



Building an Inclusive Society (Speech Impaired) by Applying Educational Values at TPQ Ibn Umami Maktum

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INFORMASI ARTIKEL

Received: 09 Sept 2024 Revised: 17 Dec 2024 Accepted: 13 January 2025

Abstract: This research aims to analyze the implementation of inclusive education at TPQ Ibnu Umami Maktum, an Al-Quran educational institution designed to provide equal access to all individuals, including those with disabilities. Using a qualitative approach, this research explores learning methods, challenges faced, and the role of teachers in supporting the success of inclusive education. Data was collected through interviews, observation and document analysis. The research results revealed that TPQ Ibnu Maktum runs three main programs: regular classes, sign classes, and Braille classes. The learning methods applied, namely qiroah and kitabah, are designed to meet the needs of students with various limitations. Despite experiencing challenges such as limited numbers of teaching staff and lack of public awareness, TPQ has succeeded in having a positive impact, including changing society's attitudes towards inclusivity. Collaboration with various parties, including Ahmad Dahlan University, strengthens TPQ's capacity to offer inclusive education. This research recommends intensive training for teaching staff, especially for Braille classes, as well as the development of a more comprehensive curriculum to increase the effectiveness of learning for students with special needs.

Keywords: Inclusive Education, Speech Impaired, TPQ Ibnu Maktum, Qiroah And Kitabah Methods.

INTRODUCTION

Education is a cornerstone of societal development and a crucial foundation for shaping individual character and values, especially in an increasingly diverse and interconnected world. Beyond serving as a medium for knowledge transfer, education plays a pivotal role in fostering attitudes of

tolerance, empathy, and inclusivity (Sholeh et al., 2023). It equips individuals with the skills and perspectives needed to navigate social complexities and contributes to the creation of a more equitable and harmonious society (Yuniarti et al., 2024). Inclusive education, in particular, seeks to ensure that every individual, regardless of their abilities



or circumstances, has access to quality education. In this context, the Ibnu Maktum Inclusion Al-Qur'an Education Park (TPQ) emerges as a trailblazing institution committed to providing access to education for all groups, including people with disabilities.

The foundation for inclusive education is enshrined in the Indonesian Constitution. Article 31, paragraph 1, of the 1945 Constitution asserts that every citizen has the right to education, without exception. This constitutional guarantee underscores the principle that education is a fundamental right for all, including individuals with physical or mental disabilities, such as visually impaired children (Yulianti et al., 2024). It highlights the need for an inclusive education system that transcends barriers related to economic conditions, language, and physical or mental abilities (Randicha & Maulidia, 2022). This legal framework aligns with global commitments, such as the United Nations' Sustainable Development Goal 4, which advocates for inclusive and equitable quality education for all (Ismanto et al., 2024).

The success of inclusive education is influenced by multiple factors, one of which is the pivotal role of teachers (Sholeh et al., 2024). Teachers serve as facilitators, motivators, and companions in the learning journey, particularly for children with special needs (Fuad et al., 2023). Their responsibilities extend beyond imparting knowledge; they are tasked with creating an environment that nurtures the unique potential of every student. For children with speech impairments, visual impairments, or other disabilities, the role of the teacher becomes even more critical (Al ayyubi et al., 2024). Teachers must employ innovative approaches and demonstrate a deep understanding of each student's needs to ensure that all learners feel valued and supported in their educational pursuits (Sholeh et al., 2023).

Recognizing these imperatives TPQ Inclusion Ibnu Maktum was established in May 2024 and officially launched in August 2024. The institution was founded with a vision to bridge gaps in educational access and foster social inclusion. TPQ Ibnu Maktum transcends the traditional role of a



place to learn to read the Qur'an. It serves as a hub for addressing social issues, promoting inclusivity, and ensuring that individuals with disabilities can participate fully in the educational process. By integrating inclusive practices into its operations, TPQ Ibnu Maktum exemplifies how education can be a powerful tool for social transformation.

