

## IMPLEMENTATION OF THE DISCOVERY INQUIRY LEARNING STRATEGY TO READ AND WRITE THE QUR'AN FOR CHILDREN WITH SPECIAL NEEDS

Widiastuti<sup>1✉</sup>, Rahmad Salahuddin<sup>2</sup>, Anita Puji Astutik<sup>3</sup>

<sup>(1)(2)(3)</sup> Program Studi Agama Islam, Universitas Muhammadiyah Sidoarjo

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### Abstract

One of the institutions for students with special needs that utilizes the strategy of discovery inquiry learning in Quranic literacy education is Lentera Fajar Indonesia Integrated Learning Center (PKBM), located in Sidoarjo City, East Java. This research aims to determine the discovery inquiry learning strategies used by institutions for children with special needs in Quranic literacy education. The research method employed is qualitative descriptive, which aims to describe and elaborate on the implementation of discovery inquiry learning strategies in Quranic literacy education. In the findings of this research, there are three categories of classification for children with special needs in terms of their levels, namely advanced and basic levels, utilizing guided discovery inquiry strategy. Meanwhile, the intermediate level utilizes the modified free discovery inquiry strategy. Teaching aids such as flashcards, Iqra' books, and techniques involving repeated imitation of sounds, along with initial stimuli in Quranic literacy education, as well as training students' motor skills through tracing Hijaiyah worksheets, are effectively employed by teachers to enhance student achievement in the learning materials. This effectiveness is evident from the evaluation results conducted every semester, assessing student progress through assessment forms and reports provided by the responsible teacher to the students' parents. Despite the inhibiting factors that affect the success of this strategy, such as students' low academic abilities, lack of parental support, and inconsistency in maintaining the established routines.

**Keywords:** Strategi; Discovery Inquiry; ABK; BTQ.

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✉ Corresponding author :

Email Address : [widiastuti1300@gmail.com](mailto:widiastuti1300@gmail.com)

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## INTRODUCTION

Education is a process that every human being undergoes, starting from the prenatal stage until a person reaches a level of maturity in mastering various educational disciplines (Judrah, 2020). Therefore, every individual has the right to receive education without any distinction (Guru et al., 1945) This right also extends to children with disabilities or limitations, who are entitled to receive appropriate education. In line with Article 31, paragraph 1 of the 1945 Constitution, which emphasizes the right to education, stating that "every citizen has the right to education."

Education in Indonesia is divided into two main categories: general education and religious education. General education is overseen by the Ministry of Education and Culture (Kemendikbud), while religious education is under the supervision of the Ministry of Religious Affairs (Kemenag). Public schools are characterized by a larger number of subjects compared to religious studies, whereas state Islamic schools are marked by a more prominent emphasis on religious subjects compared to general public schools (Saputro, 2018). There is a difference between the two camps that should not set boundaries between general education and religious education, as both are interconnected and essential needs in education in the 21st century, which has experienced a decline in morals. Therefore, religious education is also crucial for maintaining a balance with general knowledge. One important aspect of religious education and fundamental knowledge that should not be overlooked is the teaching of Quranic literacy (BTQ), which instills Islamic values in students from an early age (Mukti & Imron Rosadi, 2022) This applies to both mainstream primary schools (SD) and schools catering to students with special needs (SLB), where Quranic literacy is a compulsory subject for all students. The reason Quranic literacy education is important for children with special needs (ABK) is to introduce, familiarize, and help them develop into righteous individuals who are obedient to Allah SWT, despite the limitations they may have (Qiptiyah et al., 2021).

Students with special needs, or commonly referred to as *children with special needs*, are individuals who experience something that hinders their normal growth or development according to their age (Mulyani & Abidinsyah, 2021). For example, typically, toddlers at the age of 2 can store thousands of words in their memory, whereas children with special needs may not be capable of storing thousands of words. In another case, a child may not be able to walk or sit at the appropriate age (Ratrie Desningrum, 2007). This does not only occur in brain development, but it can also be more complex, depending on the given diagnosis. It can involve sensory motor, physical, social, or intellectual aspects, as experienced by children with intellectual disabilities (Tunagrahita, 2019). Therefore, when it comes to teaching regular students and students with special needs, there are certainly differences (Setyowati, 2016) Generally, regular students learn in large groups, and teachers use classical methods as well as the discovery inquiry learning strategy. Regular students are able to grasp the material explained by the teacher quickly. On the other hand, students with special needs require more attention and special guidance, typically with the assistance of a co-teacher (Liani et al., 2021) Thus, specific teaching methods need to be chosen as not all methods can be used for students with special needs. One of the chosen methods is the discovery inquiry learning strategy.

