

# **Implementation of Islamic Religious Education (PAI) Learning for Children with Special Needs: A Case Study at Ma'arif 1 Vocational School, Kebumen**

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**Abstract:** This study aims to analyze the implementation of Islamic Religious Education (PAI) for children with special needs in a case study at SMK Ma'arif 1 Kebumen. This study uses a qualitative case study approach. Data collection was conducted through interviews, observations, and documentation. Data analysis used the Miles, Huberman, and Saldana model, which consists of three stages: data condensation, data presentation, and data verification. The results showed that IRE at SMK Ma'arif 1 Kebumen was well accepted and understood by all students, especially those with special needs. In the learning process, the school applied an empathetic and flexible approach to assessment and established close collaboration between the school and families. This was a key factor in the educational success of students with special needs. Teachers play an important role as facilitators who are able to understand the character of each student and adjust teaching methods according to individual needs. However, there are several obstacles in the implementation of learning, including teachers who do not have a background in special education or formal training in the psychology of children with special needs, and the unstable emotional condition of students, which also poses a challenge in the learning process.

**Keywords:** Islamic Religious Education (PAI), children with special needs, Case study.

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## **Introduction**

All children have the same rights to education, including children with special needs. This is guaranteed by the state through national education policy, which is based on Law Number 20 of 2003 concerning the National Education System (Sisdiknas) in Article 5 Paragraph 2, which states that citizens with physical, emotional, mental, and intellectual disabilities have the right to inclusive education. The Sisdiknas Law explicitly requires the government to provide education in a democratic, equitable, and non-discriminatory manner. This foundation is reinforced in Law Number 8 of 2016 concerning persons with disabilities, which requires regular educational units to provide adequate accommodations for children with special needs.

Inclusive education is education provided to students who have disabilities, have intellectual potential, and special talents but are unable to learn due to certain circumstances, such as disabilities, autism, mental retardation, homelessness, and other talents and potential. The main objective of inclusive education is to reduce the impact of barriers to children's growth and development, while providing them with the best opportunity to actively participate in daily activities. In addition, inclusive education also aims to prevent the worsening of the developmental conditions of children with disabilities (Saputra & Angga, 2016:15).

SMK Ma'arif 1 Kebumen has participated in an inclusion program, accepting and integrating students with special needs in compliance with government regulations requiring regular schools

to provide non-discriminatory education. Although administratively SMK Ma'arif 1 Kebumen is not registered as an official inclusive school, the practice of accepting students with special needs, which is encouraged by this policy mandate, makes it important to study. Schools must immediately adapt to fulfill the policy mandate without waiting for the ideal educational resources to be ready.

Amidst the diversity of students, Islamic Religious Education (PAI) is very important. PAI learning is not only about religious knowledge, but also about shaping the character, morals, and spirituality of students, including children with special needs. Teaching PAI to children with special needs requires complex adaptations. Teachers must consider the differences in cognitive abilities as well as the emotional and social conditions of students. The success of inclusive PAI learning depends on an empathetic approach, a flexible curriculum, and close cooperation with families.

Research shows that Islamic Religious Education (PAI) at SMK Ma'arif 1 Kebumen has been running quite well and is friendly to students with special needs. Teachers do not just teach as usual, but also adjust their teaching methods to make them more accessible to students with special needs. Teachers first observe each student to determine their abilities, character, and emotional condition. Based on these observations, teachers adjust the material, methods, and delivery of lessons so that students can follow the lessons comfortably. In practice, teachers often use visual methods, direct examples, and personal assistance, especially for students who have difficulty understanding the material. Teachers also give extra time when students are doing assignments or tests, and maintain communication with parents. The role of teachers here is not only as educators, but also as motivators who ensure that students continue to feel valued and confident. However, this study also found several obstacles. These include the fact that not all teachers have a background in special education, the varying abilities of students with special needs, and the emotional conditions of some students, which can change easily and therefore require more attention. However, overall, the implementation of PAI learning in this school has been quite effective because it has been able to help students with

special needs understand religious values and apply them according to their respective abilities.

