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## STRENGTHENING THE PSYCHOLOGICAL ASPECTS OF AUTISTIC CHILDREN THROUGH ISLAMIC LEARNING METHODOLOGY

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### Abstract

This study aims to provide an overview of Islamic learning suitable for children with autism and the urgency of educators in using Islamic learning models. This study uses the Systematic Literature Review (SLR) method with data sources from journals, books, and other sources on related topics. The results of this study indicate that the Islamic learning methodology for children with autism can be carried out using the Islamic habituation model, Talaqqi wa Musyafahah, and Al-Quran Therapy. However, other methods include ABA, TEACCH, Son-Rise, Music Therapy, and Picture Exchange Communication Systems. However, regardless of the form or model of the method offered, as is the case with learning in general, the key factors supporting learning in children with autism are the availability of qualified teachers equipped with certified practices and materials, integrated teaching curricula, facilities, and training. Learning facilities in the school environment. Audio-visual form. The availability of professionals who can meet the learning needs of autistic children is not enough.

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### Keywords

Autistic children, Islamic learning Methodology, Psychological aspects



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## INTRODUCTION

Since Islam was first revealed as the last discourse of the Prophet Muhammad SAW, education has played a pivotal role in the Islamic world. This is because Al-Qur'an, Hadith, and the study of them have become the cornerstones of Islamic education. By making Islamic teachings a life guide for the feeling of security and well-being experienced at home, education based on Islamic principles will provide students with the direction and care they need to fully grasp, internalize, and put into practice the tenets of the faith in which they have placed their faith: the universe and the afterlife. According to Imam Al-Ghazali, Islamic education should focus on character building through inculcating values like obedience, humility, simplicity, and virtues like complete submission to the will of Allah SWT, utter dependence on Him, and complete gratitude to Him alone. Education should make the younger generation aware of Islamic principles through studying the Qur'an and Hadith. Education should instill in children the importance of regular prayer, fasting, and observing other Islamic precepts (Khan, 1986, p. 84). Therefore, education must strengthen the child's religious beliefs, or he will go astray. He also felt that education aimed to educate people to follow religious teachings and have morals.

Because Allah SWT has built a "constitution" according to which human beings must live, and for the Al-Quran, education plays a pivotal role in the life of every Muslim. Disabled Muslims are also included in this category (Yusoff & Awang, 2019), entitled to the same conditions under which they can pursue educational opportunities (Dzulkifli et al., 2020). Ideally, learning models, especially for people with autism, have been designed in such a way as to be able to meet their educational needs. However, this educational model is not well supported, especially in Islamic education itself, especially in Indonesia. Quoting from the news site Liputan6.com on April 12, 2021, the government's lack of attention in facilitating autistic children and further exacerbated by the COVID-19 pandemic, children with autism in Indonesia face several challenges, such as restricted access to special education services and lack of access to therapy.

It can be challenging for autistic children to get the specialized education they require if many special education schools have shut down or switched to remote learning because of the pandemic. In addition to the challenges of accommodating the educational needs of students with disabilities, teaching pupils with autism can be overwhelming, even for teachers who are confident in their abilities. However, these shortcomings will hinder schools from accomplishing their educational aims. As a result of these challenges, teachers of autistic children must be incredibly

resourceful in their efforts to help their students learn (Kistoro et al., 2021).

People with autism need great support if they show severe symptoms, such as being unable to speak and experiencing developmental delays. At the same time, some with mild symptoms need relatively low support, such as speaking and intellectual skills that look different but still have social/conversational skills that are pretty tolerable by the surrounding environment (Happe, 1999). Autism special education is not really unlike regular instruction. Teachers are expected to be able to adapt lessons to meet the needs of children with autism. However, a specially created curriculum is necessary because the standard educational curriculum is not appropriate for this population. Since teachers are the primary source of information for students with disabilities, in this example, students with autism must be well-trained and competent educators (Moore & Clarke, 2016).

Teachers working with autistic students need to be highly imaginative and compassionate, and they should be provided with sufficient tools to allow their ideas to flourish in the classroom. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005, article 8 of the law stipulates that teacher competence consists of pedagogical, personality, social, and professional competencies. In the context of inclusive education, the needs of students with special needs are the focus of implementing education. Therefore, it is necessary to increase teacher competence in terms of understanding the needs and characteristics of students with special needs and being able to provide educational services that are inclusive and responsive to their needs. In this regard, teacher training and competency development can be provided through training programs, seminars, workshops, and certifications organized by educational institutions, professional teacher organizations, and relevant government agencies.

