



The Qur'an Memorisation Learning Model for Children with Hearing and Speech Disabilities: Challenges and Implementable Solutions at Jamhariyah Islamic Boarding School in Yogyakarta

Wirdatul Aliyah¹✉ and Randy Pranarelza²

¹Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

²Pondok Pesantren Jamhariyah, Sleman, Yogyakarta, Indonesia

Email: 121104010013@student.uin-suka.ac.id, r283relza@gmail.com

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ABSTRACT

This study is grounded in the researcher's interest in the instructional models employed by teachers to facilitate Qur'anic memorization for children with hearing and speech impairments. These children commonly face dual limitations, not only in auditory perception but also in verbal communication. The primary objective of this research is to explore the learning model, challenges, and pedagogical solutions implemented in the tahlidz (Qur'anic memorization) program at Pesantren Jamhariyah for students with such disabilities. This research adopts a qualitative descriptive approach, wherein data collection was conducted through observation, interviews, and documentation. The data sources were obtained directly from key informants, including the caretakers of Pesantren Jamhariyah Yogyakarta, tahlidz instructors, and students with hearing and speech impairments. Data analysis involved several stages: data collection, data reduction, data categorization, and drawing conclusions. The validity of the data was ensured through triangulation of sources and techniques. The findings reveal that the Qur'anic memorization model applied at Pesantren Jamhariyah is based on a mastery learning approach. This includes individualized instruction, *setoran* (memorization submission) and *muraja'ah* (revision) strategies, the use of sign language, specifically Arabic Sign Language (ASL), and repetitive techniques. The implementation of this model poses several pedagogical challenges that require targeted solutions from educators. It is anticipated that the results of this study may serve as a valuable reference for educators seeking to implement inclusive Qur'anic memorization instruction.

Keywords: Challenges, Deaf People, Model, Memorising the Qur'an, Solutions.

ABSTRAK

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti terhadap model pembelajaran yang digunakan guru dalam mengajarkan anak disabilitas rungu wicara menghafalkan Al-Qur'an. Padahal sebagian besar anak disabilitas rungu wicara memiliki keterbatasan tidak hanya dalam aspek mendengar, tetapi juga dalam aspek berbicara. Tujuan penelitian ini untuk mengetahui model, tantangan, dan solusi pembelajaran tahlidz Al-Qur'an di Pesantren Jamhariyah bagi anak disabilitas rungu wicara dengan segala keterbatasannya. Jenis

penelitian ini adalah deskriptif kualitatif, yakni proses mengidentifikasi penelitian dilakukan melalui observasi, wawancara, dan dokumentasi. Sumber data diperoleh secara langsung dari informan, yaitu pengasuh Pesantren Jamhariyah Yogyakarta, guru tahlidz, dan anak disabilitas rungu wicara. Adapun teknik analisis data yang digunakan yaitu dengan mengumpulkan data, mereduksi data, mengkategorisasikan data, dan menarik kesimpulan. Keabsahan data dilakukan dengan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa model pembelajaran tahlidz Al-Qur'an bagi anak disabilitas rungu wicara di Pesantren Jamhariyah menggunakan model pembelajaran *mastery learning* yang mana mencakup pendekatan individual, strategi setoran dan muraja'ah, metode isyarat atau *arabic sign language* (ASL), dan teknik pengulangan. Implementasi model pembelajaran tersebut menimbulkan adanya tantangan dan solusi yang harus dihadapi oleh guru. Diharapkan penelitian ini dapat dijadikan sebagai acuan pendidik dalam mengajarkan pembelajaran *tahlidz* Al-Qur'an yang inklusif.

Kata Kunci: Tantangan, Disabilitas Rungu Wicara, Model, Tahlidz Al-Qur'an, Solusi.

INTRODUCTION

Children with special needs are those who exhibit characteristics different from those of non-disabled children in general (Setianto & Risdiani, 2022). One of the differences between non-disabled children and children with disabilities is in terms of hearing, commonly referred to as hearing and speech disabilities. Hearing impairment is a term used to describe children who experience hearing difficulties ranging from mild to severe (Milania & Dahlan, 2021). According to data from the Ministry of Social Affairs of the Republic of Indonesia, approximately 1% of the Indonesian population, or more than 2 million people, experience hearing loss (Suara, 2024). This hearing impairment causes children to have difficulty not only in hearing but also in speaking. This limitation has led many people to assume that children with speech and hearing impairments are incapable of reading the Qur'an, let alone memorising it (Pambudi et al., 2023). This is because memorising the Qur'an is considered more difficult than reading and understanding it (Hamhij, 2023).