The discovery inquiry strategy is a combination of the *discovery learning model and inquiry* (Lase & Ndruru, 2022). Discovery stems from the word "to discover," which means to find, to know. According to Andamsari (2018), discovery learning is a learning process where the presentation is not final, and students are expected to organize on their own. According to Ngalimun (2017), discovery inquiry is a mental process that involves observing, digesting, classifying, drawing conclusions, and so on, where students are able to assimilate a concept or principle. Inquiry comes from the word "*to inquire*," which means participating or being involved in questioning, seeking information, and investigation. On the other hand, according to Anggia (2022), *inquiry learning* is an activity in which learners critically, systematically, and logically investigate and explore something, enabling students to formulate their own findings. Both models share the same goal, which is to direct and guide students in finding answers to given problems. In this case, students are guided to understand something from the specific to the most complex (inductive) approach. For example,

to comprehend the concept of "honesty," children are not asked to memorize the theory but instead focus directly on concrete examples (Suud & Subandi, 2017).

The learning strategy of discovery inquiry learning has been widely implemented by some teachers in their teaching practices and has become a policy in some schools in Indonesia. However, there are still many schools that have not adopted the discovery inquiry learning approach due to a lack of awareness about this strategy and a tendency to rely on outdated or traditional teaching methods. It is important to note that as time progresses, the education system needs to evolve in accordance with the demands of the 21st century (Sugiyarti et al., 2018). One of the special needs institutions that utilizes the discovery inquiry learning strategy in Quranic literacy education is PKBM Lentera Fajar Indonesia, located in Sidoarjo, East Java, Indonesia.

Therefore, the researcher chose PKBM Lentera Fajar as the research site. This institution serves as an alternative educational option for special needs children who follow an Individual Educational Program (IEP). It caters to the educational needs of special needs children who have completed their therapy programs but continue to face learning difficulties in regular or inclusive schools. The institution provides various facilities, including support services in special schools and homeschooling, to address these challenges. This has sparked the researcher's interest in investigating the discovery inquiry learning strategy used in teaching Quranic literacy at the institution for students with special needs. The researcher aims to examine how this institution combines the discovery inquiry strategy and implements it in the education of students with special needs. Typically, this strategy is used in formal education settings for regular children or students in general. However, it is intriguing to discover that it can also be utilized in non-formal education, specifically for students with special needs.

## METHODOLOGY

The research method employed in this study is descriptive qualitative, which aims to describe and elaborate on the discovery inquiry strategy for Quranic literacy education used for students with special needs at PKBM Lentera Fajar Indonesia. Throughout the research process, the researcher refrains from providing any intervention or solutions, instead aiming to depict the current reality. The research was conducted at PKBM Lentera Fajar Indonesia, located in Kahuripan - Sidoarjo. The research subjects include the school principal, teachers, and parents of the students. Data collection techniques involve observation, interviews, and documentation. The data analysis techniques employed are data reduction (Pengumpulan & Kualitatif, 2003), triangulation, and drawing conclusions.

## RESULTS AND DISCUSSION

Discovery inquiry learning encompasses several methods of implementation, including (Wartini et al., 2017) 1) guided discovery inquiry, which is conducted under the guidance of the teacher (Nasution et al., 2021), 2) open inquiry, where students engage in independent investigation; and 3) modified open inquiry. Lentera Fajar institution is one of the educational institutions that has implemented the discovery inquiry learning strategy in teaching children with special needs, specifically utilizing the guided discovery inquiry and modified open inquiry methods facilitated by teachers.