One of the key strengths of TPQ Ibnu Maktum is its diverse range of programs designed to meet the needs of different learners. The institution offers three main programs: regular classes, sign language classes, and Braille classes (Sholeh et al., 2023). These programs reflect a commitment to providing tailored educational experiences that accommodate the unique requirements of each student (Anshoruddin et al., 2024). The sign language classes cater to students with hearing impairments, while the Braille classes are designed for visually impaired learners. Regular classes, meanwhile, serve as an inclusive space where students of varying abilities can interact and learn together (Syafi'i et al., 2024). This diversity of offerings underscores the institution's dedication to inclusivity and its recognition

of the diverse ways in which students access and process information.

In the inclusive education framework of TPQ Ibnu Maktum, teachers play a central role in fostering a supportive and empowering learning environment. Teachers are not merely knowledge transmitters; they are also advocates and allies for their students. They are trained to understand and respond to the specific needs of each learner, recognizing the individuality that each student brings to the classroom. This involves adopting a personalized approach to teaching, wherein lessons are tailored to align with the capabilities and aspirations of each student. For example, teachers might use tactile methods and audio resources for visually impaired students or incorporate visual aids and gestures for those with hearing impairments. By creating a comfortable and engaging learning atmosphere, teachers at TPQ strive to build students' confidence and encourage active participation.

Despite its strong vision and innovative programs TPQ Ibnu Maktum faces several challenges in implementing inclusive education. One of the primary obstacles is the



shortage of trained teaching staff. Inclusive education requires educators who possess specialized skills to address the diverse needs of students with disabilities. However, the limited availability of such teachers poses a significant hurdle. This challenge is further compounded by the lack of resources and infrastructure necessary to support inclusive practices. For instance, the absence of adequate teaching materials in Braille or sign language can impede the learning process for students with specific needs.

Another major challenge is the low level of public awareness regarding the importance of inclusive education. Many parents and community members are unaware of the benefits that inclusive education offers, both for children with special needs and for society as a whole. As a result, some parents hesitate to enroll their children in inclusive programs, fearing stigma or doubting the effectiveness of such initiatives. Addressing this issue requires concerted efforts to raise awareness and promote the value of inclusivity through community outreach and advocacy campaigns.

To overcome these challenges, TPQ Ibnu Maktum has established collaborations with various organizations and institutions. Partnerships with entities such as Muhammadiyah and Ahmad Dahlan University have been instrumental in expanding the reach and impact of the TPQ's programs. These collaborations have facilitated the provision of teacher training programs, which aim to equip educators with the skills and knowledge needed to support students with diverse needs. Additionally, the partnerships have enabled TPQ to access resources and expertise that enhance the quality of education provided.

The role of teacher training cannot be overstated in the context of inclusive education. Effective teacher training programs focus on developing competencies in areas such as adaptive teaching strategies, inclusive classroom management, and the use of assistive technologies. For instance, teachers at TPQ Ibnu Maktum are trained to use Braille devices, sign language, and other tools that enhance accessibility for students with disabilities. These training initiatives not only improve the quality of education but



also contribute to the professional growth of teachers, fostering a culture of continuous learning and innovation within the institution.

In addition to addressing internal challenges, TPQ Ibnu Maktum recognizes the importance of engaging with the broader community to promote the values of inclusivity and social cohesion. Community involvement is a cornerstone of the institution's approach, as it seeks to create an environment where individuals of all abilities are valued and respected. Through workshops, seminars, and public awareness campaigns, TPQ aims to challenge misconceptions about disability and highlight the potential of inclusive education to transform lives.

The establishment and operation of TPQ Ibnu Maktum offer valuable insights into the principles and practices of inclusive education. By examining the institution's profile, learning methods, challenges, and teacher roles, this study seeks to contribute to the broader discourse on inclusive education in Indonesia. The findings are expected to provide practical recommendations for policymakers, educators, and other

stakeholders interested in promoting inclusivity within the education system. Furthermore, the study aims to inspire other educational institutions to adopt similar approaches, ultimately fostering a more inclusive and equitable society.

The journey of TPQ Ibnu Maktum underscores the transformative potential of inclusive education. It demonstrates how an institution can go beyond traditional educational paradigms to address social inequities and empower individuals with disabilities. While challenges remain, the commitment and resilience of the TPQ community offer hope and inspiration for the future of inclusive education. By continuing to innovate and collaborate, TPQ Ibnu Maktum is paving the way for a more inclusive educational landscape where every individual, regardless of their background or abilities, has the opportunity to learn, grow, and thrive.