The lack of public education about children with disabilities leads to negative assumptions and a tendency to underestimate the abilities of children with speech and hearing disabilities. In fact, Allah has guaranteed ease to anyone who wants to learn and memorise the Qur'an, without discrimination based on a person's background. This is because memorising the Qur'an is not only about preserving its purity but also plays an important role in developing Islamic Religious Education, both formal and non-formal, such as in Islamic boarding schools (Arifin, 2020). One of these important roles concerns the objectives of Islamic Religious Education, namely to create people who are *kaffah* and *ulil albab* (Siregar & Hasibuan, 2024). Therefore, memorising the Qur'an can foster good character, thereby producing a generation with noble character (Nurhayati et al., 2023). This is in line with the results of research conducted by Azizah

and Murniyetti, who stated that memorising the Qur'an can affect the formation of students' religious character (Azizah & Murniyetti, 2023).

However, it cannot be denied that the learning model used by teachers in teaching children with speech and hearing disabilities to memorise the Qur'an differs from that used for children without disabilities (Wardani et al., 2023). Ideally, the learning model used by educators should be tailored to the child's condition to ensure the learning objectives are achieved. Previous literature has focused more on methods of memorising the Qur'an for children with speech and hearing disabilities and learning models for memorising the Qur'an for children without special needs. This research is needed to determine the Qur'an memorisation learning model that can be used by children with speech and hearing disabilities so they can memorise the Qur'an despite their limitations.

Therefore, the researcher is interested in conducting research on the models, challenges, and solutions for learning to memorise the Qur'an for children with speech and hearing disabilities at the Jamhariyah Islamic Boarding School located in Grogolan Hamlet, Umbulmartani, Ngemplak District, Sleman Regency, Yogyakarta. This boarding school is a special facility for children with speech and hearing disabilities who want to memorise the Qur'an. This research is important for determining the models, challenges, and solutions for teaching the Qur'an to children with speech and hearing disabilities, despite their limitations, so that teachers can teach them to memorise the Qur'an. In addition, this research can serve as a reference for educators seeking to develop inclusive the Qur'an memorisation education.

METHODS

This research is a field study with a descriptive qualitative approach. The research was conducted at the Jamhariyah Islamic Boarding School located in Grogolan Hamlet, Umbulmartani, Ngemplak District, Sleman Regency, Special Region of Yogyakarta. The location was chosen because the Jamhariyah Islamic Boarding School accepts only children with speech and hearing disabilities who want to memorise the Qur'an. The research methods used by the researcher were observation, interviews, and documentation. The researcher conducted observations of the Qur'an memorisation learning activities without being directly involved.

Meanwhile, the researcher conducted interviews with the caretakers of the Jamhariyah Islamic Boarding School, two Qur'an memorisation teachers, and two children with speech and hearing disabilities; however, the data obtained through these three methods needed to be examined. The researcher used source triangulation and technique triangulation.

Regarding data analysis, researchers used Miles and Huberman's model, which involves collecting, reducing, presenting, and drawing conclusions (Sugiyono, 2013).

RESULT

1. The Qur'an Memorisation Learning Model for Children with Hearing and Speech Disabilities at Jamhariyah Islamic Boarding School in Yogyakarta

The Qur'an memorisation learning model plays an important role in achieving the predetermined learning objectives. This learning model includes approaches, strategies, methods, and learning techniques that can be adapted to students' conditions. The Qur'an memorisation learning model applied at the Jamhariyah Islamic Boarding School in Yogyakarta is a mastery learning model, which emphasises full mastery of the surah being memorised before children with speech and hearing disabilities continue memorising the next surah. This is as stated by the caretaker and teacher of Qur'an memorisation at the Jamhariyah Islamic Boarding School, who said that if the memorisation of children with speech and hearing disabilities is still considered not to meet the criteria for fluency, then children with speech and hearing disabilities are not allowed to add new memorisation. This model was chosen not only because of the limitations of children with speech and hearing disabilities, but also to ensure that each child does not forget the surahs they have memorised and can maintain their memorisation effectively. The mastery learning model includes approaches, strategies, methods, and techniques.

The Qur'an memorisation for children with speech and hearing disabilities is taught by competent teachers, namely those proficient in sign language and oral language. In their teaching, teachers use an individualised approach that focuses on each child's needs. The teacher uses this approach to understand each child's characteristics, so that, based on each child's abilities, the teacher does not standardise memorisation targets. Based on observations by researchers, when children with speech and hearing disabilities finish reciting their memorisation to the teacher, the teacher nods and allows them to return to their seats as a symbol of success. However, if there are mistakes, the teacher will remind them with a stern expression.

