and reading braille writing (Marani, 2017). Some of the weaknesses in inclusive schools include a lack of understanding of teachers in the basic needs of inclusion, weak teacher competence in communicating with bisindo, and weak teacher competence in communicating using braille (Salsabila, 2020).

The next problem experienced by students with visual disabilities at MAN 2 Sleman in Arabic language learning is the absence of Arabic language subject references in braille. As expressed by teachers and students with disabilities themselves, no LKS, textbooks, or reading books are available at the madrasah in braille. As stated by Efflamenggo and Asyrofi (2019) before the co-19 pandemic, namely the lack of braille textbooks at MAN 2 Sleman. Even though the existence of braille textbooks will significantly help the teaching and learning process for students with visual disabilities (Efflamenggo & Asyrofi, 2020). Braille text is an accessible learning resource for students with visual disabilities, so they really need braille references (Yulizah, 2021). Apart from braille Arabic considerations, MAN 2 Sleman also still does not have an Arabic dictionary that is accessible for students with visual disabilities. As happened at MTs LB, Nafisah (2022) said that one of the non-linguistic problems in learning Arabic at MTs LB Yaketunis is the unavailability of braille Arabic dictionaries or dictionaries in electronic form that they can use as a guide in learning Arabic (Nafisah, 2022). Because the dictionary is a significant reference source in learning Arabic. International students should have a dictionary that is tailored to their respective learning stages (Mat & Soon, 2010).

Arabic dictionaries are essential and closely related to the mastery of Arabic vocabulary. As explained by Lestari et al., in their research, the new santri dictionary is beneficial for students in mastering 2820 mufradat within 282 days (Lestari & Muchtar, 2022). While mastery of vocabulary will greatly help foreign language learners, including Arabic, get several expected competencies such as listening, speaking, reading, and writing (Roqib, 2016). Anggraini and Sunhaji (2020) explained in their research that there is a significant influence between vocabulary mastery and the ability of reading skills of MI Brawijaya I Trowulan students (Anggraini & Sunhaji, 2021). According to Djiwando, vocabulary is categorized into active productive and passive receptive. Practical active vocabulary is used to master speaking and writing skills, while receptive passive vocabulary is used for reading and listening skills (Nurdiniawti, 2020).

Various learning problems were experienced in the Arabic language learning process for students with disabilities at MAN 2 Sleman. All stakeholders including Arabic teachers in the madrasah must be able to do innovative things to solve or find solutions to these problems. One of the things that are done when the lack of references in braille form is to read Arabic language materials or even Arabic language exam questions, which are sent directly or indirectly using the WA application. This is often done by other institutions that implement inclusive education. Educators' ability to solve problems, being able to informally conduct a thorough assessment of students' learning needs (teachers do not only refer to the standard curriculum). Educators' ability to take the good things from students' desires and motivations and use them to develop the skills students need. The ability to set high standards based on appropriate choices; in this case it is essential to create alternative assessments. The ability to build expectations that suit each student, regardless of ability. When educators do this, they allow all students to be engaged in the classroom and school. The ability to modify tests/tasks for students and design classroom activities so that all students are engaged. This means teaching that is not seat-based teaching but rather activity-based teaching. Can motivate learners to improve their abilities regardless of their skills. Realizes that every student in the class is or her responsibility. Educators must know how to work with each child and not assume someone else will teach the lecturer how to prepare a particular child. Can select a variety of instructional strategies and use them effectively. This is so that the teaching materials and methods can be well adapted to suit the learners. Use opportunities to become a better educator when engaging in classroom activities with learners. Have flexibility and a high tolerance attitude toward diversity.

## CONCLUSION

Based on the data presentation, analysis and discussion presented previously, the author can conclude that MAN 2 Sleman always strives to be committed to organizing inclusive education. This is evidenced by efforts to complete physical facilities such as guiding blocks and the establishment of ULD in 2020. In addition, MAN 2 Sleman also always increases the capacity of knowledge, understanding, and educational practices for human resources in the madrasa by organizing various pieces of training or workshops for the community in the MAN 2 Sleman environment, forming inclusion friends, and assisting students with visual disabilities after the co-19 pandemic. Specific problems in the Arabic language learning process for students with disabilities are the lack of Arabic language teachers' ability to write and read braille Arabic hours, the absence of Arabic language references in braille, and the unavailability of Arabic dictionaries either in braille or applications that are easily accessible to students with disabilities.

The efforts made in overcoming these problems are the provision of recordings of books or materials and even Arabic language questions carried out by teachers or non-disabled student friends. Allowing students with disabilities to write Latin in maharah kitabah or they are allowed to write Arabic and then corrected by a companion who has the ability to write and read braille Arabic writing. In addition, even though the co-19 pandemic is considered sloping, applications are still ongoing, such as recording text readings or Arabic language questions using VN, using the YouTube application to help deepen the material, and using google form media to answer Arabic language questions.