**Table 1.** Source: Curriculum of Lentera Fajar Institution

Level	Activities of ability
Level advance	Eye contact ability, imitation, receptive language, abstract language, expressive language, academic language, socialization, self-help.
Basic level	Compliance and eye contact ability, imitation, receptive (cognitive) language, expressive language, pre-academic,
Intermediate level	Eye contact and compliance ability, imitation, receptive language, pre-academic, self-help.

### Implementation of Guided Discovery Inquiry

The implementation of this method is carried out by the teacher in teaching Qur'anic reading and writing material through the use of flashcards of Arabic letters for moderately and severely autistic children at the basic level. The teacher pronounces the letters while holding the letter cards, and then the students are instructed to imitate the pronunciation up to 3 times. If a student is unable to imitate the pronunciation from the teacher, they are given vocal imitation slowly and instructed to observe the teacher's lips during imitation. After the imitation phase, the students then proceed to identify and randomly label the given Arabic letters provided by the teacher. In this stage, students begin to think and differentiate the Arabic letters using letter comparisons. For example, if a student is able to label the letter "ba", during the identification phase, they are given a letter comparison with the letter "ta" and instructed to point to the labeled letter. If the student consistently identifies the letter "ba", they proceed to the next letter and repeat with the previous letter until the student is consistent in stating and remembering the shape of the letters on the flashcards. Repetition of the material is crucial since reading difficulties in special needs children require additional effort to comprehend a particular subject matter (Supena & Munajah, 2020). This flashcard method is quite effective for children with special needs because it is interactive, and it has been proven that children grasp information faster through visual media (Adzani & Salahuddin, 2022). For further details regarding the implementation of this method, please refer to Figure 1 below.



**Figure 1.** The teacher while teaching with flashcards

As seen in Figure 1, the research subject, who is a child with special needs, is able to consistently label and identify Arabic letters. Generally, special needs children who have reached the intermediate level of focus use the Iqra' book instead of flashcards. At this stage, the teacher no longer provides vocal imitation (imitating sounds), but the student independently and accurately pronounces the Arabic letters pointed out by the teacher. If the student is unable to recall the Arabic letters shown, the teacher provides lip-shape stimuli (Pd & Gresik, 2022). For example, if a student forgets the pronunciation of the letter "sho," the teacher will pout their lips as a stimulus for recall.

The use of the Iqra' book is employed to enhance the creativity of children with special needs (gramedia, 2018). The following is the process of teaching using the Iqra' book, as depicted in Figure 2 below.

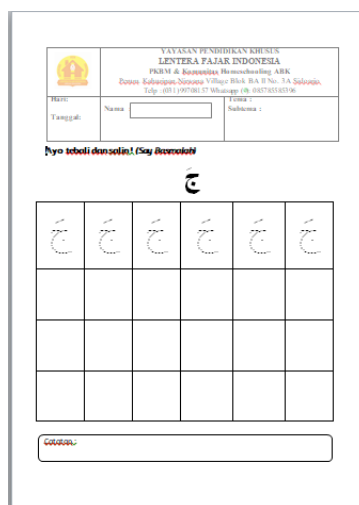


**Figure 2.** The teacher while teaching with the Iqra' book

In Figure 2, the student pronounces the letter pointed out by the teacher with slight stimuli, as the student is not yet consistent in certain Arabic letter materials. This can occur due to the varying levels of autism among students, which affects their learning outcomes.

### **The implementation of discovery inquiry can be freely modified**

In the implementation of this teaching method, students with mild disabilities who are at an advanced level have good motor skills. Therefore, at this stage, the Qur'anic reading and writing material includes writing or what is called "imla'" (Ghofur & A'ini, 2022), However, for children with special needs, only basic mastery is provided, including activities such as tracing Arabic letters using worksheet tracing, as shown in Figure 3 below.



