

Innovative Strategies for Learning Islamic Religious Education for Children with Special Needs: A Systematic Literature Review

Ely Fitriani ¹, Desi Ariyani ², Nur Kholis ³, Hanun Asrohah ⁴, Erfin Walida Rahmania ⁵, Machfud Bachtiyar ⁶

¹ Institut Agama Islam Negeri Sorong, Indonesia; elyfitriani@iainsorong.ac.id

² Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia; desy.raffles@gmail.com

³ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; nurkholis@uinsa.ac.id

⁴ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; hanunasrohah@uinsa.ac.id

⁵ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; erfin13@gmail.com

⁶ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia, machfudbachtiyar@uinsa.ac.id

Received: 10/06/2024

Revised: 15/06/2025

Accepted: 17/10/2025

Abstract

Islamic Religious Education (IRE) for children with special needs requires innovative and adaptive learning strategies to accommodate the diversity of characteristics and special needs of students. This study aims to describe the distribution and main findings of articles on PAI learning strategies for children with special needs from 2019 to 2024, identify emerging patterns of innovation, and examine strategies that have been proven effective based on empirical evidence. Using the systematic literature review (SLR) method with the PRISMA guidelines, this study analysed 42 selected journal articles from 200 initial publications through the Google Scholar database using the Publish or Perish 8 application. Four key findings were identified, including adjustments to learning aspects, the central role of teachers, the dynamics of supporting and inhibiting factors, and positive impacts on children with special needs. The innovation pattern led to three integrated dimensions: structural, pedagogical, and cultural-communal. The study's implications emphasise reforming a curriculum based on Universal Design for Learning, strengthening teacher training, and providing inclusive technological infrastructure. Further research is recommended to examine the comparative effectiveness of strategies, develop authentic assessment instruments, investigate long-term impacts, and explore artificial intelligence in PAI learning for children with special needs.

Keywords

Children With Special Needs; Innovative Strategies; Islamic Religious Education Learning; Systematic Literature Review

Corresponding Author

Ely Fitriani

Institut Agama Islam Negeri Sorong, Indonesia; elyfitriani@iainsorong.ac.id

1. INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping students' spiritual and moral aspects (Kurniati & El-Yunusi, 2023). In an inclusive educational environment, religious teachings should be accessible to all students, including those with special needs, without discrimination (Shutaleva et al., 2023). However, implementing PAI learning in inclusive educational institutions still faces several obstacles, such as a limited curriculum, an inflexible learning approach, and a lack of



© 2025 by the authors. This is an open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International License (CC-BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

pedagogical skills among educators in dealing with the unique needs of students with special needs (Muchtar & Ali, 2025).

The diversity of characteristics of students with special needs, which includes cognitive limitations, communication difficulties, sensory impairments, and behavioral disorders, requires learning strategies that are more adaptive, individualized, and involve multiple senses (Strogilos dkk., 2023). However, PAI content, such as *aqidah*, religious rituals, and morals, which are abstract and symbolic in nature, actually become obstacles for students who have difficulty in conceptual understanding (Anggraeni & Haryanto, 2022). In practice, most Islamic education teachers still use conventional approaches such as lectures and memorization, which are not in line with the learning needs of students with special needs and can cause them to feel isolated from the religious values being taught (Sugiarto, 2025).

The noble values, such as honesty, tolerance, discipline, and social awareness, taught in PAI can serve as guidelines for children with special needs in facing challenges and building positive social interactions in society (Diana dkk., 2021). This poses a unique challenge in optimizing PAI learning for children with special needs. A lack of understanding among educators, a shortage of disability-friendly learning facilities and media, and a curriculum that is not yet fully adaptive are all hindering factors (Rizqiyatus Shohibah dkk., 2020). Therefore, innovative and accommodative PAI learning strategies are needed to deliver the material effectively and according to each child's specific conditions and needs. Thus, the goal of Islamic education in shaping good character and personality can be optimally achieved.

One of the keys to success in PAI learning for children with special needs is the use of appropriate learning strategies (Mirrota dkk., 2024). These learning strategies not only include teaching methods, but also approaches, media, learning resources, and assessment methods that are tailored to the characteristics and specific needs of each child (Azwar, 2023). Therefore, PAI teachers need to apply innovative and disability-friendly learning strategies, such as the use of visual, audio, and interactive multimedia, to facilitate diverse learning styles (Salabi, 2023). With the right learning strategies, the PAI teaching and learning process will be more effective, inclusive, and enjoyable for children with special needs.

On the other hand, various studies have proven that visual-based learning techniques, direct experiences, and supporting media and technology positively improve the religious understanding of students with disabilities (Komariah & Nihayah, 2023). For example, the simulation method in the practice of *wudhu* and *salat* has been proven effective in helping autistic students understand worship more concretely (Hakiman et al., 2021). However, even though this innovative approach has been applied to a limited extent, there is no systematic documentation to categorize and assess its effectiveness.

This shows the importance of this research from a scientific perspective. There is still a gap in the academic literature that critically examines and combines various PAI learning strategies that are disability-friendly. In fact, a scientific synthesis of these practices is needed to develop an inclusive Islamic pedagogy theory that is not only general but also sensitive to the different needs of each student (Arbain Nurdin dkk., 2024). Through the systematic literature review (SLR) method, this study is expected to provide comprehensive literature review results, which can be used to develop more contextual and effective learning tools. This is in line with the philosophy of the Merdeka Curriculum, which emphasizes learning diversification and character building in students (Ratnawati dkk., 2024).

Various systematic literature reviews (SLRs) have explored inclusive practices in PAI and inclusive education in general, but have not yet specifically evaluated PAI strategies for various types of special needs. Research by Nurdin et al. shows that the inclusive PAI curriculum has been modified and reported to use an individualized approach and visual media, but the obstacle remains the limited ability of teachers to recognize special needs (Arbain Nurdin dkk., 2024). Furthermore, Khashimov, in the *Journal of Assessment and Intervention for Children with Special Needs*, analyzed the influence of

inclusive education on academic and emotional development, highlighting that appropriate teaching strategies have a positive impact, although it did not specifically discuss PAI (Khashimov, 2022). Other studies also discuss spiritual inclusion in worship, finding a relationship between religious leader training and the availability of accessible materials, but the focus is broader and does not touch on the pedagogical aspects of PAI classes (Izyan dkk., 2024). Therefore, this research can serve as a new intervention in PAI learning for children with special needs in the future, as well as a reference for educators, policymakers, and researchers in designing, developing, and implementing inclusive and disability-friendly PAI learning strategies.

Thus, this study aims to describe the distribution and main findings of articles discussing Islamic Education (PAI) learning strategies for children with special needs in the period 2019–2024, identify patterns of innovation that have emerged in PAI learning practices during that period, and examine learning strategies that have been proven effective and innovative based on empirical evidence. The results of this study are expected to serve as a conceptual basis for developing more inclusive, adaptive, and contextual pedagogical practices for children with various types of special needs.