METHOD

Qualitative research methods are approaches that do not rely on numbers as the primary tool for collecting data. Instead, the



focus is on gathering information that is narrative or descriptive. Although the use of numbers in qualitative research is not completely banned, it is inappropriate for this research to focus only on numerical data without considering the broader context. In this study, the data collected is more qualitative, which can be in the form of words, images, or other visual representations. Data sources can come from various types, such as interviews with informants, field notes written by researchers, photographs documenting specific situations, as well as personal or official documents relevant to the research topic.

In the context of this study, the qualitative approach is considered a very valuable tool to understand the complexities and nuances related to inclusive education in TPQ Ibn Umami Maktum. By applying a qualitative theoretical framework, this research aims to produce findings that are meaningful and relevant and applicable to various parties, including education practitioners, policy makers, and other researchers who are interested in similar

topics. With this approach, qualitative research can provide deeper insights into how inclusive educational practices are built and maintained in the context of TPQ Ibn Umami Maktum, as well as the factors that influence its success. This is an important step to understand complex social and educational dynamics and to develop recommendations that can be implemented in practice.

RESULT AND DISCUSSION

Profile of TPQ Inclusion of Ibn Maktum

The Ibn Umami Maktum Inclusion Al-Qur'an Education Park (TPQ) was established in May 2024 and was officially launched on Sunday, August 25, 2024. The inauguration ceremony took place at the Haiban Hadjiid Mosque PWM DIY, located on Jalan Gedong Kuning No. 130 B, Rejowinangun, Kotagede District, Yogyakarta. The founder of TPQ is Mr. Fandi Ahmad along with his colleagues, who have a vision to provide inclusive Qur'an education for all levels of society (TPQ Inclusion Ibn Umami Maktum Expand Muhammadiyah Da'wah Network, 2024.).



The main lecturer at TPQ is Mr. Alfinandi, who is assisted by his wife, Mrs. Dwi Rahayu. With experienced and dedicated teachers, TPQ aims to provide access to Qur'an education to students from various backgrounds, including those with special needs. In its implementation, TPQ Inclusion offers three main programs: regular, sign, and braille, so that everyone can learn to read and understand the Qur'an in a way that suits their needs.

The presence of TPQ Inclusion is part of a wider effort to expand the Muhammadiyah da'wah network and show concern for people with disabilities. The Chairman of MPKS DIY, Zainal Arifin, emphasized that this TPQ is open to all people without exception. With the spirit of inclusivity, TPQ Inclusion is expected to answer the challenge of accessibility in religious education for people who have been marginalized.

TPQ Ibn Maktum carries inclusive educational values that focus on learning the Qur'an for all individuals, regardless of their physical or mental abilities. In this institution, everyone, including people with disabilities

with various syndromes, is given the same opportunity to learn to read the Qur'an. This reflects TPQ's commitment to creating a friendly and supportive learning environment for all groups, so that no one is marginalized in the religious learning process (Santoso et al., 2021).

TPQ Ibnu Maktum provides regular, sign, and Braille classes to meet the needs of students, including people with speech impairments. The sign classes are specially designed so that they can understand the Qur'an in a way that suits their communication needs. The initiative aims to improve the accessibility of religious education and build awareness of the importance of inclusion in society, creating a supportive environment for all individuals, including those with communication disabilities. With this approach, TPQ hopes to produce a generation that is spiritually educated and has empathy for others (Asshidqi, 2024).

The TPQ Ibnu Maktum initiative is very relevant to the goal of increasing the accessibility of religious education for people with speech impairments. The sign and



Braille class program provided by TPQ Ibn Maktum helps individuals with limited communication to understand and read the Qur'an in a way that suits their needs.

Learning methods at TPQ Inclusion Ibn Maktum.

The learning method at TPQ Ibn Maktum adopts the Qur'an Gesture which is designed to support students with various abilities, including people with speech impairments. Speech impairment refers to individuals who have difficulty speaking or communicating verbally.