Learning resources not only contribute to issues with instruction but also undermine it. Material for religious education is also required per the curriculum for autistic students/children. That is because learning about God is the bedrock of a human being's upbringing. Every kid in Indonesia has the right to receive religious education. Hence general and special education institutions must tailor their religious education programs to the country's wide religious variety (Bosra et al., 2020). According to Permendiknas No. 70 Tahun 2009, Inclusive Education is a regulation issued by the Ministry of National Education in 2009 as a juridical basis for implementing inclusive education in Indonesia. In this case, Permendiknas No. 70 Tahun 2009 is an essential legal basis for implementing inclusive education in Indonesia. This regulation aims to ensure that all students, including those with special needs, have access to and benefit from the educational services

provided by all providers.

There are several previous studies related to the title of this article; for example, the first is from Katni, Sumarni, and Muslim (2022), which shows that the Islamic learning model developed by researchers can improve the psychological aspects of autistic children, including social skills, communication skills, and cognitive skills. Second, research from Bosra, Adi, and Syawalani (2020) identified three main aspects of an effective teacher communication model: (1) clear and structured communication, (2) use of simple and easily understood language, and (3) clear understanding both the needs and characteristics of autistic children. Third, research from Muftia, Bahri, and Bustaman (2020) recognized several crucial elements in the creation of autism-friendly educational paradigms, such as (1) training and development of teacher skills, (2) the use of effective and evidence-based learning strategies, and (3) strong support from parents and families of autistic children. Fourth, research from Dzulkifli et al. (2020) identified several effective communication strategies between teachers and students with special needs who have hearing impairments, such as: (1) using sign language, (2) giving clear and easy-to-understand instructions, (3) using appropriate teaching materials, and (4) provide clear and structured feedback. Fifth, research from Koudys, Perry, and Mc-free (2022) provides a useful initial overview of the potential use of the Picture Exchange Communication System model in improving the communication and social skills of autistic children in a community setting.

Although the five studies have made a positive contribution to developing learning models or strategies for children with special needs, several gaps or deficiencies need attention, including Islamic Teaching and Learning Model for Autistic Children in Islamic Boarding School Sholeh Baitul Qur'an Ponorogo: This research was conducted in only one Islamic boarding school educational institution and did not compare the results with other learning approaches. Therefore, further research needs to be conducted with more samples and a comparative approach to strengthen the research results. Teacher's Communication Model in Learning Islamic Education for Autism Children: This study only involved participants from one Islamic education institution and considered teacher-student communication without considering other factors, such as student interaction. Therefore, further research can involve participants from various educational institutions and consider other factors influencing the learning process. Learning Model for Autistic Children at SMPLB-CD YPAC Banda Aceh: This study only involved ten autistic children and did not consider the influence of other variables, such as the severity or age of the child. Therefore,

further research can expand the number of participants and consider other factors that can affect the learning of autistic children.

Teacher Communication in Teaching Al-Quran to Special Needs Pupils with Hearing Disabilities: This study only involved participants from one hearing education institution and only considered the effect of teacher-student communication. Therefore, future research can involve participants from various particular education institutions and consider other factors that can affect the learning of students with hearing loss. Meanwhile, Community-Based Picture Exchange Communication System (PECS) Use A Quick Look Around: The sample size of 5 makes this study very preliminary. Therefore, future studies can include a larger sample size and consider contextual and societal elements.

The research "Strengthening the Psychological Aspects of Autistic Children through Islamic Learning Methodology" is unique compared to the previous research above. Several things that make this research unique are the focus on psychological aspects: This research focuses more on strengthening the psychological aspects of autistic children, especially in increasing children's independence and social skills. This research differs from other research, which focuses more on specific learning techniques or methods without involving the psychological aspects of children in depth. Thus, this research has an essential contribution to developing learning strategies that can help improve the psychological aspects of autistic children through an Islamic learning approach.

Therefore, this research was conducted to see which Islamic learning models are suitable for educating children with autism and to show the urgency for educators to actively seek, study, and internalize the latest learning models to increase learning effectiveness. Given the obligation of every educator to provide knowledge and moral values, it will be essential to orient all forms of learning towards the best moral example in life, namely Islam. Thus, all problems in learning, especially those with an Islamic model, will remain updated.