## REFERENCES

- Afghohani, A., & Exacta, A. P. (2020). Pemanfaatan Aplikasi Whatsapp Selama Pandemi COVID-19 Sebagai Sarana Diskusi pada Mahasiswa Pendidikan Matematika. *Jurnal Pendidikan, Sains Sosial, Dan Agama*, 6(2), 13–18.
- Aisyah, L., & Maftuhin, A. (2019). Kontribusi UIN Sunan Kalijaga Yogyakarta dalam Studi Disabilitas di Indonesia. *Panangkaran: Jurnal Penelitian Agama Dan Masyarakat*, 3(1), 71–86.
- Al Irsyadi, F. Y., Susanti, L. D., & Kurniawan, Y. I. (2021). Game Edukasi Belajar Huruf Hijaiyah Untuk Anak Kelas 2 di Sekolah Luar Biasa Yayasan Rehabilitasi Tuna Rungu Wicara Surakarta. *Jurnal Ilmu Komputer Dan Informatika*, 1(1), 43–54.
- Andayani, A. (2019). Studi Kebijakan Kampus Inklusif: Implementasi PERMENDIKBUD RI No 46/2014. *WELFARE: Jurnal Ilmu Kesejahteraan Sosial*, 7(2).
- Anggraini, R., & Sunhaji, S. (2021). Pengaruh Penguasaan Kosa Kata Bahasa Arab terhadap Keterampilan Membaca Kitab Kuning Siswa Kelas V MI Brawijaya I Trowulan (Studi Kasus Kelas V di MI Brawijaya I Trowulan). *Proceeding: The Annual International Conference on Islamic Education*, 5(1), 245–255.

- Ashari, M. Y., Mahfudhoh, R., Roji, F., Syaifullah, M., Muttaqin, M. I., Faoziyah, L., & Nada, R. K. (2021). The Strategy of Arabic Learning for Inclusion Students in Islamic Primay School of Islamiyah Wathoniyah Jombang| Strategi Pembelajaran Bahasa Arab Bagi Siswa Inklusi di Madrasah Ibtidaiyah Islamiyah Wathoniyah Jombang. *Mantiqū Tayr: Journal of Arabic Language*, 1(2), 83–100.
- Astuti, E. N. D. (2019). Pelaksanaan Pendidikan Inklusif bagi Siswa Tunanetra di MAN 2 Sleman. *WIDIA Ortodidaktika*, 8(11), 1174–1180.
- Dewi, R. S. (2017). Pengaruh Pelatihan Efikasi Diri sebagai Pendidik terhadap Penurunan Burnout pada Guru di Sekolah Inklusi: Pengaruh Pelatihan Efikasi Diri sebagai Pendidik terhadap Penurunan Burnout pada Guru di Sekolah Inklusi. *Naturalistic: Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 1(2), 155–167.
- Efflamengo, L., & Asyrofi, S. (2020). Analisis Faktor Kesulitan Belajar Bahasa Arab pada Siswa Tunanetra di MAN 2 Sleman. *EDULAB: Majalah Ilmiah Laboratorium Pendidikan*. <https://doi.org/10.14421/edulab.2019.42-03>
- Habibah, N. (2016). Lingkungan artifisial dalam pembelajaran bahasa Arab. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3(2), 173–196.
- Hizbullah, N., & Mardiah, Z. (2015). Masalah Pengajaran Bahasa Arab di Madrasah Aliyah di Jakarta. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 2(3), 189–198.
- Indrawati, B. (2020). Tantangan dan peluang pendidikan tinggi dalam masa dan pasca Pandemi Covid-19. *Jurnal Kajian Ilmiah*, 1(1).
- Jauhari, M. N., Mambela, S., & Zakiah, Z. (2020). Dampak pandemi covid-19 terhadap pelaksanaan pembelajaran penjas adaptif di Sekolah Luar Biasa. *STAND: Journal Sports Teaching and Development*, 1(1), 63–70.
- Kamaliah, D. (2016). Implementasi Kurikulum 2013 Bagi Peserta Didik Berkebutuhan Khusus di SMK Inklusif. *Jurnal Pendidikan Khusus*, 8(2).
- Krisdianto Hadiprasetyo, Annisa Prima Exacta, A. M. (2020). Analisis Kesulitan Belajar pada Mata Pelajaran Matematika dengan Pembelajaran dalam Jaringan (Daring) selama Masa Darurat Covid-19 pada Siswa Kelas VIII SMP Negeri 2 Ngadirojo Tahun Ajaran 2019/2020. *Jurnal Pendidikan, Sains Sosial Dan Agama*, 6(2), 6–12. <https://doi.org/https://doi.org/10.53565/pssa.v6i2.182>
- Kusumaningrum, B., Kuncoro, K. S., & Arigiyati, T. A. (2020). Pendampingan Orangtua Dalam Pembelajaran Daring Di Sekolah Dasar:: Evaluasi Pembelajaran Daring Selama Masa Pandemi Covid-19. *INVENTA: Jurnal Pendidikan Guru Sekolah Dasar*, 4(2), 142–150.
- Lestari, G., & Muchtar, I. (2022). Model Pembelajaran Bahasa Arab dalam Kamus Santri Baru Untuk Meningkatkan Penguasaan Mufradat di Pondok Pesantren Modern. *Hamka Ilmu Pendidikan Islam*, 1(1), 142–149.
- Marani, A. (2017). Kurikulum Bagi Anak Berkebutuhan Khusus (ABK). *Jurnal Studia Insania*, 5(2), 105–119.
- Mat, A. C., & Soon, G. Y. (2010). Situasi pembelajaran bahasa asing di Institut Pengajian Tinggi: Perbandingan antara bahasa Arab, bahasa Mandarin dan bahasa Perancis. *Asean Journal of Teaching and Learning in Higher Education*, 2(2), 9–21.
- Miftahul Jannah, Z. (2021). Implementasi Kebijakan Pendidikan Inklusif bagi Penyandang Disabilitas di Perguruan Tinggi (Studi Kasus Di Universitas Brawijaya Malang). Universitas Muhammadiyah Malang.
- Nafisah, K. (2022). *Ta'lim al-Lughah al-'Arabiyyah 'ibra Barnamaj al-Ṣaut bi Istikhdām al-Mahfūdāt Ladaī Talāmiẓ Zawī al-'Āqah al-Baṣariyyah Bimadrasah Yakitunis al-Mutawassīṭah al-Islāmiyyah al-Khaṣṣah Yogyakarta*. Universitas Islam Negeri Maulana Malik Ibrahim.