The Qiroah method, this approach uses signs that are recited slowly, allowing speech-impaired students to understand and pronounce the letters of the Qur'an correctly. This way, they can learn to read more confidently without feeling rushed (Nisa et al., 2022).

On the other hand, the kitabah method focuses on teaching each hijaiyah letter using special gestures tailored to learners with various disabilities, this method also focuses on writing skills, which is important to strengthen their understanding of the text. Speech impaired people can express their

understanding through writing, so they remain involved in the learning process (Hendra, 2023). This method not only provides accessibility in learning the Qur'an but also emphasizes the importance of inclusivity in religious education. With this approach, TPQ Ibn Maktum is committed to ensuring that everyone, regardless of their limitations, has the same opportunity to learn and understand the Qur'an.

Implementing the Values of Inclusive Education (Speech Impaired) at Tpq Ibn Ummi Maktum.

Children with Special Needs (ABK) are children with special characteristics that are different from children in general, both in physical, mental, social, and emotional aspects. According to Heward, ABK does not always refer to specific disabilities but to significant differences in their characteristics. The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia (2013) defines a child with disabilities or privileges that affect growth and development compared to children his age (Sella Mutiara et al., 2023).



ABK covers various categories, such as dyslexia (learning difficulties), ADHD (difficulty concentrating), autism (nervous disorders), speech delay (speech delay), down syndrome (physical and mental retardation), tuna grahita (below-average intelligence), and deafness (hearing loss). The characteristics of each of these categories affect how children learn, interact, and develop, so it requires a specific and targeted approach to education.

Children with dyslexia, for example, have difficulty processing sounds, spelling, and responding to visual-auditory information, which has an impact on low learning outcomes. Children with ADHD have disturbances in concentration, self-control, and excessive activity. Meanwhile, children with autism show disturbances in eye contact and social interactions, often from an early age.

The characteristics of Down syndrome include striking physical differences, such as a small head size and distinctive facial features. Children with disabilities exhibit academic, social, and physical challenges, with levels of difficulty varying from mild to

severe. Deaf children, on the other hand, have barriers in language, speech, and social interaction due to hearing limitations (Mutiara et al., 2023).

Speech impairment is a condition in which a person experiences limitations in speech due to disturbances in the speech organs or speech function. Speech impairment refers to an abnormality in speech that causes difficulty making a voice or conveying vocabulary. This disorder often results in children being unable to communicate normally, thus impacting their ability to interact with the environment (Erica et al., 2024).

Law No. 19 of 2011 introduced the term disability to describe individuals with disabilities, including speech impairments, namely those with speech impairments. However, this term is often misinterpreted by society as a symbol of helplessness and deprivation, thus creating a negative stigma against people with disabilities (Nurullita et al., 2022). In fact, every human being was created by Allah with their own strengths and weaknesses, both physically and mentally,



which makes them unique among other creatures.

People often consider people with disabilities as a social group that is lacking and needs compassion. This view is wrong because people with disabilities should not be underestimated. They are simply individuals with certain limitations who may be different from humans in general, but still have potential and strengths that can be developed. The symbol of people with disabilities should not be a mockery or reproach, but rather an acknowledgment of the diversity of human abilities.

Children with speech impairments have special characteristics that include language development delays, speech disorders, and challenges in social interaction. According to Heri Purwanto, they often have difficulty adapting socially due to verbal communication barriers. Although their intelligence level is no different from normal children, language disorders can affect cognitive development and education because language is the basis of learning comprehension (Fandi et al., 2021).

Articulation disorders, although not necessarily adversely affecting education, can disrupt interpersonal relationships and form a negative self-concept. Children with speech impairments often experience low self-esteem, anxiety, and difficulty speaking in public due to negative responses from the environment. This factor affects their social and personal development significantly.

In an effort to build an inclusive society for visually impaired children at TPQ Ibnu Ummi Maktum, the application of educational values is carried out with learning methods that are tailored to their needs. The methods used, such as lectures, exercises, and demonstrations, have been proven to have a positive impact on the learning process. The lecture method, although simple, helps to convey religious material in a clear, unequivocal and easy-to-understand way. This approach is reinforced by simple language and unhurried delivery so that it can be followed by visually impaired children (Yesi Yustia et al., 2023).