This study makes a new contribution by examining learning strategies tailored to meet the unique needs of students with special needs, thereby creating an adaptive and effective inclusive learning model. This study also identifies challenges and practical solutions that are rarely discussed in previous literature, such as Santia Sari Nurasiah (2023) from Universitas Islam 45 Bekasi, who revealed that PAI learning at SLB Negeri Bekasi Jaya is capable of shaping the character and spirituality of children with intellectual disabilities, even though there are still obstacles in terms of facilities and varied learning methods (Nurasiah, 2023). Harmaini (2025) emphasizes the importance of an inclusive model that facilitates the diverse abilities of children with special needs. Meanwhile, Syukri et al. (2023: 77) highlight the success of Islamic religious education that uses a variety of methods as the main key in adjusting PAI learning to suit the abilities of children with special needs.

Thus, this study offers innovation in the implementation of PAI learning with a focus on adapting strategies and methods for children with special needs at SMK Ma'arif 1 Kebumen. Unlike previous studies, which were generally theoretical or focused on primary education, this study applies a PAI learning model that adapts learning methods and media based on the different abilities and learning styles of each student, making it more effective and meaningful for children with special needs in vocational schools. The implementation of PAI learning involves intensive collaboration between teachers, psychiatrists, and parents, as well as the use of media and supporting technology for personalized and meaningful learning. This model not only increases students' understanding and motivation to learn religion but also provides practical solutions to various challenges faced during inclusive learning, making PAI learning more effective and applicable at SMK Ma'arif 1 Kebumen.

The main objective of this study is to understand and analyze the implementation of Islamic Religious Education (PAI) learning that focuses on students with Special Needs at SMK Ma'arif 1 Kebumen. With another focus, this study explores the planning, strategies, and methods used by PAI

teachers to adapt the material to be more easily understood by students with Special Needs, while evaluating the methods that have been carried out. In addition, this study also seeks to identify and analyze the role of the PAI curriculum in character development for students with special needs, as well as to discover the supporting and inhibiting factors faced by teachers when implementing PAI learning, including ways to overcome these problems. Therefore, this study is expected to provide comprehensive insights into the strategies and support needed for inclusive PAI learning at SMK Ma'arif 1 Kebumen.

### Materials and Methods

This study uses a qualitative approach with a case study method. In this case, the researcher examines the implementation of PAI learning for children with special needs at SMK Ma'arif 1 Kebumen, located at Jl. Kusuma No.75, Gunungmujil, Bumirejo, Kebumen. The data presented consists of documentation, interview results, and descriptive data obtained from the research results (Chamidah, 2017). This study uses a case study method so that the researcher can gain a more comprehensive and contextual understanding of the phenomenon, not only through numerical data, but also through the results obtained from the participants' experiences. The subjects in this study included students with disabilities, classmates of students with disabilities, and PAI teachers at SMK Ma'arif 1 Kebumen. Informants were selected using purposive sampling (deliberately), namely by selecting informants who were considered to be most knowledgeable about the conditions and experiences of children with disabilities at the school. In addition, the principal was also used as an additional informant to obtain more specific data regarding school policies in supporting inclusive education.

The data obtained was processed based on observations, interviews, and documentation at the location. Data analysis was carried out during and after data collection. The data analysis used was data analysis activities, which consisted of determining the focus, compiling research findings, determining data collection objects, creating

interview instruments, and determining data collection objects (Sugiono, 2009). Data analysis was performed using interactive analysis techniques according to Miles, Huberman, and Saldana (2014), which included three stages, namely data condensation, data presentation, and conclusion drawing. Data condensation is carried out by sorting, focusing, and simplifying important information relevant to the research focus. Data presentation is carried out in a descriptive and organized manner to facilitate drawing conclusions and making decisions. Meanwhile, data verification contains conclusions or summaries of findings relevant to the focus and objectives of the research, so it is not just a summary.

To ensure data validity, researchers used source triangulation, which utilizes various sources for comparison, such as interview data from one respondent with another respondent, as well as data from interviews validated with data from observations and documentation (Sukmadinata, 2013). Source triangulation means comparing information obtained from students, teachers, and school officials. Meanwhile, method triangulation combines data from observation, interviews, and documentation. With this method, it is hoped that the research results can provide an accurate picture of the implementation of education for children with special needs at SMK Ma'arif 1 Kebumen.