## **METHOD**

This study uses the Systematic Literature Review or SLR method. Researchers will extract and interpret data from published studies on related topics, then analyze, describe, and summarize the interpretations into refined conclusions. SLR uses a transparent and systematic process to define research questions, search for studies, assess their quality, and synthesize findings qualitatively or quantitatively. An important step in the SLR process is defining the overall scope of the research

question (Armstrong et al., 2011). In this study, researchers searched for articles that had keywords such as learning models, Islam, and children with autism. Data collection techniques were documented by reviewing articles on the internet that focused on Islamic learning for autistic children both in Indonesia and abroad, with the limitation of only focusing on the methodology offered as research results. Researchers will try to review and see how the Islamic learning model is used in learning autistic children.

First, the researcher will read the entire article to understand better the objectives, methodology, and research results that discuss Islamic methodology in educating children with autism. Then, the researcher will identify critical information such as research objectives, population and sample, data collection techniques, data analysis techniques, research results, and conclusions. After that, the researcher will categorize the analysis based on the critical information that has been identified, such as whether this research focuses on one model or only identifies methods that are unique or traditional. Then, the researcher summarizes the critical information in each category of analysis and makes interpretations and analyses of that information. Data analysis can also compare the information in the article with relevant previous research. Finally, the researcher concludes the results of the data analysis, including the implications of the research results and suggestions for further research development.

## FINDINGS AND DISCUSSION

### Findings

**Table 1.** Strengthening Psychological Aspects through Islamic Learning Methods

No.	Methods	Aspects Target	Description
1.	ABA	Behavioral Pattern Analysis & Positive Reinforcement	Positive reinforcement in prizes or praise will be offered once the kid has exhibited the desired behavior. An in-depth behavioral analysis will determine the elements that influence children's behavior on the autism spectrum.
2.	TEACH	Needs Assessment	Analysis of the needs and characteristics of children with autism spectrum, as well as the development of intervention programs that suit the individual needs of children.
3.	Son-Rise Program	Social Interaction & Emotional Connection	Analysis of the child's individual needs and the use of social interaction and emotional connection to build relationships with children.
4.	Music Therapy	Musicality & Psychological Welfare	Analyze the effect of music on the emotional, mental, and physical state of the individual. The psychological aspects of music therapy include using music to help reduce stress, anxiety, and depression and improve mood and psychological well-being.
5.	PECS therapy	Communication	Analyze communication motivation, improve social skills and social interaction, reduce anxiety, and improve cognitive skills. In using PECS, it is necessary to pay

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attention to the needs of individual children in developing their communication skills effectively.

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The Applied Behavior Analysis (ABA) method is a therapy method used for children with autism spectrum. By rewarding and discouraging appropriate actions, ABA helps children on the spectrum improve their social, linguistic, and behavioral abilities. The psychological aspect of the ABA method focuses on in-depth behavioral analysis to understand the factors that influence the behavior of children with autism spectrum. In this case, the psychologist or ABA therapist will examine and monitor the child's behavior and analyze the factors that might influence this behavior, such as the physical environment, social environment, and internal factors. Positive reinforcement is used to improve desired behavior and decrease undesirable conduct as part of the psychological aspects of the ABA approach. After the kid exhibits the required behavior, the ABA therapist will provide positive reinforcement through awards or praise.

TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) is a therapeutic intervention method used for children with autism spectrum. This method uses structure, visuals, and cognitive to help children with autism spectrum to learn and develop skills needed in everyday life. The psychological aspects of TEACCH include analyzing the needs and characteristics of children with autism spectrum and developing intervention programs that suit the individual needs of children. Evaluation of the child's social, linguistic, sensory, and cognitive abilities are all part of TEACCH's needs analysis process. This analysis will help understand how children on the autism spectrum process information, interact with the environment, and learn new skills.

Son-Rise Program is one of the therapeutic intervention methods used for children with autism spectrum. Helping children on the autism spectrum acquire the social and emotional competencies they will need to thrive in school and their communities is at the heart of this method. The psychological aspects of Son-Rise include recognizing that each child is unique and using play and emotional bonds as means of connecting with them. To assist children on the spectrum of autism to feel welcomed, appreciated, and understood, Son-Rise uses social interactions and emotional connections. This program can boost kids' self-esteem, drive, and enthusiasm for developing social skills.

Music therapy is an intervention that uses music to assist individuals in achieving therapeutic goals. The psychological aspect of music therapy involves understanding the effects of

music on an individual's emotional, mental, and physical state. The psychological aspects of music therapy include using music to help reduce stress, anxiety, and depression and improve mood and psychological well-being. Through music therapy, individuals can express emotions and feelings that are difficult to express through words. Music can also help increase self-awareness and build emotional connections with others.