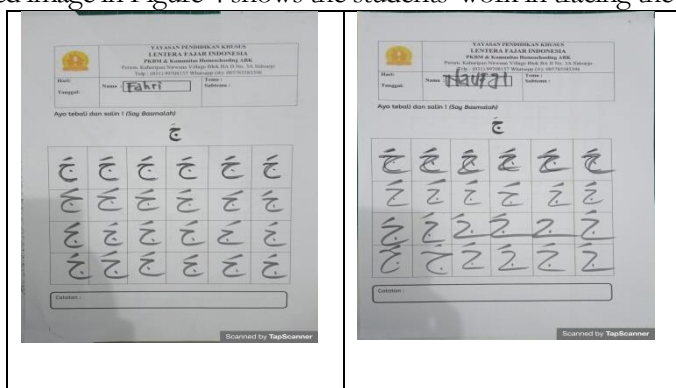
**Figure 3.** Tracing worksheet

In Figure 3, the tracing worksheet for Arabic letters contains examples of the letters that will be learned, allowing students to imitate the proper form of the Arabic letters. Additionally, several rows and columns are provided. In the first row, students are instructed to trace the Arabic letters using dotted or dashed lines, which helps train their focus in learning to form the letters. Then, from the second row onwards, there are empty columns where students are instructed to imitate the traced form of the Arabic letters from earlier. The goal is for students to independently create the Arabic letters without relying on examples. The tracing method through the tracing worksheet aims to train fine motor skills in children with special needs (Tracing & Prasekolah, n.d.).



**Figure 4.** Completing the tracing worksheet for Arabic letters

In Figure 4, it can be seen that the students are tracing Arabic letters on the provided worksheet with the supervision of the responsible teacher. The students, who are classified as advanced with a diagnosis of autism, are directed and given instructions to stay focused while tracing. The instructions "write" and "focus" are continuously provided to ensure that the students can complete the task while working on the worksheet. The attached image in Figure 4 shows the students' work in tracing the worksheet.



**Figure 5.** Student's work/result

In the student's work shown in Figure 5, it can be observed that the work of the student on the right is neater and more accurate in tracing within the traced lines compared to the work of the student on the left, who has traces that go beyond the lines and makes the letter "ja" resemble the letter "z". During the implementation of this method, the students' abilities have an impact on their work. The student on the right has a mild autism spectrum disorder, which results in better focus and neater work on the worksheet. On the other hand, the student on the left has a moderate autism spectrum disorder, which leads to a lack of focus and work that tends to go beyond the lines and cannot accurately imitate the perfect curve of the letter "ja" as shown in the example. In this stage, the students have good focus and are able to complete the worksheet thoroughly.

In Quranic reading and writing lessons, there is also a session for reading short surahs and daily prayers, which are done together by the teacher and the students. This activity is usually carried out before the special needs students read from the Iqra' book and work on the worksheets. In addition to the Quranic reading and writing activities, children with special needs are also taught to fulfill their obligations as Muslims, such as performing prayers, with the guidance of their respective responsible teachers. This helps in training their discipline in matters of worship (Yanti et al., 2023).



**Figure 6.** Congregational Prayer Activity

As seen in Figure 6, the congregational prayer activity conducted by the special needs students is quite conducive and orderly with the assistance of their respective accompanying teachers in instilling discipline among the students. This activity has an impact on the students' obedience in understanding the teacher's instructions, which will also affect the process of Quranic reading and writing learning.

### Factors Inhibiting The Learning Process

The lack of success in implementing the discovery inquiry learning strategy is influenced by several factors related to (1) the abilities of children with special needs to reach learning targets, which are often assessed as being lower in academic (Metavia & Widyana, 2022) and intellectual abilities. Therefore, in Quranic reading and writing lessons, the focus is not solely on achieving proficiency, but rather on familiarizing and introducing the Arabic letters to them, as well as training their motor coordination system while tracing the Arabic letters on the worksheet, even with the guidance of a teacher to help them hold the pencil correctly (Zuhria & Hayudinna, 2021). Another inhibiting factor is (2) the lack of parental support in implementing programs for children with special needs (Syaputri & Afriza, 2022). In such cases, students usually receive evaluations every semester regarding the learning program conducted over a period of six months to assess the consistency of children with special needs in completing the program materials. However, in some cases, parents may simply rely on the teachers and lack proper collaboration. For example, when children with special needs attend therapy sessions, they are accustomed to engaging in Quranic reading and writing activities, such as blending, according to their abilities, after performing congregational Asr prayer. However, when they are at home, there is no consistent effort (Iv, 2015) to continue introducing the Arabic letters. As a result, there is a lack of progress in the learning process, leading to a lack of consistency in letter recognition, which in turn affects the student's inability to advance in the curriculum (Barida, 2016).