### Results and Discussion

#### **Result-1** (*Implementation of PAI Learning for Children with Special Needs*)

The implementation of PAI learning at SMK Ma'arif 1 Kebumen was carried out using the principles of method adjustment and assessment flexibility to support the special needs of students with disabilities. Although this school does not have an official inclusive class, PAI teachers still make basic adaptations in the teaching and learning process to ensure that PAI material is clearly conveyed and understood by students with special needs. The implementation of PAI learning depends on a personal approach and also uses supporting facilities brought by students, as seen in the case of Mas Abil (a deaf and mute student). The PAI teacher

actively adjusts the pace of speech and utilizes technology in the form of a verbal interpreter. The student has a friend who also acts as a translator, facilitated by his parents. This statement is reinforced by the results of an interview conducted with one of the PAI teachers at SMK Ma'arif 1 Kebumen, who stated that:

"In Mas Abil case, if I'm not mistaken, his family strongly supported him attending SMK Ma'arif 1 Kebumen. So his family provided Mas Abil with a facility in the form of an application that can translate. So, in class, Mas Abil provided me with a small microphone, and my voice was recorded on his cell phone. He then read the text that appeared on his cell phone according to what I said. This method is not very fast."

"Sometimes, I ask Mas Abil whether my delivery is clear, and if it is unclear, he usually tells me to slow down my delivery."



Figure 1. Interview with PAI teachers

Meanwhile, for students with emotional challenges, such as Mas Alvin, the implementation of PAI learning focuses on an empathetic approach, patience, and the right methods, even allowing students to skip lessons when they are not in a good mood. Conversely, when their emotional state is stable and they are in a good mood, teachers will prompt them with questions as an assessment for students with special needs. This is based on the results of interviews with PAI teachers at SMK Ma'arif 1 Kebumen, who stated that:

"I won't force him to be in a certain mood, but later when he is in the mood, I will keep asking

questions. If he wants to talk, he wants to answer, that's a point for my assessment. And when his emotions are so unstable that I can't control him, then we, the school, will consult a psychiatrist."

### **Result-2** (*PAI Learning Strategies for Children with Special Needs*)

The strategies implemented by PAI teachers for teaching students with special needs focus on an approach that is adaptable and empathetic in supporting the learning process. Moreover, PAI teachers also strive to create learning that is not only informative but also meaningful for each student. They understand that children with special needs have different ways of learning, so the teaching process cannot rely solely on lectures. Teachers adjust their teaching methods and create a classroom atmosphere that makes students feel comfortable and not pressured. As one PAI teacher said:

"For me, usually when the children look uncomfortable or start to get bored, I invite them to do different activities, such as light discussions or games that are still related to the subject matter."



Figure 2. The learning process in the classroom

This approach is not intended to lower learning standards, but rather to ensure that each student can understand the material according to their individual abilities. The teacher also added:

"I use tools such as voice-to-text translation applications for deaf students, and sometimes

communicate through body language or writing on the blackboard.”

In addition, collaboration with parents and guardians is an important effort in ensuring that the learning process runs effectively, as stated by the PAI teacher:

“Whenever there are difficulties, I usually communicate directly with parents or guardians so that we can find solutions together to keep the children motivated to learn.”

When students begin to show even the slightest progress, teachers give them appreciation so that their confidence continues to grow. This is important because some students with special needs often feel afraid of making mistakes or inferior to their peers. In this way, PAI learning not only broadens students' horizons, but also fosters a sense of comfort, confidence, and spiritual meaning within them.

### **Result-3** (*Learning Obstacles in Islamic Education for Children with Special Needs*)

The results of the study show that in the learning process at SMK Ma'arif 1 Kebumen, particularly in PAI subjects, there are several obstacles that need to be addressed. The main obstacles that arise are closely related to teacher competence and the emotional condition of students, which overall affect the smoothness and effectiveness of learning. First, PAI teachers at SMK Ma'arif 1 Kebumen do not have a special educational background or formal training in the psychology of children with special needs. This makes learning less than optimal, and teachers often find it difficult to deal with students' sudden emotional outbursts. The lack of specific competence in child psychology makes teachers feel confused when faced with situations where students do not respond or even disturb their classmates. This condition shows that the limitations of teachers' abilities are a hindering factor in effective and inclusive learning efforts.