2. METHODS

This research used the systematic literature review (SLR) method. The purpose of using this method is to minimize bias in the process of answering research questions. Minimizing bias, among others, must undergo a process of identification, source selection, and synthesis (Moher et al., 2015). As a follow-up to minimize this bias, PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is used as a research guide. Its objectives include the systematic determination of research topics (identification), the creation of inclusion and exclusion criteria (screening), and extensive database analysis (feasibility) (Idris et al., 2022).

The PRISMA flowchart below illustrates searching for relevant literature (200 articles), screening, and critically appraising the selected articles. Searching for relevant articles was conducted using the keywords “PAI learning strategies” and “children with special needs”. These keywords aim to bring up a specific database with the maximum possibility of similar publications appearing. This study only selected journal articles as the main source to ensure the quality level of the research. Meanwhile, the data parameters used are research results from 2019 - 2024 (the last five years). This research database includes Google Scholar with the Publish or Perish 8 tool. Furthermore, this research uses the Boolean Search technique, which focuses on the previous keywords. This Boolean Search technique uses AND to connect the PAI learning strategy search section with other sections.

Inclusion and exclusion criteria are stages in the screening process. The article selection criteria began with automatic sorting using the Zotero application to filter out duplicate articles, articles publication years below 2019, and documents other than articles. As a result, 20 articles fell into the exclusion category as documents that had to be excluded. Thus, 180 articles can enter the next stage, namely the eligibility stage.

Eligibility is the screening stage after the inclusion and exclusion procedures. The eligibility stage in this study used a manual method, namely, examining the article manuscript by reading the title and abstract to ensure the article's relevance to the research question. Articles that were not related to PAI learning strategies and children with special needs were excluded from the review list. The results of this eligibility stage left 42 articles ready to enter the analysis stage.

Furthermore, this research analysis uses qualitative thematic analysis techniques. This analysis technique is the same as the synthesis of interpretation and explanation (Xu & Zammit, 2020) and has advantages such as efficiency in synthesizing data (Flemming dkk., 2019). This analysis technique carefully reviewed the articles generated from the eligibility process, especially in the abstract, findings,

and discussion sections. Data relevant to the research questions were collected, summarized, and evaluated thematically.

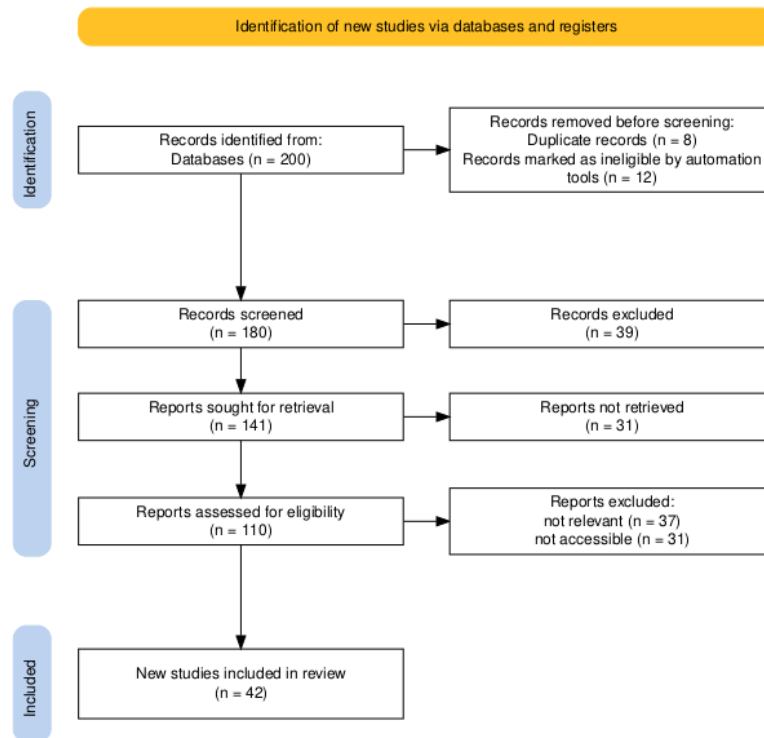


Figure 1. PRISMA Flowchart of the Publication Results of PAI Learning Strategies for Children with Special Needs 2019 - 2024

Table 1. Literature Selection Categories

Criteria	Inclusions	Exclusions
Data Parameters	2019 – 2024	before 2018
Type of Document Source	Article	Book, series of books, chapter in a book
Source	Journal	Non-Journal

The table above explains the inclusion and exclusion criteria used in this study's literature search and selection process. These criteria ensure that only relevant, recent (published between 2019 and 2024), and credible (reputable journals) scientific articles are analyzed. Documents such as books, book chapters, or non-journal publications are excluded from the study to maintain focus on empirical studies that have undergone peer review.

3. FINDINGS AND DISCUSSIONS

Distribution and Findings of PAI Learning Articles for Children with Special Needs

The distribution of articles on PAI Learning Strategies for Children with Special Needs based on the year of publication from 2019 to 2024 shows an increase in the number of articles from year to year. The number of articles tends to increase yearly, starting with six articles in 2019, 5 articles in 2020 and 2021, then jumping to 12 in 2022 and peaking at 13 in 2023. In recent years, this shows increased researchers' interest and attention to PAI learning strategies for children with special needs. The increase in articles yearly shows more attention and effort to develop effective and innovative PAI learning strategies for children with special needs.

Based on a review of 42 research articles on Islamic Religious Education (IRE) for children with special needs (CSN), four main findings were discovered that are interrelated and form a comprehensive learning system. These findings cover technical aspects of learning, educator competencies, environmental factors, and the resulting impact. These findings are classified to facilitate understanding of the complexity of PAI learning for children with special needs and to provide a systematic overview of the various components that need to be considered in implementing inclusive education. The following classification organizes the findings based on their main focus, ranging from technical adjustments to learning, the central role of educators, the dynamics of external factors, to the expected outcomes of an effective PAI learning process for children with special needs.

Table 2. Classification of Key Findings

No	Key Findings	Aspect/Component	Description
1	Adjustments to Learning Aspects	Curriculum	Special modifications/developments according to the abilities and limitations of children with special needs
		Content	Simplified, concrete, and contextual according to the level of understanding of children with special needs
		Methods	Variety of methods (lectures, demonstrations, practice, question and answer sessions) according to characteristics and learning styles
		Media	Images, videos, animations, audio technology, and IT-based interactive media
		Evaluation	Assessment emphasizes affective and psychomotor aspects rather than cognitive ones.
2	The Important Role of Teachers	Understanding the Conditions of Children with Special Needs	Sensitivity and skills in identifying the specific conditions of each child
		Preparing Learning Materials	Careful planning, selection of appropriate, creative, and innovative methods and media
		Assistance and Motivation	Emotional support, positive reinforcement, and continuous encouragement
3	Supporting and Inhibiting Factors	Supporting Factors:	
		Family Support	Full involvement and support from parents/guardians
		School Environment	Facilities that are accessible to people with disabilities, an inclusive culture, and acceptance
		Competent Teachers	Special knowledge and skills in handling children with special needs
		Inhibiting Factors:	
		Limited Facilities	Lack of accessible media and supporting facilities

No	Key Findings	Aspect/Component	Description
4	Positive Impact	Teacher Understanding	Lack of understanding about the characteristics and needs of children with special needs
		Diversity of Children with Special Needs	Every child has unique and different needs.
		for Children with Special Needs:	
		Spiritual Development	Strengthening the relationship with God, building positive character
		Social Development	Interpersonal skills, appreciating diversity
		Knowledge & Skills	Religious teachings, history, Islamic culture, worship practices
		For School Institutions:	
		Reputation	Enhancing a positive image as an inclusive and accommodating institution
		For the Community:	
		Active Participation	Children with Special Needs are ready to participate and contribute to society
		Agents of Change	Spreading positive values, eliminating stigma, and creating an inclusive environment

The table above systematizes the results of a review of 42 research articles that identify four main findings in PAI learning for children with special needs. This table explains that these four findings form an integrated system, whereby the success of PAI learning for children with special needs depends on the comprehensive implementation of all components identified in each finding.