Picture Exchange Communication System (PECS) is an alternative form of communication taught to kids who have trouble speaking. Psychological aspects of concern in using PECS are: *First*, increase communication motivation: Using PECS, children with autism can learn to communicate their needs and desires effectively. In this process, an important psychological aspect is strengthening the child's motivation to learn and communicate. *Second*, improve social skills: PECS involves interactions between children and teachers and interactions with peers. In this process, the psychological aspects that need to be considered are developing social skills and better social interactions. *Third*, reducing anxiety: Children with autism often experience anxiety and have difficulty expressing their emotions. By using PECS, children can learn to reduce anxiety and increase their ability to express their emotions better. *Fourth*, improve cognitive skills: PECS can help improve children's cognitive skills, such as visual memory and problem-solving. In this process, an important psychological aspect is paying attention to children's individual needs in developing their cognitive skills.

**Table 2.** Strengthening Psychological Aspects through the Islamic Learning Model

No.	Models	Aspects Target	Description
1.	Habitulasi Islami	Repetition Behavior & Positive Reinforcement	Forming a healthy and cheerful character and personality increases motivation to do good, reduces unwanted behavior, and increases social and emotional skills.
2.	Talaqqi wa Musyafahah	Development in Psychological Aspects	Development of individual cognitive, affective, and psychomotor abilities and enhancing social and emotional skills.
3.	Al-Quran Therapy	Cognitive, Affective, & Spiritual Behavior	Development of emotion regulation skills, improvement of spiritual well-being, and development of cognitive skills.

Islamic habituation is a habituation method that utilizes Islamic teachings to form positive habits in a person. Psychological aspects concerning Islamic Habituation include building healthy and cheerful character and personality, increasing motivation to do good, reducing unwanted behavior, and improving social and emotional skills. Apart from that, Islamic Habituation can also help increase self-confidence and courage and help individuals overcome fear and anxiety. In Islamic Habituation, the psychological aspects considered include using appropriate methods to



develop positive habits, strengthening individual motivation to do good, and providing the emotional and social support needed to achieve the desired goals. In this way, Islamic Habituation can help individuals to form positive habits that are sustainable and can have a positive impact on their mental and psychological health.

Talaqqi wa Musyafahah is a method of Islamic education that aims to form good character and personality in individuals through interactive and experience-based learning methods. Individual cognitive, affective, and psychomotor skill development and enhanced social and emotional competencies are at the forefront of this approach's psychological focus. In Talaqqi wa Musyafahah, the psychological aspects considered include the development of cognitive abilities through a learning approach that allows individuals to experience and practice Islamic concepts in everyday life. In addition, this method also aims to develop individual affective and psychomotor abilities through interactive methods such as group discussions, simulations, and role training. In this way, individuals can learn and practice Islamic values in their daily lives effectively and can improve their social and emotional skills.

Al-Quran therapy is a form of alternative therapy that uses verses from the Koran and prayers to help individuals experiencing mental or emotional health problems. This therapy aims to help individuals achieve inner peace, improve emotional and spiritual conditions, and increase individual faith and devotion to Allah SWT. Psychological aspects that are of concern in Al-Quran therapy are the development of emotional regulation skills, increasing spiritual well-being, and developing cognitive skills. In Al-Quran therapy, individuals are guided to reflect on Al-Quran verses and deepen their understanding of Islamic teachings. This form of therapy can help individuals develop emotional regulation skills because the verses of the Al-Quran contain messages that can calm the soul and help individuals overcome feelings of anxiety, stress, or depression.

## **Discussion**

### **Learning Methods for Autistic Children**

One of the best learning methods (adapted to create models) for people with autism emphasizes communication methods. It was shown that autistic children benefited the most from a focus on communication, a key component of social competence. Delays in communication development can lead to loneliness, frustration, and a lower quality of life. Communication is the process of delivering and receiving information and a means of socializing. Autistic children are already at a greater risk for developmental delays in communication and language (Zetina et al.,

2019).

Children on the autistic spectrum often need specialized teaching methods and curricula. It should be emphasized that effective learning strategies for autistic children might differ according to the individual child's requirements and abilities. Working with education and health professionals to determine which learning methods are best for the children is essential. According to the study results, many methods have been produced in teaching autistic children, for example, such as the ABA (Applied Behavior Analysis) method, TEACCH (Treatment And Education Of Autistic And Communication Handicapped Children), the Son-Rise program, music therapy, and PECS (Picture Exchange Communication System) therapy and others (Mujahiddin, 2012, p. xxx).