In addition to using the recitation and *muraja'ah* strategies, a method is needed to help children with speech and hearing disabilities memorise the Qur'an. The method used at the Jamhariyah Islamic Boarding School is Arabic Sign Language (ASL), which uses the hands to signal. This method was not developed by the caregivers at the Jamhariyah Islamic Boarding School. However, it was adapted from Arabic-speaking countries, although each country has its own version. The sign language method is used because of the limitations of children with speech and hearing disabilities. As expressed by one of the children with speech and hearing disabilities, he is unable to speak verbally, so he uses sign language to memorise the Qur'an. The technique used in memorising the Qur'an is repetition,

which involves connecting verses and rewriting what has been memorised. This is done to match the memorisation of children with speech and hearing disabilities with the writing of the Qur'an.

2. Challenges Faced by Teachers in Teaching the Qur'an Memorisation to Children with Speech and Hearing Disabilities at the Jamhariyah Islamic Boarding School

Challenges are obstacles in a learning process. There are several challenges in teaching children with speech and hearing disabilities to memorise the Qur'an, including the unique characteristics of each child. This requires teachers to understand each child's characteristics to apply an appropriate learning model. As the caregiver and Qur'an memorisation teacher stated, children with speech and hearing disabilities exhibit distinct characteristics, so teachers cannot apply the same targets to every child. In addition, another challenge is communication and interaction. Even though teachers have sign language skills, this does not guarantee two-way communication. This challenge is also caused by their hearing and speaking limitations, which limit their language enrichment.

The next challenge is a lack of motivation and enthusiasm, which affects each child's achievement of memorisation targets. Therefore, the motivation and enthusiasm of each child need to be fostered through a positive approach, appreciation, and a pleasant learning environment, so that children feel valued for their efforts and motivated to achieve the memorisation targets set. This is as expressed by one of the children with hearing disabilities at the Jamhariyah Islamic Boarding School, who said that motivation is important because he needs motivation when he is not enthusiastic, especially motivation from teachers. Based on this statement, it is clear that motivation is important for children with hearing disabilities to help them be enthusiastic about memorising the Qur'an. However, this is a challenge for teachers because they must always ensure they have a specific method so that children remain enthusiastic about memorising the Qur'an.

3. Solutions Offered to Overcome Challenges in Learning to Memorise the Qur'an for Children with Hearing Disabilities at the Jamhariyah Islamic Boarding School

Solutions are the way out of a problem; without them, problems cannot be fully resolved. Therefore, there are several solutions to overcome the challenges of learning to memorise the Qur'an, including an individual approach. The individual approach involves submitting memorisation to the teacher through a strategy of individual submission and review so that the teacher can identify each student's mistakes. Special training for teachers is also necessary, as stated by the caretaker of the Jamhariyah Islamic Boarding School, who said it is carried out to upgrade and expand their knowledge on how to deal with children with speech and hearing disabilities.

The next solution involves cooperation between children, teachers, and parents or families. This is because the role of teachers in teaching children with speech and hearing disabilities to memorise the Qur'an requires a long process. Therefore, cooperation with parents is needed to support their children's participation in activities at the Islamic boarding school. Even though at the Islamic boarding school, parents do not place the entire responsibility on teachers, they still participate in their children's activities there. As stated by the caretaker of the Jamhariyah Islamic Boarding School, parents support their children's activities at the boarding school and do not relinquish all responsibility to the teachers. This is one solution to overcoming challenges, as good communication and a positive relationship between parents and teachers will have a positive impact on children. Teachers can also gather information about children's characteristics from their parents, and if there are obstacles to learning the Qur'an, teachers and parents will communicate to resolve the issue.

DISCUSSION

The Qur'an memorisation learning model for children with speech and hearing disabilities at the Jamhariyah Islamic Boarding School uses the mastery learning model. Teachers use this model to strengthen children with speech and hearing disabilities' memorisation skills. This is because the learning model requires children to memorise surahs fluently; if they are not yet fluent, they are not allowed to continue memorising other surahs. However, in its application, teachers still adjust to the characteristics and needs of children with speech and hearing disabilities. The mastery learning model in the Qur'an memorisation at the Jamhariyah Islamic Boarding School covers several things, including:

1. Individual Approach

This approach is carried out by teachers focusing on each individual, so that they know each person's characteristics. In this case, the teacher knows that individuals differ in ability, so this is used as a factor in determining memorisation targets. As stated by Rohmalina Wahab in her book, *Psychology of Learning*, if teachers do not use an individual approach to determine learning strategies, the expected learning strategy for children to fully master the material will not be achieved (Wahab, 2015). The individual approach used by teachers in Qur'an memorisation at the Jamhariyah Islamic Boarding School plays an important role in achieving the predetermined learning objectives. This is because, with an individual approach, teachers can identify each child's abilities, so that they do not standardise targets for memorising the Qur'an.