The emphasis on modifying the curriculum and materials according to the needs of diverse students is in line with the principles of Universal Design for Learning (UDL). This framework demands flexibility in curriculum, methods, media, and assessment from the outset of design. Research (Priyadharsini & Sahaya Mary, 2024) UDL, by providing multiple means of representation, engagement, and expression, contributes significantly to improving the learning outcomes of students with diverse achievements and backgrounds in the context of inclusive learning. In the specific realm of PAI (Novanto dkk., 2025). Integrates Islamic values into the inclusive curriculum, emphasizing contextual content and participatory methods as effective practices for students with special needs. This is in line with the opinion of Zulaikhah et al. (. The importance of concrete and contextual presentation in PAI, and using visual and auditory media to facilitate understanding.

The second finding regarding the important role of teachers in children with special needs learning is reinforced by research (Awaliah dkk., 2024). This shows that training, professional mentors, and the application of adaptive technology positively impact teachers' abilities in identifying and assessing children with special needs, supporting more personalized learning designs. In line with this, research conducted by (Wardany & Ulfa, 2022). Shows that teachers' readiness to manage inclusive classrooms through training and professional development is closely related to their ability to provide empathetic and adaptive learning media and strategies, and emotional and motivational support. Additionally, (Pandia dkk., 2024) Emphasizes that training PAI teachers for students with special needs, including collaboration with assistant teachers and adaptation of visual media and hands-on practices such as prayer simulations, is an effective strategy for improving understanding.

The third finding underscores the important role of ecosystem support in PAI children with special needs learning. Communicative and collaborative family support through the exchange of information between teachers and parents provides a strong foundation for relevant and responsive learning interventions (Novitasari dkk., 2023). Strong relationships between parents, teachers, and schools encourage more meaningful and comprehensive learning (Aryuni dkk., 2024). In addition, an inclusive school environment with special facilities such as individual study rooms and comfortable spaces can help children with special needs control their emotions and learn more effectively (Novriani dkk., 2023). However, major obstacles include poor physical accessibility (Jogbakci dkk., 2025), a lack of assistant teachers and training, and disparities in facilities in different regions (Raharja dkk., 2025). Addressing these challenges requires holistic interventions such as strengthening teacher training, improving adaptive facilities, and intensive collaboration among stakeholders so that the PAI learning process for children with special needs is optimal and inclusive in all contexts.

Several studies show that inclusive Islamic Religious Education (PAI) programs have a significant impact on the character building, religiosity, and social integration of Children with Special Needs. One study confirms that collaboration between IRE teachers, regular classroom teachers, assistants, psychologists, and parents can provide effective religious guidance for students with autism, especially in strengthening their understanding of religion and self-confidence (Hakiman et al., 2021). Another study shows that adaptive PAI learning, accompanied by special education teachers, can create a sense of security and active participation of children with special needs in the classroom (Khairunnisa et al., 2024). Similar findings also highlight the importance of individual methods and worship monitoring in increasing the spiritual motivation of blind students (Bela et al., 2023). In the pesantren environment (F. Sari et al., 2024), an inclusive curriculum based on congregational worship and cross-santri social activities encourages social integration and a more meaningful internalization of Islamic values. These findings collectively reinforce that a collaborative, adaptive, and contextual inclusive PAI approach not only enhances the spiritual and moral aspects of students with disabilities but also creates a transformative learning environment and promotes the humanization of students.

PAI learning for children with special needs requires a comprehensive and integrated approach. These four findings are interrelated and show that successful learning depends on several factors, including appropriate learning adjustments, adequate teacher competence, support from various parties, and a commitment to overcoming existing obstacles. To improve the quality of PAI learning for children with special needs, systematic efforts are needed to develop a flexible curriculum, improve teacher competence, provide adequate facilities and infrastructure, and build support from families and the community. With this holistic approach, PAI learning can provide optimal benefits for developing children with special needs and create a more inclusive environment.

Patterns of PAI Learning Innovation for Children with Special Needs

A systematic literature review covering 2019–2024 shows that innovation patterns in Islamic Religious Education (PAI) for Children with Special Needs are moving towards a more holistic, adaptive, and participatory approach. This pattern covers aspects of planning, implementation, learning media, pedagogical strategies, material development, evaluation, the role of teachers, as well as supporting habits and extracurricular activities.

First, in terms of learning planning, innovation is evident in efforts to modify the curriculum, lesson plans, and evaluation systems to suit the type and level of students' disabilities (Wahyuna, 2023; Wahyuni, 2019). Compared to previous studies that focused more on adapting the general curriculum (Reza Abady, 2018) Other findings emphasize the importance of planning based on individual needs rather than merely administrative modifications (Farida, 2021).

Second, in the implementation of learning, there is a pattern of innovation through varied learning methods tailored to the specific needs of children with special needs, such as the Applied Behavior Analysis (ABA) method for children with autism (Shofiyyah, 2022), the UMMI method for children with

dyslexia (Fitriani et al., 2022), and 3T1M (Tasmi, Tafahum, Tikrar, and Murojaah) for children with visual impairments (Risma, 2023). Compared to previous studies that only relied on lecture methods or general habituation (Miftachul Khasanah, 2018), these findings show a paradigm shift towards differentiated pedagogy more responsive to student diversity.

Third, in terms of learning media, innovation is evident in the use of adaptive technologies, such as Talk Back for the visually impaired, Augmented Reality for deaf people, and animated media for the intellectually disabled (Salsabila dkk., 2023; P. R. Sari dkk., 2023). These findings reinforce Vygotsky's idea about the importance of tools and scaffolding in learning (Vygotsky, 1978), while also correcting the results of previous studies that tended to emphasize conventional media without adaptive technology (Satrisno & Friantary, 2019). Additionally, the development of A MA BA media for memorizing the Qur'an in deaf children (Salsabila dkk., 2023). Demonstrates an innovative multisensory approach.

Fourth, at the level of learning strategies, a pattern of innovation emerges through the application of direct, indirect, interactive, experiential, and independent learning strategies, which are based on the principle of inclusivity (Dahlan, 2023; Faihanah & Muniroh, 2022). This strategy is in line with experiential learning theory (Kolb, 1984), which emphasizes learning as a cyclical process through concrete experiences, reflection, conceptualization, and experimentation. Compared to previous approaches that did not sufficiently consider the learning styles of students with special needs (Afifah, 2018) The current strategy shows progress in creating positive social interactions and active student participation.