### **1. Applied Behavior Analysis (ABA) Method**

ABA, or Applied Behavior Analysis, makes meaningful changes in people's lives using procedures proven to work. The following description of ABA is adapted from the method used by Green in 1996 (Green 1996). Cooper, Heron, dan Heward (2007) define ABA as a science in which procedures derived from behavioral principles are applied systematically to elevate socially significant behaviors to meaningful levels and to demonstrate experimentally that the procedures used are responsible. Responsible for behavior improvement.

In applying ABA method, Howard (2005) conducted a study on the effects of three different treatment approaches used in early intervention as part of the application of the ABA method. Sixty-one autistic children received one of three ABA method procedures such as (1) intensive behavioral analytic intervention, (2) intensive eclectic intervention, which is a combination of popular methods, or (3) non-intensive public early intervention. The results were by applying the group work method, based on the understanding that students form a unit grouped according to their abilities and interests in learning material. Her research results show that autistic children in ABA programs experience significant improvements in cognitive abilities, non-verbal, receptive/expressive language, and adaptive skills compared to children who receive eclectic, non-intensive care.

### **2. Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) Method**

Since autism spectrum disorders, like other cultures, have distinctive patterns of thought, communication, and behavior, TEACCH was developed as an extension of the term "Autism Culture" to describe these traits. This idea extends beyond conventional diagnostic categories but is nonetheless compatible with them. Teachers, therapists, and parents are encouraged to act as "cross-

cultural translators" in TEACCH, explaining and modeling neurotypical social norms in ways that autistic children may comprehend. As a result, the most effective teaching strategies cannot be created until we learn more about the "Autism Culture" (Shea, 2013, p. 3166).

The essence of the TEACCH method is to create an organized and structured environment. An overview of the implementation of the TEACCH program in class is as follows (Joko, 2009, p. 103):

- a) Environmental mapping: Environmental mapping identifies and places various activities and materials around the classroom. This method aims to help children with autism develop a sense of comfort and understand the room's layout, which can help them feel more organized and structured.
- b) Time structure: Time structure is the process of scheduling and organizing activities in a structured manner to help children with autism understand the time sequence and prepare for the next activity.
- c) Individual activities: Individual activities are specifically designed to meet the needs of children with autism. The activities are designed to help children with autism develop better social, communication, and behavioral skills.
- d) Visual communication: Visual communication is a form of teaching children with autism to read and interpret symbols, images, and pictures to convey information.
- e) Parental involvement: Parental involvement is significant in the TEACCH Programme. Parents can help teachers and school staff to ensure that children with autism get the support and care they need at home and school.

Through the implementation of a structured and well-organized TEACCH program in the classroom, it is hoped that children with autism spectrum can develop better social, communication, and behavioral skills and feel comfortable and structured in the school environment.

### **3. Son-Rise Program Method**

The Son-Rise Program is an autism intervention program developed by Barry Neil Kaufman and Samahria Lyte Kaufman in 1974. This program is designed to help children with autism spectrum to develop social, emotional, and communication skills (Kaufman, 1994, p. 3). The Son-Rise program emphasizes an individual and intensive approach. Parents or caregivers act as their child's primary therapists and actively intervene in day-to-day interventions. The Son-Rise program has been widely used by families of children with autism and is considered an effective therapy

method. However, this program requires commitment and hard work from parents or primary caregivers to achieve optimal results (Houghton et al., 2013).

There needs to be current research that proves the effectiveness of the Son-rise program method. However, several studies and case reports show positive results from this program. Examples of such studies include the evaluation of the Son-Rise Program's efficacy in autistic children conducted by Jordan and Stuart Powell (1993). The study comprised six autistic children who participated in the program for an average of ten months. All children in the study showed considerable changes in their socialization, communication, and behavior. All children also showed improvements in verbal and nonverbal skills and the ability to direct their attention to others. In addition, this study also found that parents or primary caregivers involved in the program experienced an increase in their understanding and skills in understanding and responding to their child's needs. They also reported improved relationships with their children and lower stress levels.