In addition, the practice method provides opportunities for visually impaired children to hone their skills practically.



Through the repetition of exercises, children can improve their understanding and skills, for example in writing verses of the Qur'an. Meanwhile, the demonstration method is effective in helping students understand the material by seeing firsthand the examples demonstrated by teachers or peers. This helps students connect theory with practice, especially in worship lessons such as ablution or prayer.

In learning, special approaches such as oral auditory methods and lip reading are key in teaching the reading and writing of the Qur'an. The accompanying teacher plays an important role in reciting the verses clearly, while students observe lip movements to understand the pronunciation. This method can be combined with video media for independent learning at home, so that the learning process does not only depend on face-to-face learning at TPQ.

Learning evaluation is carried out by measuring cognitive and affective aspects. Cognitive aspects are assessed through simple tests, such as multiple choice with easy-to-understand language, while affective aspects are evaluated from students' daily

behavior. The habituation of moral values and aqidah is applied in students' daily lives so that learning is not only theoretical but also forms character.

TPQ Ibnu Ummi Maktum shows that inclusive education based on religious values can create an inclusive, patient, and supportive learning environment for the development of visually impaired children. Full mentoring and repetition are key in building students' understanding and skills, so that they can adapt optimally to the environment.

Challenges faced by TPQ Ibn Maktum

TPQ Ibn Maktum faces a number of challenges in implementing inclusive education which aims to provide access to Qur'an education for all groups, including people with disabilities. One of the main challenges is the effort to introduce the existence of TPQ to the wider community, especially in the Muhammadiyah environment. Although it has been launched, many people do not know that TPQ provides an inclusive education program. This is important so that more students, especially



those with special needs, can take advantage of the existing facilities.

In addition, the regeneration of teaching staff is also a significant obstacle. Currently, TPQ Ibnu Maktum only has one ustadzah who teaches, without a replacement who is ready to continue the task. This limited number of teachers can hinder the learning process and the development of a wider program. Therefore, there needs to be more efforts in recruiting and training new ustadzah in order to meet the educational needs of existing classes.

Another challenge faced is in Braille classes, where currently there are no ustadz or special ustadzah trained to teach. This class is very important for visually impaired students who want to learn to read the Qur'an using Braille. The absence of competent teachers in this field shows the need for more attention in terms of the regeneration of teaching staff and the expansion of information about the existence of inclusive TPQ. By increasing public awareness about TPQ Ibnu Maktum and supporting training for teaching staff, it is hoped that these challenges can be overcome so that inclusive

education can run well and provide benefits to all levels of society.

The approach applied by TPQ Ibnu Maktum to students with special needs is very unique and different from conventional learning methods. Here, the learning atmosphere is created in a less formal way, but rather more relaxed and calm. This aims to create a comfortable environment for students, so that they can learn without feeling stressed or anxious. With this more familiar approach, it is hoped that students can adapt more easily and feel more accepted in the learning process.

In addition to creating a relaxed atmosphere, TPQ Ibnu Maktum also gives extra attention to each student. Each teacher is trained to recognize the individual needs of each student, so that they can provide appropriate support. This personalized approach is very important in inclusive education, where each student has a unique and different way of learning. By paying more attention, teachers can help students with special needs to overcome the challenges they face in learning to read the Qur'an.



To further support the students' learning comfort, TPQ Ibnu Maktum provides healthy snacks during learning sessions. These snacks not only serve as encouragement, but also help maintain students' energy and concentration during the learning process. By providing snacks, TPQ hopes to create a more enjoyable atmosphere and support social interaction between students. All of these efforts reflect TPQ Ibn Maktum's commitment to ensure that Qur'an education is accessible and enjoyed by all groups, including those with special needs.

The educational program at TPQ Ibnu Maktum has had a significant impact on people's attitudes, especially among the worshippers of the Haiban Hajjid Mosque, towards inclusivity. Previously, many pilgrims were not familiar with the existence of people with disabilities, but now they have become more open and understand that friends with disabilities have different ways of learning. Through this program, people are beginning to realize the importance of respecting differences in learning methods, both through sign language and other teaching techniques.