Fifth, the development of teaching materials in PAI learning for children with special needs has also transformed, with an emphasis on practical and contextual values that can be applied in everyday life (Wahyuni, 2019; Yulianingsih dkk., 2022). This innovation differs from the old approach, which tended to emphasize memorization and normative aspects (Murtopo & Athoillah, 2018). Currently, PAI materials are more directed at fostering Islamic character and social values, strengthening the relevance of religious education to the real lives of students with special needs (Salabi, 2023).

Sixth, innovative patterns in learning evaluation also emerge through flexible and accommodative approaches, by adjusting to students' cognitive, affective, and psychomotor abilities (Isroani, 2019; Rinaldho dkk., 2024). Assessment is no longer solely summative, but has evolved to become authentic and formative, emphasizing individual progress. These findings confirm the theory of assessment as learning, in which students are actively involved in the assessment process (Dann, 2014).

Seventh, the role of PAI teachers in learning innovation is also prominent. Teachers must have pedagogical competence, patience, and the ability to collaborate with various parties, including special assistant teachers, parents, and the community (Widopuspito et al., 2022). These findings reinforce Bronfenbrenner's theory about the importance of the ecological system in education (Bronfenbrenner, 1979) and respond to previous studies that placed teachers in a single dominant position, without cross-actor collaboration (Amalia, 2019).

Eighth, the implementation of extracurricular activities and religious practices such as congregational prayers, morning zikr, and reading the Qur'an is part of an innovative approach to shaping the Islamic character of students with special needs (Hidayati dkk., 2022; Kristiyanto dkk., 2023). This innovation expands the scope of PAI learning beyond the classroom and reinforces a transformative spiritual education approach, which is cognitive but also affective and moral. These findings also renew the old view that limits PAI learning to the classroom and formal lesson hours (Rohman, 2015).

Overall, the eight identified innovation patterns can be categorized into three main dimensions: First, Structural Innovation, which includes curriculum modification, planning, and evaluation systems; Second, Pedagogical Innovation, covering adaptive methods, media, strategies, and learning materials;

and Third, Cultural-Communal Innovation, relating to the role of teachers, collaboration, and religious habits. These patterns show a significant shift from traditional approaches to approaches based on student needs and potential. Furthermore, comparisons with previous studies show that the latest findings reinforce the theory of inclusion and differentiation in education, while refuting old practices that tend to be homogeneous and normative. Thus, innovations in PAI learning for children with special needs in the 2019–2024 period are not only a response to technological developments and curriculum demands but also the result of systematic efforts to build inclusive, contextual, and transformative religious education.

Based on the results of a literature review covering 2019–2024, innovations in Islamic Religious Education (IRE) for Children with Special Needs (CSN) can be mapped into three main dimensions. First, the structural dimension emphasizes modifying the curriculum, lesson plans, and evaluation systems to suit the characteristics of the students. Second, the pedagogical dimension focuses on developing adaptive and contextual teaching methods, media, strategies, and learning materials. Third, the cultural-communal dimension emphasizes the role of teachers as facilitators, cross-actor collaboration, and religious habituation and extracurricular activities. These three dimensions form a holistic, adaptive, and transformative innovation framework. The following schematization summarizes this innovation pattern in a more structured manner:

Table 3. PAI Learning Innovation Dimension Scheme for Children with Special Needs (2019–2024)

Dimension	Focus of Innovation	Research Findings	Theoretical Basis
1. Structural Innovation	- Curriculum and lesson plan modifications - Flexible and accommodating evaluation	- Curriculum based on individual needs (Wahyuna, 2023; Wahyuni, 2019) - Authentic & formative evaluation (Isroani, 2019; Rinaldho dkk., 2024)	Theory of <i>assessment as learning</i> (Dann, 2014)
2. Pedagogical Innovation	- Differential method - Adaptive learning media - Inclusive strategy - Applicable and contextual material	- ABA method for children with autism (Shofiyyah, 2022)- UMMI method for children with dyslexia (Fitriani et al., 2022) 3T1M for children with visual impairments (Risma, 2023) - AR for deaf people, Talk Back for the visually impaired (Salsabila dkk., 2023; P. R. Sari dkk., 2023) - Real-life based content (Yulianingsih dkk., 2022)	Theory of <i>experiential learning</i> (Kolb, 1984) and Theory of Vygotsky (1978) about <i>scaffolding</i>
3. Cultural-Communal Innovation	- The role of teachers as facilitators and collaborators - Synergy between actors (special support teachers, parents, community) - Extracurricular activities and religious practices	- Collaboration between Islamic Education teachers, assistant teachers, and parents (Widopuspito dkk., 2022) - Habitual congregational prayer, remembrance of God, reading the Qur'an (Hidayati dkk., 2022;	Theory of the ecological system, Bronfenbrenner (1979)

Dimension	Focus of Innovation	Research Findings	Theoretical Basis
		Kristiyanto dkk., 2023)	
		• Expansion of PAI outside the classroom, responding to old views (Rohman, 2015)	

The three dimensions above, when combined, will produce a more holistic, adaptive, and transformative pattern of PAI learning innovation, thereby providing a more comprehensive response to the religious education needs of children with special needs. Thus, PAI learning innovation for children with special needs is not merely a technical solution in the teaching process, but also a manifestation of commitment to inclusive education that is fair and oriented towards strengthening human values.

Innovative Strategies in Islamic Education Learning for Children with Special Needs

The Islamic Religious Education (IRE) learning strategy for children with special needs (CSN) must be optimised to realize inclusive and quality education. Conventional approaches are often inadequate to accommodate the specific needs of each type of disability. Therefore, innovation and creativity in designing PAI learning strategies are imperative to facilitate an effective learning process for children with special needs. This is in line with the inclusive education paradigm, which emphasises that every child, regardless of their limitations, has the right to a meaningful education in accordance with their potential (Mansir, 2021).

Islamic Religious Education (PAI) learning strategies for Children with Special Needs cannot be standardised, but must be specifically adapted so that learning objectives can be optimally achieved. Therefore, it is important to outline learning strategies that have been proven to be effective and innovative for each category of disability.

First, for blind children, a multisensory approach is key to delivering PAI material. The tasmi' (talqin), tafahum, tikrar, and muroja'ah methods have been proven effective in helping blind children memorise the Qur'an, especially Juz Amma (Risma, 2023). This strategy is in line with the multisensory learning theory proposed by Paivio through dual coding theory, in which a combination of sensory stimulation can strengthen memory (Paivio, 1971). In addition, the use of technology such as the Talk Back application also plays an important role in facilitating access to information for blind children (Salsabila dkk., 2023). These findings are consistent with the results of research (Figueiredo dkk., 2019). That emphasises the importance of adaptive technology in supporting the religious literacy of visually impaired students. Thus, it can be said that multisensory and technology-based strategies are forms of innovation that align with theory and previous research results.