Then, a consensus study by the medical community confirmed that the Son-Rise Program could be helpful for children on the autistic spectrum, regardless of their severity, and that this includes children who have trouble communicating verbally. In addition, this study shows that the Son-Rise Program can provide better results if it is started at an early age and carried out intensively (Patricia A. Rao et al., 2008). A case report published in 2003 also showed positive results. The Son-Rise Program was proven beneficial for children on the autistic spectrum, regardless of their severity, including children who had trouble communicating verbally. In addition, this study shows that the Son-Rise Program can provide better results if it is started at an early age and carried out intensively (Williams & Wishart, 2003).

The studies mentioned above conclude that the Son-Rise Program can effectively improve social, communication, and behavioral skills in children with autism spectrum. These studies show that the Son-Rise Program can help children of varying degrees of severity, including those with language and verbal communication limitations. In addition, these studies show that the Son-Rise Program can provide better outcomes when started at an early age and used intensively. Parents or primary caregivers also play an essential role in helping their children progress and maintain outcomes after the program is over. However, it is essential to remember that each child is unique and may respond to intervention programs differently. Therefore, it is essential to carry out continuous evaluations and adjustments to ensure that the intervention program is in accordance with the child's needs and responses.

#### **4. Music Therapy Method**

Medical and psychological issues like depression, anxiety, stress, sleep difficulties, chronic pain, and trauma have all found relief through music therapy. Music therapy also improves cognitive and motor function in adults and children with neurological or developmental disorders. Music therapy is used as a tool to achieve specific goals. Many different musical practices, from improvising to singing to playing instruments to songwriting to listening, can be used for this purpose. Music therapists can also choose music according to the patient's physical, emotional, or mental condition and the desired therapeutic goals. Autistic children see musical instruments as something fun. Autistic children are generally more easily recognized and open to music than other verbal approaches. By developing an understanding of music, a kid can establish a link between his or her activities and the experience of positive emotions. Most children with autism have a diminished response to emotional-regulating stimuli. However, music therapy can benefit children with autism because it creates a safe space for them to express their emotions (Mujahidin, 2012, p. 46).

Findings from a 2014 research review provide evidence that music therapy can help children with autism improve their skills in social interaction, verbal communication, behavior initiation, and social-emotional reciprocity. Music therapy can also help improve non-verbal communication skills. Music therapy also improves social adaptation skills in autistic children by improving the quality of parent-child relationships. It is important to note that the application of music therapy requires specific academic and clinical training (Geretsegger et al., 2014).

#### **5. Picture Exchange Communication System (PECS) Therapy Method**

PECS is a unique alternative/augmentative communication system developed in the US in 1985 by Andy Bondy and Lori Frost (A. S. Bondy & Frost, 1998). PECS was first applied to preschool autistic students in the Delaware Autism Program. Since then, PECS has been successfully applied worldwide and has helped thousands of students of all ages with various cognitive, physical, and communication challenges. PECS was initially developed for children with autism. However, the program has proven effective over time for various conditions and challenges, including children with communication difficulties, such as those caused by language development disorders or other developmental disorders. PECS is also effective in helping children with other developmental disorders, such as Down syndrome, ADHD, and hearing loss. The primary purpose of PECS is to teach functional communication. Research has shown that some PECS learners also develop

speaking skills (Bondy & Frost, 2017).

PECS is designed to help children with communication disabilities, including children on the autism spectrum, learn to communicate more effectively with others. The primary purpose of designing PECS is to develop children's communication and social skills and help them overcome communication limitations (Mujahiddin, 2012, p. 49). PECS is beneficial for most autistic youngsters. Children on the autism spectrum who used PECS as a learning method significantly improved their communication ability. After 12 weeks of using PECS, there was a significant improvement in children's verbal and non-verbal communication skills. The ability of children to communicate their wants and needs also increases when they begin using PECS. This research shows that PECS can be an effective intervention method to improve the communication skills of children with autism spectrum. Using PECS, children with autism can learn to communicate more independently and increase participation in daily activities (Ganz et al., 2014).

### **Islamic Learning Model for Autistic Children**

Implementing education for children with autism is considered very important and needs serious attention. The prevalence of autism among Indonesia's youth keeps rising, yet insufficiently trained teachers meet their needs (Ilham & Said, 2017). Learning in autistic children is aided by the same factors that aid learning in children without the disorder: access to certified resources and practices, an integrated curriculum, comfortable classrooms, learning environments, and audio-visual learning devices (Kistoro et al., 2021).