### The Evaluation System Used by Teachers in PKBM Lentera Fajar

Pusat Pendidikan Khusus – Layanan Khusus & Komunitas Homeschooling Lentera Fajar Indonesia Perum. Kahuripan Nirwana Village Blok BA II No. 3A Sidoarjo																													
FORM PENILAIAN HARIAN LIFE SKILL PAI SEMESTER 2																													
Nama : Fahri P3 : Erna Rochmawati																													
Periode : 2023																													
No.	Instruksi	Respon Yang Diharapkan	Nilai dan Tanggal																										
			1/23	2/23	3/23	4/23	5/23	6/23	7/23	8/23	9/23	10/23	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24	7/24	8/24	9/24	10/24	11/24	12/24	1/25	2/25	
1.	Membaca Surat-surat Pendek	Al-Fatihah	A	A	A	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
		Al-Humazah	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
		Al-Fil	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
2.	Mengenal adab Berdo'a	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
3.	Membaca Hadist	Keutamaan berdo'a	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
4.	Membaca Menyanyi lagu	Aasmaul Husnah Sikap berdo'a Mars Lentera Fajar	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
Nama Guru			A. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	B. Erna	

**Figure 7.** Assessment Form of PKBM Lentera Fajar

The evaluation system used by teachers at PKBM Lentera Fajar is by using an assessment form (attached) in Figure 7. The technical explanation for filling it out consists of the consistency

of the children, namely: (1) A for children who are consistent in implementing the program, (2) A- for children who are not yet consistent in implementing the program, (3) P+ for children who are unable to carry out the program independently, (4) P for children who are unable to carry out the program at all.

In the results of the attached assessment form in Figure 7, it can be observed that a student falls under the intermediate category or mild autism diagnosis. In the first two weeks, the student received a grade of A-, indicating inconsistency. However, in the third and fourth weeks, there was improvement in their performance, and they became consistent in the BTQ (Basic Quranic Teachings) material, receiving a grade of A, indicating consistency. If the student's performance remains consistent, additional supplementary material will be provided in the form of an extension of the previous material during the final semester evaluation.

### **The Influence of Discovery Inquiry Learning Strategy in the Process of Quranic Reading and Writing Learning**

The influence of the discovery inquiry learning strategy on Quranic reading and writing learning enhances the abilities of children with special needs in problem-solving and cognitive development (Kase et al., 2021) including their level of focus. The teacher serves as a guide, and the use of teaching aids such as flashcards for Arabic letters and short chapters, as well as worksheets for tracing Arabic letters, helps develop the fine motor skills of students (Wally et al., n.d.). Students with special needs have been proven to grasp and comprehend the Arabic letters material more quickly and easily through the discovery inquiry learning method, as evidenced by consistent student assessment results and their accurate recall of the Arabic letters.

Media tools are used for exploratory activities (Learning et al., n.d.) to actively catalog forms through speech, writing, and vision (Mathematics, 2016). In this institution, each student with special needs has their own teaching aids, according to the assessment form resulting from discussions held every semester through consultations involving parents, responsible teachers, and the foundation's head regarding the progress of completed and ongoing programs, as well as new programs being introduced.

Based on the research analysis above, the author concludes that the discovery inquiry learning strategy applied to Quranic reading and writing learning for students with special needs is quite effective, as evidenced by the methods used by the institution: (1) guided discovery inquiry, where the teacher acts as a facilitator and guide in the teaching process, using flashcards as a media tool. (2) modified free discovery inquiry, where students are free to explore the learning process while still receiving guidance from the teacher, using the book "Iqra'" and worksheets for tracing as media tools. The success of this strategy is also influenced by the support of parents and the consistent repetition of learning habits.

### **CONCLUSION**

From the results of this research, it can be observed that the discovery inquiry learning strategy employed by PKBM Fentera Fajar institution utilizes two methods: guided discovery inquiry and modified free discovery inquiry. The benefits of the discovery inquiry learning strategy on student achievement in Quranic reading and writing learning include training students' focus to observe and listen to teacher instructions, as well as enhancing students' fine motor skills in tracing Arabic letters. This has been demonstrated through student evaluations conducted using assessment forms throughout one semester.

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