Secondly, for children with intellectual disabilities who have limitations in cognitive aspects, simplifying the material is the most effective strategy (Zulaikhah et al., 2020). The material is presented concretely and simply, accompanied by various methods such as lectures, question and answer sessions, drills, singing, and visual media such as pictures and videos. Intensive repetition of material and communication using sign language or facial expressions has also been proven to help children with intellectual disabilities understand lessons (P. R. Sari et al., 2023). Learning evaluation is more emphasised on affective and psychomotor aspects, in accordance with the abilities of children with intellectual disabilities (Rinaldho et al., 2024).

Third, in the context of deaf children, the iqro' method, which combines oral and sign language approaches, has proven effective in teaching the Hijaiyah alphabet (Jabar dkk., 2022). In addition, the use of animation and augmented reality media can also help deaf children understand the subject

matter. One effective strategy is the A MA BA method implemented at SLB Islami Qotrunnada, which helps deaf children read and memorise the Qur'an (Salsabila dkk., 2023). Furthermore, for children with physical disabilities, an effective PAI learning strategy is to adapt methods similar to those used for blind and deaf children, but with the addition of movement guides in accordance with their physical limitations (Rinaldho dkk., 2024). The use of visual and audio media is also very helpful in the process of transferring knowledge to children with physical disabilities (Salsabila dkk., 2022).

Meanwhile, for children with emotional and behavioural disorders, a behavioural approach is key (Mitchell dkk., 2019). Negative reinforcement methods can reduce the frequent use of abusive language (Leijten dkk., 2019). Music therapy and Al-Qur'an therapy have also been proven effective in improving the behaviour of children with emotional and behavioural disorders (Hidayat dkk., 2023). In addition, the application of rewards and penalties in learning contracts can help children with disabilities to be more disciplined and motivated in learning (Husna dkk., 2023). In addition to specific strategies for each type of disability, several innovative learning strategies can be applied generally to children with disabilities. Al-Qur'an and akhlak-based learning using contextual methods has been proven to increase the interest and understanding of children with special needs in PAI material. Optimising digital technology such as WhatsApp, Google Meet, Google Classroom, and Zoom can also facilitate a more effective communication and knowledge transfer process (Salsabila dkk., 2022).

Outdoor learning strategies and humanistic approaches are also attractive alternatives for children with special needs. Outdoor learning can help create a more enjoyable learning atmosphere and reduce boredom (Faihanah & Muniroh, 2022). Meanwhile, humanistic approaches emphasise giving special attention to children with special needs so that they feel valued and motivated to learn (Iswati & Rohaningsih, 2021). In implementing these strategies, collaboration between teachers, parents, and other professionals is a crucial aspect that cannot be ignored (Farkhan et al., 2022). Teachers must have adequate competence and understanding of the characteristics and specific needs of each type of disability (Nurhayati et al., 2021). Parents also play an important role in supporting and motivating their children. In addition, the involvement of professionals such as psychologists, therapists, and sign language experts is also needed to maximise the learning process for children with special needs (Sofia dkk., 2021).

Although many innovative strategies have been implemented, challenges and obstacles are still frequently encountered in their implementation. Limited facilities and infrastructure, teachers' lack of understanding of technology, and the scarcity of PAI learning support books appropriate for different types of disabilities are some of the obstacles that are often encountered. However, these obstacles can be gradually overcome with commitment and continuous effort. Research and development of PAI learning strategies for children with special needs also need to be continued. By involving a multidisciplinary perspective, research can produce new findings that are more comprehensive and effective in accommodating the needs of children with special needs. In addition, disseminating knowledge through scientific publications is very important to broaden insights and enrich scientific knowledge about PAI learning strategies for children with special needs.

4. CONCLUSION

A systematic literature review of 42 articles from 2019 to 2024 shows a significant increase in academic attention to PAI learning for children with special needs, with a peak of 13 articles published in 2023. Four main findings were identified: adjustments to learning aspects (curriculum, materials, methods, media, evaluation), the central role of teachers in understanding the conditions of children with special needs and providing emotional support, the dynamics of factors that support or hinder the learning ecosystem, and the positive impact on the spiritual and social development of children with special needs and the transformation of an inclusive society. The innovation pattern leads to three integrated dimensions: structural (curriculum modification and flexible evaluation), pedagogical

(differentiated methods such as ABA, UMMI, 3T1M; technology-based adaptive media; contextual-applicative materials), and cultural-communal (cross-actor collaboration and religious habits). Effective strategies are specific to each disability category, including multisensory for the visually impaired, concrete simplification for the intellectually disabled, oral-sign language for the hearing impaired, and behavioural approaches for the emotionally disabled, with success depending on intensive collaboration between teachers, parents, and professionals.

The implications of this study emphasise the need for: (1) reformulation of the national PAI curriculum policy that integrates the principles of Universal Design for Learning; (2) strengthening of PAI teacher training programmes based on special competencies for children with special needs, with an emphasis on adaptive technology and differentiated pedagogy; (3) provision of inclusive learning technology infrastructure and accessible media in all educational institutions; (4) strengthening the collaborative ecosystem through the systematic involvement of parents, psychologists, and the community in learning planning. Further research is recommended to: (1) examine the comparative effectiveness of PAI learning strategies across different types of disabilities through experimental studies; (2) develop a model for authentic PAI assessment instruments that are sensitive to the diversity of children with special needs; (3) examine the long-term impact of inclusive PAI learning on the social integration and psychological well-being of children with special needs in the community; (4) exploring the implementation of artificial intelligence and the latest generation of assistive technology in PAI learning for children with special needs; (5) conducting cross-country comparative studies on best practices in religious education for children with special needs in different cultural contexts.

REFERENCES

- Afifah, A. K. (2018). *Strategi Pembelajaran Pendidikan Agama Islam dalam Pembentukan Karakter Islami bagi Siswa Tunarungu di SMPLB Negeri Wiradesa* [Penelitian]. IAIN Pekalongan.
- Amalia, N. (2019). Potret Pembelajaran Pendidikan Islam Pada Anak Tunagrahita Di Sekolah Luar Biasa Bhakti Pemuda Kota Kediri. ... *Journal of Islamic Education Studies (IJIES)*, Query date: 2024-06-09 06:37:53. <https://ejournal.uit-lirboyo.ac.id/index.php/ijies/article/view/1011>
- Anggraeni, N., & Haryanto, B. (2022). The Importance of the Place of Worship as Support for Islamic Education in Senior High School. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 5209–5220. <https://doi.org/10.35445/alishlah.v14i4.2354>
- Arbain Nurdin, Hendra, Khozin, Abdul Haris, Nurul Zainab, & Mohammad Zaini Yahaya. (2024). Developing the Islamic Religious Education Curriculum in Inclusive Schools or Madrasah and Its Implementation: A Systematic Literature Review. *Jurnal pendidikan agama Islam*, 21(1), 94–110. <https://doi.org/10.14421/jpai.v21i1.6907>
- Aryuni, E., Zaliani, S. F., Putra, Y. P., & Mustika, D. (2024). Kolaborasi antara Sekolah dan Orang Tua dalam Pendidikan Inklusi. *TSAQOFAH*, 4(4), Article 4. <https://doi.org/10.58578/tsaqofah.v4i4.3118>
- Awaliah, N. P., Khoirunisa, A., Anjelina, R., & Marhadi, H. (2024). Peningkatan Kompetensi Guru dalam Identifikasi dan Asesmen Anak Berkebutuhan Khusus di Sekolah Inklusif. *Bersatu: Jurnal Pendidikan Bhinneka Tunggal Ika*, 2(3), 153–162. <https://doi.org/10.51903/bersatu.v2i3.721>
- Azwar, B. (2023). The Implementation of Constructivism Theory to Develop Religious Character in Students with Special Needs. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1750–1762. <https://doi.org/10.35445/alishlah.v15i2.3224>
- Bela, M. R. W. A. T., Rizqita, A. J., Putri, L. A., Sunardi, S., Aprilia, I. D., Sensus, A. I., Hernawati, T., & Putri, N. L. (2023). The Impact of Islamic Religious Education Learning On The Awareness Of Prayer Of Visually Impaired Students In Class IV In An Inclusive Elementary School. *Jurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus*, 23(1), Article 1. <https://doi.org/10.17509/jassi.v23i1.66519>
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard

University Press.