Islam does not view physical or mental disabilities in humans as a punishment or failure but as an advantage that becomes a field of reward for other Muslims. Bearing in mind that the religious life of a Muslim will not be complete without service to humanity (Stefon, 2010, p. 92), this form of service is to create a learning model that originates from Islamic values to facilitate the education of children with autistic syndrome. By emphasizing the psychological aspects of autistic children and the previous methods that have been described, the researcher will explain what Islamic learning models are suitable for autistic children:

#### **1. Islamic Habituation Model**

Habituation or habituation is a non-associative learning model in which an innate response, such as a subconscious or reflex, to a stimulus gets stronger or faster after being given repeated or prolonged stimuli. According to Dethier (1976, p. 411), habituation is the simplest and most universal learning model as an essential characteristic of life possessed by every living thing. The

results of habituation learning will stick from generation to generation through DNA and other habits based on the surrounding environment.

From an Islamic perspective, Arief (2002) said that the habituation model is one of the most effective learning models for autistic children. According to Siregar (2015), based on the communication difficulties experienced by autistic children, habituation is the most effective method for teaching them. The habituation process must be repeated until they can imitate what is taught. Regular study should be a part of all a person does at school and home. For instance, Islamic education includes the instruction of praiseworthy behaviors such as praying before and after acting, eating with one's right hand, washing one's dishes afterward, praying prior to and following ablution, reciting the Koran prior to and following the call to prayer, praying prior to and following the recitation of the short letters of the alphabet, and so on. He claims that the Prophet Muhammad SAW. Exhibited the learning model of habituation to his companions for centuries.

Furthermore, Siregar (2015) reveals five principles of applying the Islamic habituation model as follows: (1) Thinking: Autistic children go through a thinking process, taking into account their limited thinking power. (2) Recording: Due to their limitations, autistic children can record or remember what they see or hear, sometimes more robustly than normal children. (3) Repetition: Consciously and unconsciously repeat good habits every day for a long time. Taking a social perspective on education, this method has far-reaching implications for the classroom. (4) Storage: Even autistic children go through this storage phase, albeit they have trouble recalling memories for much longer than typically developing children. Nevertheless, they can learn and remember material habits taught in various cognitive, emotional, and psychomotor modes. (5) Habits: Autistic youngsters can excel in learning because their habits become ingrained in their personalities. Autistic children can have solid habits.

In its application, based on the results of research by Katni, Sumarni, and Muslim (2022), *First*, at the Sholeh Baitul Qur'an Children's Islamic Boarding School, habituation is used as an Islamic learning model. It is considered the most effective in its application. *Second*, when parents and educators are on board with a well-designed habituation program at school and home, the learning habituation process can proceed smoothly and quickly. *Third*, beginning with identifying learning goals, materials, approaches, models, strategies, media, and methodologies, as well as establishing a conducive atmosphere, learning implementation planning is carried out methodically. *Fourth*, To accomplish the intended learning outcomes, lesson plans are implemented via the

habituation stage, which teachers and parents carry out through imitation, practice, and repetition of the offered content. *Fifth*, there is consistent, thorough, and integrated monitoring and evaluation of student progress at both the school and home levels. Effective learning monitoring and evaluation modify the learning process to better align with the intended outcomes.

## 2. Talaqqi wa Musyafahah Model

*Talaqqi* refers to students reading aloud to their instructors, while *musyafahah* has the instructor reading aloud to the class. The *talaqqi* and *musyafahah* models are very important in Islamic learning (Muhamad et al., 2019). In this model, to improve understanding, reading, and memorization, Al-Qur'an teaching techniques for students who experience autism, teachers must involve unique and exciting innovations (Nawi et al., 2021). Teachers can catch the attention of autistic students, for instance, by using flashy graphics and posters when teaching the Qur'an, as suggested by Abdulaziz (2006). Displaying letters and images projected on a projector is one example of an activity that can be done. Another learning tool teachers use is video, focusing on learning to pronounce words followed by accurate lip movements using audio from videos. This model is by the Al-Quran surah Al-Baqarah (2) verse 151:

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ.

"Just as We have sent among you a messenger from yourselves reciting to you Our verses and purifying you and teaching you the Book and wisdom and teaching you that which you did not know." (Al-Baqarah/2:151)

There are several learning model concepts in Surah Al Baqarah (2) verse 151, which are similar to the model above, namely the reading model, which is described explicitly in (Zebua & Setiawan, 2020) :

- a) Sending messages through messengers: In this verse, it is stated that Allah has sent messengers to give good tidings and warnings to people. This verse can be related to learning, where a teacher or facilitator can act as an "apostle" in delivering messages or subject matter to students.
- b) The purpose of sending the message: This verse states that the purpose of sending the messengers is so that people have no excuses against Allah. In learning, the purpose of sending messages or subject matter must also be clear and known to students so that they can understand and apply lessons appropriately.