The existence of TPQ Ibnu Maktum has helped change people's views on people with disabilities. Differences in learning styles that were previously considered foreign are now accepted as part of the diversity of the community. This shows that inclusive education not only provides benefits for students with special needs, but also educates the community to be more sensitive and responsive to the needs of others. With this increased understanding, it is hoped that a more inclusive and welcoming environment will be created for all individuals, regardless of their background or abilities.

TPQ Ibnu Maktum's cooperation with various parties is a strategic step in efforts to build an inclusive society. This collaboration involves leaders of Muhammadiyah and Lazismu, as well as Muhammadiyah and 'Aisyiyah Universities (PTMA), with Ahmad Dahlan University (UAD) as the main partner. Through this collaboration, TPQ Ibnu Maktum seeks to expand the reach of inclusive Qur'an education, so that it can reach more students from various



backgrounds, including those with special needs.

The presence of TPQ Ibnu Maktum in the Muhammadiyah network shows the commitment of this organization to the principle of inclusivity. With the support of Lazismu and PTMA, the programs offered at TPQ have become more diverse and accessible to all groups. This collaboration not only focuses on the educational aspect, but also on increasing public awareness about the importance of accepting and supporting the existence of people with disabilities in the community.

Ahmad Dahlan University, as one of the main partners, plays an active role in supporting TPQ Ibnu Maktum activities through the procurement of training and development programs for teachers. Thus, it is hoped that teachers at TPQ can acquire the necessary skills to teach students with special needs more effectively. This collaboration reflects the synergy between educational institutions and social organizations in creating a friendly environment for all individuals, while strengthening human values and social concern in society.

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 No 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

The role of teachers at TPQ Inclusion Ibn Maktum

At TPQ Ibnu Maktum, the role of teachers in supporting students with special needs is very important and is carried out with a teacher-centered learning approach. In this learning model, the main focus lies on the teacher, who acts as the main information conveyor and educator. The ustadz and ustadzah at TPQ give full attention to each student, creating a comfortable and supportive learning atmosphere. They not only teach the subject matter, but also strive to understand the individual needs of each student, especially for those who have learning challenges (Adolph, 2016).

This attentive attitude of teachers is evident even after class hours are over. The ustadz and ustadzah are happy to continue to accompany students who still want to continue learning. This demonstrates their commitment to providing extra support to students, ensuring that each individual feels cared for and valued in the learning process. With a more personal and relaxed approach, students feel more comfortable asking



questions and interacting, which in turn increases their confidence in learning.

Through this teacher-centered learning approach, TPQ Ibn Maktum not only functions as a place for Qur'anic education, but also as a space where students with special needs can develop socially and emotionally. With the attention and support provided by the teachers, it is hoped that students will be able to overcome the various obstacles they face in learning. This is an important step towards the creation of a more inclusive society, where every individual, regardless of their limitations, has the opportunity to learn and grow.

CONCLUSION

TPQ Inclusion Ibn Maktum is an Al-Qur'an education initiative designed to provide equal access for all groups, including people with disabilities. With various programs such as regular classes, signs, and Braille, this TPQ shows its commitment to the principle of inclusivity, strengthening the role of Muhammadiyah in expanding the network of da'wah that is friendly to differences. Through a personalized and

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 No 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

relaxed approach to learning, teachers pay full attention to the needs of students, creating a comfortable and supportive environment. Despite facing challenges such as limited teaching staff and lack of introduction to the community, TPQ Ibnu Maktum continues to strive to increase accessibility and awareness of the importance of inclusive education. Her presence has helped change society's view of people with disabilities, creating a generation that is more empathetic and respectful of diversity. Support from various parties, including cooperation with Universitas. Further research is needed to evaluate the effectiveness of learning methods, such as qiroah and kitabah, in improving the ability of students with special needs. TPQ can work with universities to develop a more comprehensive curriculum for religion-based inclusive education. As well as conducting intensive training programs for prospective ustadz and ustadzah, especially for Braille classes, so that more competent teaching staff are available.

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JMPI: Jurnal Manajemen, Pendidikan dan Pemikiran Islam 15
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