- Dahlan, M. Z. (2023). Pembelajaran Pendidikan Agama Islam bagi Anak Berkebutuhan Khusus di Madrasah Inklusi MIMA Jombang 02 Jember. *Education Journal: Journal of Educational Research and Development*, 7(1), 56–65. <https://doi.org/10.31537/ej.v7i1.980>
- Dann, R. (2014). Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice*, 21(2), 149–166. <https://doi.org/10.1080/0969594X.2014.898128>
- Diana, Tasu'ah, N., Windiarti, R., & Hasjiandito, A. (2021). Implementing Character Building and Nationalism at Inclusive Early Childhood Education Institutions. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 3448–3456. <https://doi.org/10.46254/SA02.20210956>
- Faihanah, L., & Muniroh, A. (2022). Pembelajaran Pendidikan Agama Islam untuk Anak Berkebutuhan Khusus. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(2), 219–227. <https://doi.org/10.58518/awwaliyah.v5i2.1126>
- Farida, F. (2021). Manajemen Pembelajaran Agama Islam Berbasis Inklusi. *Al Ulya: Jurnal Pendidikan Islam*, 6(2), 190–200.
- Farkhan, A., Azahra, S., Ramadan, W., Sukma, B. M., & Husna, D. (2022). Pembelajaran Pendidikan Agama Islam pada Anak Berkebutuhan Khusus Tunanetra. *IDJ: Instructional Development Journal*, 5(3), 172–178. <http://dx.doi.org/10.24014/idj.v5i3.20004>
- Figueiredo, A. E., Bernardini, J., Bowes, E., Hiramatsu, M., Price, V., Su, C., Walker, R., & Brunier, G. (2019). A Syllabus for Teaching Peritoneal Dialysis to Patients and Caregivers. *Peritoneal Dialysis International: Journal of the International Society for Peritoneal Dialysis*, 36(6), 592–605. <https://doi.org/10.3747/pdi.2015.00277>
- Fitriani, E., Haris, A., & Hakim, M. N. (2022). Model Pembelajaran Al-Qur'an bagi Anak Berkebutuhan Khusus Kategori Disleksia di SD IT Abata Lombok. *Paedagoria: Jurnal Kajian Penelitian dan Pengembangan Kependidikan*, 13(1), 75–82. <https://doi.org/10.31764/paedagoria.v13i1.7975>
- Flemming, K., Booth, A., Garside, R., Tunçalp, Ö., & Noyes, J. (2019). Qualitative Evidence Synthesis for Complex Interventions and Guideline Development: Clarification of the Purpose, Designs, and Relevant Methods. *BMJ Global Health*, 4, 1–9. <https://doi.org/10.1136/bmjgh-2018-000882>
- Hakiman, H., Sumardjoko, B., & Waston, W. (2021). Religious Instruction for Students with Autism in an Inclusive Primary School. *International Journal of Learning, Teaching and Educational Research*, 20(12), 139–158. <https://doi.org/10.26803/ijlter.20.12.9>
- Hidayat, L. A., Rahmatullah, A. S., & Aziz, A. N. (2023). Strengthening the Psychological Aspects of Autistic Children through Islamic Learning Methodology. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 5(1), 606–626. <https://doi.org/10.37680/scaffolding.v5i1.2272>
- Hidayati, W., Arifah, M., & Prayesti, T. (2022). Desain Pengembangan Kurikulum Inklusif Berbasis Islam untuk Anak Berkebutuhan Khusus Pada Masa Pandemi Covid-19. *Proceedings of the Indonesian Conference on Disability Studies and Inclusive Education (ICODIE)*, 2, 49–62. <https://vicon.uin-suka.ac.id/index.php/icodie/article/view/724>
- Husna, L. I., Burhanuddin, I., Atmaja, L. W. S., & Putri, D. A. (2023). Pendidikan Agama Islam di Sekolah Inklusi: Strategi Pembelajaran bagi Anak Penyandang Tunalaras. *Jurnal Lentera: Kajian Keagamaan, Keilmuan, dan Teknologi*, 22(1), 1–10. <https://doi.org/10.29138/lentera.v22i1.990>
- Idris, N., Talib, O., & Razali, F. (2022). Strategies in Mastering Science Process Skills in Science Experiments: A Systematic Literature Review. *Jurnal Pendidikan IPA Indonesia*, 11(1), 155–170. <https://doi.org/10.15294/jpii.v11i1.32969>
- Isroani, F. (2019). Pembelajaran Pendidikan Agama Islam bagi Anak Berkebutuhan Khusus di Sekolah Inklusi. *Quality: Journal of Empirical Research Islamic Education*, 7(1), 50–65. <http://dx.doi.org/10.21043/quality.v7i1.5180>
- Iswati, I., & Rohaningsih, C. (2021). Pembelajaran PAI Melalui Pendekatan Humanistik pada Anak Berkebutuhan Khusus di Sekolah Inklusi. *Al-I'tibar: Jurnal Pendidikan Islam*, 8(2), 81–91. <https://doi.org/10.30599/jpia.v8i2.1093>