- c) Style of message delivery: Although this paragraph does not explicitly address message delivery style, it can be concluded that message delivery should be done in a way that the target or target can understand. In learning, the teacher or facilitator must choose a style of sending messages or learning methods that suit the abilities and characteristics of students.
- d) The Role of Allah as Most Mighty and All-Wise: Allah is referred to as All-Powerful and All-Wise in this verse. This verse illustrates that God has enormous power and wisdom, so there is no reason for humans not to follow His message or instructions. The teacher or facilitator must also have sufficient ability and wisdom to facilitate an effective and successful learning process.

### 3. Al-Quran Therapy Model

In order to make the Islamic learning process more accessible, instructors should use visually appealing teaching tools like illustrations of letters, such as the big, colorful Hijaiyyah letters. Children with particular disabilities, such as those with Down syndrome and autism, can benefit from listening models like reciting the Koran as a kind of treatment (Ishak et al., 2022). Reciting the holy verses of the Qur'an to children with mental defects is therapeutic by reducing aggressiveness, sensitivity, hyperactivity, and repetitive behavior, among other issues Zulkafli (2020) investigated. This model is by the Al-Quran surah Yunus (10) verse 57, which implies that the Koran is medicine for anyone who listens to it:

يَأَيُّهَا النَّاسُ قَدْ جَاءَتْكُمْ مَوْعِظَةٌ مِّن رَّبِّكُمْ وَشِفَاءٌ لِّمَا فِي الصُّدُورِ وَهُدًى وَرَحْمَةٌ لِّلْمُؤْمِنِينَ.

“O mankind, there has come to you instruction from your Lord and healing for what is in the breasts and guidance and mercy for the believers.” (Yunus/10:57)

The application of this model in Islamic learning for autistic children, as well as the previous model, can be implemented with media to maximize children's acceptance of the material presented by the teacher. The model used can also focus on the model of Tahfidz al-Qur'an. Tahfidzul Qur'an is an activity to memorize the Qur'an, which is very important in Islam. Currently, many people use audio-visual aids to help the process of learning to memorize the Al-Qur'an. Audio-visual assistance can be in the form of sound or video recordings showing how to read and memorize the Al-Qur'an properly and correctly.

One of the advantages of using audio-visual assistance is that it helps speed up the process of learning and memorizing the Qur'an. Audio-visuals can provide examples of correct

pronunciation and intonation, thus facilitating learning and reducing errors in memorization. In addition, audio-visual assistance can also help motivate and maintain children's enthusiasm for learning to memorize the Al-Qur'an. Children will be more motivated to learn if they feel comfortable and enjoy learning. Audio-visual aids can make learning more exciting and fun for children (Safik, 2020).

## CONCLUSION

Methods and models are two different concepts in Islamic learning. The learning method is a method or technique used to teach or convey subject matter based on Quranic and Nabawi values. Learning methods commonly used in Islamic education are lectures, discussions, question-and-answer methods, problem-based learning, project-based learning, and so on. Meanwhile, the Islamic learning model is a framework or system used to organize and integrate learning methods into an integrated whole within the Quranic and Nabawi. The Islamic learning model commonly used is the Al-Quran and Hadith-based learning model, the mandibula human learning model, and so on.

According to Kistoro's (2021) research, the availability of certified materials and practices, an integrated curriculum, proper facilities, and infrastructure is the most critical component in a child's ability to learn, just as it is for children without autism. Both in terms of physical classroom amenities, the quality of the school's learning climate, and instructional materials in video presentations. However, as was previously indicated, there is a lack of trained specialists to handle the educational demands of autistic children.

In Islamic education, methods and models are essential for achieving learning goals. Learning methods assist teachers in conveying subject matter effectively while learning models help organize learning methods so that there is harmony between objectives, methods, and learning outcomes. The qualities of the students, the social setting, and the desired learning outcomes should all be considered while deciding on a particular learning technique or model in Islamic education. In this case, using appropriate methods and models will affect the effectiveness and success of learning. Thus, the methods and models offered in this study are expected to be useful for educators, especially those working in inclusive schools to teach Islamic values with an Islamic learning methodology.

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