- Nasrulloh, M. F., Nasoih, A. K., Satiti, W. S., & Afifa, S. K. (2020). Mengatasi Problematika Pembelajaran Bahasa Arab melalui Pelatihan dan Permainan Bahasa Arab. *Jumat Pendidikan: Jurnal Pengabdian Masyarakat*, 1(1 SE-Articles). Retrieved from <https://ejournal.unwaha.ac.id/index.php/abdimaspen/article/view/1040>
- Nihayati, A., & Indriani, L. (2021). Efl Students'perspective on Whatsapp As Media Of Online Teaching And Learning in COVID-19 Pandemic. *Journal of Research on Language Education*, 2(1), 44–52.
- Nurdiniawti, M. (2020). Penggunaan Media Flash Cards Untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Dan Bahasa Arab. *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, 4(1), 35–50.
- Pransiska, T., & Sari, F. N. (2022). Pengembangan Bahan Ajar Bahasa Arab Braille Bagi Siswa Tunanetra di MAN 2 Sleman, Yogyakarta. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 20(2), 233–251.
- Razief, A. (2020). *Implementasi pembelajaran e-learning pada saat pandemi covid-19 di MAN 2 Sleman Yogyakarta*.
- Roqib, M. (2016). *Filsafat Pendidikan Profetik (Pendidikan Integratif dalam Perspektif Kenabian Muhammad Saw)* (I; A. W. BS, Ed.). Purwokerto: Pesma AN Najah Press.
- Rosita, N. (2015). Peran Relawan Terhadap Kemandirian Difabel di PLD Uin Sunan Kalijaga Yogyakarta. *INKLUSI*, 2(2), 203–220.
- Salsabila, U. H. (2020). Pelatihan komunikasi inklusi bisindo dan braille bagi guru di sekolah Sejahtera. *Prosiding Seminar Nasional Hasil Pengabdian Kepada Masyarakat Universitas Ahmad Dahlan*, 2(1), 639–646.
- Sari, S. N., & Haryono, H. (2021). Dampak Pembelajaran Online Pada Mata Pelajaran Sosiologi Di Masa Pandemi Covid-19 Di Sma 4 Pandeglang. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 12(1), 51–58.
- Wardani, N. W., & Andika, I. G. (2021). Pelatihan mengaktifkan pembelajaran daring dengan memanfaatkan aplikasi mentimeter, whatsapp dan pembuatan video pembelajaran untuk inovasi mengajar dengan keterbatasan bandwidth internet. *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)*, 2(2), 342–352.
- Widodo, A., Indraswati, D., Sutisna, D., Nursaptini, N., & Novitasari, S. (2020). Identifikasi Bakat Peserta Didik Berkebutuhan Khusus (PDBK) di Madrasah Inklusi Kabupaten Lombok. *JPI (Jurnal Pendidikan Inklusi)*, 3(2 SE-Articles), 102–116. <https://doi.org/10.26740/inklusi.v3n2.p102-116>
- Yulizah, Y. (2021). Pembelajaran IPA Berbasis Pendidikan Karakter Dengan Huruf Braille Untuk Siswa Difable Netra. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 5(2), 191.
- Zakiatunnisa, Z., Sukma, D. A., & Faidah, M. N. (2020). Problematika Pembelajaran Bahasa Arab dan Solusinya Bagi Non-Arab. *International Conference of Students on Arabic Language*, 4, 489–498.