- Izyan, S., Mohd Tawil, S. F., Muhamad, N., & Jaafar, N. (2024). Enhancing Spiritual Inclusion: A Systematic Literature Review on the Intersection of Disabilities and Worship Practices Among People with Disabilities. *Global Business and Management Research: An International Journal*, 16, 595–613.
- Jabar, I. A. A., Rasyid, M., & Rachmah, H. (2022). Implementasi Metode Iqro'dalam Pembelajaran Huruf Hijaiyah pada Anak Berkebutuhan Khusus (Tunarungu) Kelas VI Di SLB Negeri Cicendo Kota Bandung. *Bandung Conference Series: Islamic Education*, 2(1), 193–198. <https://doi.org/10.29313/bcsied.v2i1.2428>
- Jogbakci, A., Aliya, N., Pratiwi, I. K., Surbakti, N., Situmorang, R., Silaen, Y., Situmorang, Y. Y., Puteri, A., & Tansliova, L. (2025). Aksesibilitas Sarana dan Prasarana Pendidikan Bagi Abk: Studi Terhadap Implementasi Sekolah Inklusi. *Jurnal Intelek Insan Cendikia*, 2(3), Article 3.
- Khairunnisa, T., Hasnah, H., Martono, M., Azizah, N., Albar, S. A., & Raines, G. W. (2024). Inclusive Education Learning Process in Islamic Religious Education Subjects for Children with Special Needs. *Ri'ayatu Al-Qur'an*, 6(2), 6–12. <https://doi.org/10.62990/riqu.v6i2.64>
- Khashimov, M. (2022). Systematic Literature Review: Inclusive Education's Impact on the Academic Performance of Social and Emotional Barriers. *Jurnal Asesmen Dan Intervensi Anak Berkebutuhan Khusus*, 22(1), Article 1. <https://doi.org/10.17509/jassi.v22i1.63226>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Prentice-Hall.
- Komariah, N., & Nihayah, I. (2023). Improving The Personality Character of Students Through Learning Islamic Religious Education. *At-Tadzkir: Islamic Education Journal*, 2(1), 65–77. <https://doi.org/10.59373/attadzkir.v2i1.15>
- Kristiyanto, R., Muhaimin, A. N., Aryanto, A., Salsabila, F., & Husna, D. (2023). Metode Pembelajaran PAI untuk Siswa Tunadaksa. *Anwarul: Jurnal Pendidikan dan Dakwah*, 3(1), 42–50. <https://doi.org/10.58578/anwarul.v3i1>
- Kurniati, N., & El-Yunusi, M. Y. M. (2023). Methods for Cultivating Students' Personality and Morals Through Islamic Religious Education. *Bulletin of Science, Technology and Society*, 2(2), 25–30.
- Leijten, P., Gardner, F., Melendez-Torres, G. J., Van Aar, J., Hutchings, J., Schulz, S., Knerr, W., & Overbeek, G. (2019). Meta-Analyses: Key Parenting Program Components for Disruptive Child Behavior. *Journal of the American Academy of Child & Adolescent Psychiatry*, 58(2), 180–190. <https://doi.org/10.1016/j.jaac.2018.07.900>
- Mansir, F. (2021). Paradigma Pendidikan Inklusi dalam Perspektif Pendidikan Islam: Dinamika pada Sekolah Islam. *Tadrib: Jurnal Pendidikan Agama Islam*, 7(1), 1–17. <https://doi.org/10.19109/tadrib.v7i1.6604>
- Miftachul Khasanah, S. (2018). *Pengembangan Model Pembelajaran Contextual Teaching and Learning pada Mata Pelajaran Pendidikan Agama Islam dalam Meningkatkan Rasa Percaya Diri Anak Berkebutuhan Khusus (Tunadaksa) di SDLB D Yayasan Pembinaan Anak Cacat Surabaya* [Penelitian]. UIN Sunan Ampel.
- Mirrota, D. D., Hasan, Moch. S., & Ainiyah, Q. (2024). Increasing Understanding of the Islamic Religion Through Interactive Methods for Children with Special Needs. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(2), 285–300. <https://doi.org/10.31538/tijie.v5i2.998>
- Mitchell, B. S., Kern, L., & Conroy, M. A. (2019). Supporting Students With Emotional or Behavioral Disorders: State of the Field. *Behavioral Disorders*, 44(2), 70–84. <https://doi.org/10.1177/0198742918816518>
- Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., & Stewart, L. A. (2015). Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) 2015 Statement. *Systematic Reviews*, 4(1), 1. <https://doi.org/10.1186/2046-4053-4-1>
- Muchtar, Z., & Ali, M. (2025). Inclusive Islamic Education Learning for Students with Intellectual Disabilities in Secondary Schools. *Al Ulya: Jurnal Pendidikan Islam*, 10(1), 121–134. <https://doi.org/10.32665/alulya.v10i1.4146>
- Murtopo, B. A., & Athoillah, A. (2018). Metode Penanaman Nilai Pendidikan Agama Islam pada Anak

- Difabel. *Yinyang: Jurnal Studi Islam Gender Dan Anak*, 13(1), 157–175.
- Novanto, R. A., Arifin, S., & Ishomuddin, I. (2025). Integration of Islamic Educational Principles in an Inclusive Curriculum for Children with Disabilities. *ALSYS*, 5(4), 996–1012. <https://doi.org/10.58578/alsys.v5i4.6164>
- Novitasari, S., Mulyadiprana, A., & Nugraha, A. (2023). Peran Orangtua Dalam Pembelajaran Anak Berkebutuhan Khusus Di SDN Sukasetia. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 10(3), 546–557. <https://doi.org/10.17509/pedadidaktika.v10i3.64422>
- Novriani, C., Iwa, R., Syahputri, R. P., Febiana, T. I., & Andriani, O. (2023). Fasilitas yang Menunjang Pembelajaran Anak Berkebutuhan Khusus di Sekolah Inklusi. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, 1(1), Article 1. <https://doi.org/10.62017/jppi.v1i1.734>
- Nurhayati, N., Mauluddin, S., & Mokodongan, W. (2021). Implementasi Pembelajaran Pendidikan Agama Islam di Sekolah Luar Biasa (SLB) Negeri Poyowa Besar Kotamobagu. *Jurnal Pendidikan Agama Islam : The Teacher of Civilization*, 1(1), 1–24. <http://dx.doi.org/10.30984/jpai.v1i1.1064>
- Paivio, A. (1971). *Imagery and Verbal Processes*. Holt, Rinehart, and Winston.
- Pandia, W. S. S., Lee, S., & Khan, S. (2024). The Fundamentals of Islamic Religious Education in Inclusive Schools Meet Special Needs Children's PAI Issues. *Assyfa Journal of Islamic Studies*, 2(1), 77–86. <https://doi.org/10.61650/ajis.v2i1.322>
- Priyadharsini, V., & Sahaya Mary, R. (2024). Universal Design for Learning (UDL) in Inclusive Education: Accelerating Learning for All. *Shanlax International Journal of Arts, Science and Humanities*, 11(4), 145–150. <https://doi.org/10.34293/sijash.v11i4.7489>
- Raharja, T. H., Astuti, P., & Astrika, L. (2025). Analisis Kinerja Sekolah Dasar Kota Bandung dalam Mengimplementasikan Program Pendidikan Inklusif untuk Anak Berkebutuhan Khusus di Tahun 2023. *Journal of Politic and Government Studies*, 14(2), Article 2.
- Ratnawati, Rr. E., Warneri, Aunurrahman, Christiani, Y. H., & Karim, A. (2024). Optimization of Character Education in The Independent Curriculum Through the Pancasila Student Profile Strengthening Project Approach. *IJESS International Journal of Education and Social Science*, 5(1), 16–30. <https://doi.org/10.56371/ijess.v5i1.235>
- Reza Abady, M. (2018). *Pembelajaran Pendidikan Agama Islam (PAI) dalam Pembinaan Perilaku Adaptif Anak Berkebutuhan Khusus pada Masa Pubertas (Studi Kasus di MI Badrussalam dan MTs Wachid Hasyim Surabaya)* [Penelitian]. UIN Sunan Ampel.
- Rinaldho, R., Pratama, R. A., Ramadhan, N., Wismanto, W., & Nuradillah, N. (2024). Penerapan Pembelajaran Pendidikan Agama Islam terhadap Anak Berkebutuhan Khusus di Sekolah Luar Biasa. *Concept: Journal of Social Humanities and Education*, 3(2), 13–25. <https://doi.org/10.55606/concept.v3i2.1140>
- Risma, E. A. S. (2023). Pembelajaran Anak Berkebutuhan Khusus Tunanetra Melalui Metode Tasmi' (Talqin), Tafahum, TIKRAR dan Murojaah Sekolah Luar Biasa Maharani. *Paramurobi: Jurnal Pendidikan Agama Islam*, 6(1), 181–189. <https://doi.org/10.32699/paramurobi.v6i1.4728>
- Rizqiyatus Shohibah, Biyanto, & Biyanto. (2020). Islamic Religious Education Learning Model to Build Character of Students in Special Needs School. *International Journal on Integrated Education*, 3(1), 201–204. <https://doi.org/10.31149/ijie.v3i1.420>
- Rohman, M. (2015). Problematika Kurikulum Pendidikan Islam. *Madaniyah*, 8(1), 1–15.
- Salabi, A. S. (2023). Promoting Inclusive Education: Enhancing the Quality and Addressing Challenges in Teaching Islamic Religious Education to Children with Special Needs. *Idarah (Jurnal Pendidikan dan Kependidikan)*, 6(2), 213–226. <https://doi.org/10.47766/idarrah.v6i2.417>
- Salsabila, U. H., Husna, L. I., Nasekha, D., & Pratiwi, A. (2023). Penggunaan Media dalam Pembelajaran Pendidikan Agama Islam bagi Anak Berkebutuhan Khusus. *Jurnal Lentera: Kajian Keagamaan, Keilmuan, dan Teknologi*, 22(1), 11–21. <https://doi.org/10.29138/lentera.v22i1.998>
- Salsabila, U. H., Yuniarto, A., Satriafitri, N., Vikasari, D. P., & Marfu'ah, D. H. (2022). Optimasi Teknologi Pendidikan untuk Anak Berkebutuhan Khusus dalam Pembelajaran PAI di SLB Islam Qothrunnada. *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam*, 6(2), 173–182.