Second, students' unstable emotional conditions mean that the learning process does not always run smoothly, and sometimes even stops because it is disrupted by their behavior. Students who

experience behavioral disorders or psychological fatigue can cause interruptions in learning, so that the material presented by the teacher is not optimal. This shows that in addition to challenges from the teacher's side, the psychological condition of students is also a critical factor that needs to be addressed in order to create a conducive learning atmosphere. Therefore, managing students' emotions and paying attention to their psychological condition are aspects that cannot be ignored in learning practices. The PAI teacher at SMK Ma'arif 1 Kebumen said that:

“The obstacle is that I do not have a background in psychiatry, and Mas Alvin has special needs. The obstacle is when he is not in the mood and does not react at all, he just stays silent or even disturbs his friends, and I am confused about what to do.”

### **Discussion-1** (*Implementation of PAI Learning for Children with Special Needs*)

The implementation of Islamic education for children with special needs at SMK Ma'arif 1 Kebumen emphasizes the adaptation of methods and flexibility in assessment, in line with the principles of inclusive education that have been discussed in various previous studies. In inclusive education, Islamic Religious Education (PAI) for Children with Special Needs requires a personalized and responsive approach to the individual needs of students. A study by Azza et al. (2024: 28) confirms that PAI teachers in inclusive schools need to adjust their learning strategies, both in terms of methods and media, to ensure that religious material can be understood by ABK students. This is reflected in the practice at SMK Ma'arif 1 Kebumen, where PAI teachers actively adjust their speaking pace and use assistive technology such as verbal translation applications to support deaf students such as Mas Abil. Family support is also an important factor, as seen in the provision of small microphones and translation applications that allow students to read transcripts of the teacher's speech directly on their devices.

Adjustments to teaching methods are made in accordance with the findings of previous studies. For example, Juwitasari, et al. (2020: 10) in her study at Sekolah Alam Bogor Junior High School stated that the implementation of PAI learning for

students with special needs must continue to observe the basic abilities of students and develop plans tailored to the individual needs of students, assisted by special assistant teachers who adjust the material and teaching methods to be effective for students with special needs. This approach is in line with the strategy applied to students with emotional challenges such as Mas Alvin, where PAI teachers prioritize empathy and patience. When the student's mood is not supportive, the teacher does not force learning, but waits for the right moment to elicit a response through questions, which are then used as the basis for assessment.

The inclusive PAI curriculum, as explained by Hidayattullah, et al. (2023: 559), requires teachers to be highly sensitive to the psychological conditions and cognitive abilities of students with special needs. Teachers are required not only to deliver material verbally, but also to create a conducive learning environment that supports active student participation in accordance with their abilities. This approach emphasizes that the success of PAI learning is not solely measured by academic achievement, but also by the emotional and spiritual involvement of students in the learning process.

Thus, the implementation of PAI learning at SMK Ma'arif 1 Kebumen reflects adaptive and humanistic inclusive education practices, where teachers act as facilitators who understand and appreciate the diversity of students' needs. This approach is not only pedagogically relevant, but also reflects Islamic values that uphold compassion, justice, and respect for each individual.

### **Discussion-2** (*PAI Learning Strategies for Children with Special Needs*)

A learning strategy is a plan systematically developed by educators to achieve desired learning objectives (Arifdd, 2023: 124). This strategy includes various appropriate methods and approaches to ensure that the material taught is well received and understood by students. Success in the learning process is greatly influenced by the strategy used, as it can make it easier for teachers to organize learning activities according to student characteristics and create a conducive and engaging learning environment. With effective learning strategies, students will be more motivated, actively participate, and develop their critical thinking skills,

thereby achieving maximum learning outcomes in line with educational goals.

In teaching Islamic Education to students with special needs, teachers at SMK 1 Maarif use strategies that focus on a tailored and empathetic approach to support the students' learning process. Teachers adjust their teaching methods and create a classroom atmosphere that makes students feel comfortable and not pressured. Moreover, PAI teachers also strive to create learning that is not only informative but also meaningful for each student. They understand that children with special needs have different learning styles, so the teaching process cannot rely solely on lecture methods. This statement is in line with research conducted by Rawati and Putri (2022: 89-100), which states that in PAI learning for children with special needs, the humanistic approach is considered very effective. This approach focuses on the potential, motivation, and freedom of students in learning, which aims to help them understand and appreciate religious values optimally. This is in line with the efforts of PAI teachers who modify teaching activities, for example through light discussions or games, as soon as students show signs of boredom or discomfort. Modifying activities and creating a comfortable atmosphere is also in line with the principles of the curriculum that emphasizes active student involvement.

### **Discussion-3** (*Learning Obstacles in Islamic Education for Children with Special Needs*)

In Indonesia, children who require special attention are often placed in the same school, even in the same class. The aim is to prevent social and educational differences between the two groups. An example of this is SMK Ma'arif 1 Kebumen, which, although not classified as an inclusive schools, it still accepts students with special needs. One of the obstacles experienced by teachers at SMK Ma'arif 1 Kebumen comes from the students themselves. An example is Alvin, a student with special needs who has difficulty controlling his emotions when he feels very angry.

From the results of this study, when compared with the results of Sucia, at al. (2023: 111) research in a journal entitled "Problems and Solutions for Students with Special Needs Who Have Difficulty Adapting to the World of Education," there are

similarities regarding the obstacles experienced during the Islamic Religious Education learning process. The journal states that one of the challenges in the learning process is the condition of children with special needs. These children often experience problems such as emotional disturbances or tantrums. This can hinder the learning process, especially for them. Disturbances in learning among students with special needs can be seen, for example, when they find it difficult to control their emotions in class, refuse to learn, or even disturb and hurt their classmates.

In the teaching and learning process, teachers play an important role, including in Islamic Religious Education (PAI) at SMK Ma'arif 1 Kebumen. Teachers greatly determine learning activities because they are the only source of knowledge. Teachers' teaching abilities greatly determine learning outcomes. Every learning activity has a goal to be achieved, whether it be active teachers, active students, adequate learning methods, or a pleasant learning environment. However, every learning activity inevitably faces different obstacles, especially for students with special needs compared to other students. The obstacles encountered do not only come from the students, but teachers themselves also face their own obstacles. One of the obstacles faced by teachers at SMK Ma'arif 1 Kebumen is the lack of experience in special education or formal training in the psychology of children with special needs.

This is in line with research conducted by Rivai, et al. (2025: 75) in a journal entitled "Inclusive Education in the Context of Islamic Religious Education in Indonesia," which states that there are several obstacles in the process of learning Islamic Religious Education in inclusive schools. One of them is the lack of teachers who have the right skills to support students with special needs. This is a problem because the quality of education does not yet fully meet the expected standards.

The results of this study are also in line with the results of research conducted by Anggun, et al. (2024: 2180) in her journal entitled "Analysis of the Competence of Inclusive School Teachers in Creating an Inclusive Environment Conducive to Learning," which found that teachers feel they do not yet have adequate skills in managing children

with special needs. This is due to their lack of understanding of children with special needs and inclusive schools, which leads to further problems, namely difficulties in the teaching and learning process.

### Conclusions

This study shows that the implementation of Islamic Religious Education (PAI) for Children with Special Needs (ABK) at SMK Ma'arif 1 Kebumen has used an appropriate and humane approach, even though the school is not officially an inclusive school. The implementation of PAI is highly dependent on adjusting methods, flexibility in assessment, and the use of supporting technology to meet the specific needs of students, such as Mas Abil (deaf/speech impaired) and Mas Alvin (emotional problems).

In the learning process, the school applies empathetic and flexible assessment methods and establishes strong cooperation between the school and parents. This is key to the educational success of students with special needs. Teachers play a vital role as guides who can recognize each student's character and adjust their teaching methods accordingly. However, these inclusive efforts still face major challenges, namely teachers who do not have special education or formal training in child psychology for students with special needs, as well as the unstable emotional state of students, which often disrupts the learning process. Overall, although schools demonstrate a high level of commitment and adaptive practices in line with the principles of inclusion, it is important to improve teachers' skills through formal training so that inclusive PAI learning can continue and be optimized.

Recommendations for further research include the need for studies focused on developing and evaluating effective and sustainable professional training models for teachers, particularly those who teach students with special needs without a formal background in special education, in order to improve their classroom competencies, curriculum adaptation, and handling of students' emotions.

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