- <http://dx.doi.org/10.24127/att.v6i2a2366>
- Sari, F., Siti Risda Sakila, Bono Setyo, & Suria Hani A. Rahman. (2024). Developing Social Integration of Santri with Special Needs Through the Isma Learning Therapy School (ILTS) Curriculum. *Edukasia Islamika*, 9(2), 185–200. <https://doi.org/10.28918/jei.v9i2.8380>
- Sari, P. R., Istinganah, I., Alwatasi, U., Yusro, W., & Husna, D. (2023). Pembelajaran Pendidikan Agama Islam terhadap Anak Tunagrahita. *TSAQOFAH: Jurnal Penelitian Guru Indonesia*, 3(2), 184–193. <https://doi.org/10.58578/tsaqofah.v3i2.869>
- Satrisno, H., & Friantary, H. (2019). Pola Pembelajaran Pendidikan Agama Islam Dalam Pendidikan Inklusi Bagi Anak Yang Berkebutuhan Khusus (ABK) di SDIT Al Aufa Kota Bengkulu. *Manhaj: Jurnal Penelitian dan Pengabdian ...*, 8(1), 1–19. <http://dx.doi.org/10.29300/mjppm.v4i1.2371.g1972>
- Shofiyyah, N. A. (2022). Pendidikan Agama Islam dalam Pembinaan Mental Spiritual pada Anak Berkebutuhan Khusus. *Jurnal Pendidikan dan Konseling*, 4(5), 6675–6690. <https://doi.org/10.31004/jpdk.v4i5.7500>
- Shutaleva, A., Martyshev, N., Nikonova, Z., Savchenko, I., Kukartsev, V., Tynchenko, V., & Tynchenko, Y. (2023). Sustainability of Inclusive Education in Schools and Higher Education: Teachers and Students with Special Educational Needs. *Sustainability*, 15(4), Article 4. <https://doi.org/10.3390/su15043011>
- Sofia, M. N., Rasyidah, N., & Tari, T. (2021). Pembelajaran Pendidikan Agama Islam bagi ABK Tunagrahita. *Nusantara: Jurnal Pendidikan dan Ilmu Sosial*, 3(3), 459–477. <https://doi.org/10.36088/nusantara.v3i3.1513>
- Strogilos, V., Lim, L., & Binte Mohamed Buhari, N. (2023). Differentiated instruction for students with SEN in mainstream classrooms: Contextual features and types of curriculum modifications. *Asia Pacific Journal of Education*, 43(3), 850–866. <https://doi.org/10.1080/02188791.2021.1984873>
- Sugiarto, F. (2025). Integration of Qur'an and Hadith Values as Pedagogical Innovation to Improve the Quality of Islamic Education. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 17(1), 171–184. <https://doi.org/10.37680/qalamuna.v17i1.6817>
- Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Ed.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wahyuna, A. H. (2023). Implementasi Kurikulum Merdeka dalam Pembelajaran Pendidikan Agama Islam (PAI) pada Anak Berkebutuhan Khusus (Abk) Di Slb Negeri 1 Ngawi. *Syntax Literate: Jurnal Ilmiah Indonesia*, 8(7), 5290–5303. <https://doi.org/10.36418/syntax-literate.v8i7.13132>
- Wahyuni, S. I. (2019). Manajemen Kurikulum Pendidikan Agama Islam bagi Anak Berkebutuhan Khusus di SLB Al Azhar Bukittinggi. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 4(2), 219–240. <https://doi.org/10.14421/manageria.2019.42-03>
- Wardany, O. F., & Ulfa, D. A. (2022). Kesiapan guru dalam penyelenggaraan kelas inklusi di MI NW Lendang Penyongkok, Lombok. *JPK (Jurnal Pendidikan Khusus)*, 18(2), Article 2. <https://doi.org/10.21831/jpk.v18i2.48322>
- Widopuspito, A., Akhmad, F., Sukmaningtias, E., & Dinayah, I. T. (2022). Karakteristik dan Metode Pembelajaran Pendidikan Agama Islam Anak Berkebutuhan Khusus Tunanetra. *PESHUM: Jurnal Pendidikan, Sosial, dan Humaniora*, 1(2), 38–44. <https://doi.org/10.56799/peshum.v1i2.41>
- Xu, W., & Zammit, K. (2020). Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research. *International Journal of Qualitative Methods*, 19, 1–9. <https://doi.org/10.1177/1609406920918810>
- Yulianingsih, D., Hidayat, M., & Nabila, F. A. (2022). Penanaman Nilai-Nilai Islami bagi Anak Berkebutuhan Khusus Tuna Laras. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 1(2), 108–114.
- Zulaikhah, D., Sirojuddin, A., & Aprilianto, A. (2020). Analisis Pembelajaran Pendidikan Agama Islam Kurikulum 2013 Bagi Anak Berkebutuhan Khusus. *Tafkir: Interdisciplinary Journal of Islamic Education*, 1(1), 54–71. <https://doi.org/10.31538/tijie.v1i1.6>