2. Deposit and *Muraja'ah* Strategies

Based on the behaviourist theory proposed by B.F. Skinner emphasises reinforcement, which strengthens something so it can be repeated, and punishment, which weakens something so it is less likely to be repeated (Wahab, 2015). In this case, the deposit strategy supports this theory, with teachers giving positive reinforcement to children with speech and hearing disabilities who successfully memorise and punishing children who are not yet fluent. The reinforcement takes the form of a nod and a thumbs-up, which indicate that the memorisation has been deposited with the teacher and is correct. However, if there are many mistakes during the memorisation process, the teacher will signal for the student to repeat the memorisation and then recite it again to the teacher. The teacher gives this punishment so that children with speech and hearing disabilities do not repeat the same mistake: not being fluent when reciting memorised material. The *muraja'ah* strategy is carried out in several ways, namely *muraja'ah* alone, *muraja'ah* with friends, and *muraja'ah* with the teacher. What distinguishes this strategy from the deposit strategy is the memorisation that is deposited. In the *muraja'ah* strategy, the memorisation deposited is what has already been learned and deposited, so this strategy aims to strengthen memorisation through repetition.

This strategy is similar to the deposit strategy in accordance with behaviourist theory, which reinforces the stimulus (memorised verses) and the response (ability to repeat memorisation). Therefore, the deposit and *muraja'ah* strategies applied to children with speech and hearing disabilities in the memorisation of the Qur'an are closely related to behaviourist theory. This is because the learning process is based on reinforcement and repetition to build consistent, effective learning habits.

3. Sign Language or Arabic Sign Language (ASL) Method

The sign language, or Arabic Sign Language (ASL), method is used by the Qur'an memorisation teachers at the Jamhariyah Islamic Boarding School. This method is carried out by using the hands as tools. This is because children with speech and hearing disabilities have limitations in speaking, making it impossible to use verbal methods. Therefore, children with speech and hearing disabilities use their sense of sight and hand movements in memorising the Qur'an. As stated by Efendi in Putri et al., the role of vision for children with speech and hearing disabilities is not only a means of obtaining visual perception but also a substitute for the auditory sense (Purniasih et al., 2024). Therefore, this sign language method can be used to memorise the Qur'an because it involves movement; the sense needed to imitate these movements is sight.

Although sight plays an important role in memorising the Qur'an for children with speech and hearing disabilities, hand movements as an aid to memorisation are also important. This is because of the limitations of children with speech and hearing disabilities in speaking, so with the help of hand movements, children with speech and hearing disabilities are still able to memorise the Qur'an, even though they use a different method from children without disabilities. This aligns with the multisensory theory, which holds that learning involves the senses (sight and hand movements). However, in this case, hearing is excluded. Therefore, this sign language method is suitable for the characteristics, circumstances, and needs of children with hearing disabilities, making it easier for teachers to teach the Qur'an memorisation and easier for children with speech and hearing disabilities to memorise the Qur'an, despite their limitations.

4. Repetition technique

The repetition technique is carried out in two ways: either by connecting verses or by writing down the verses or surahs that have been memorised. The verse connection technique is used to determine each child's ability level. Meanwhile, the technique of writing down the verses or surahs that have been memorised is used to verify the accuracy of Qur'an memorisation. This is done because children with speech and hearing disabilities memorise the Qur'an by letter rather than by verse. Then, the two techniques are accompanied by error rates or scores obtained to motivate children to be serious about repeating their memorisation. In this case, it is in accordance with Burrhus Frederic Skinner's behaviourist theory of operant conditioning, which states that operant processes (positive and negative reinforcement) can cause behaviour to be repeated or eliminated based on the desire (Wahab, 2015). If children with speech and hearing disabilities achieve good scores, it can motivate them to repeat what they have memorised consistently. Conversely, if children with speech and hearing disabilities receive poor grades, they will try to improve their memorisation to earn better grades.

Based on the above description, it can be seen that the learning model used by teachers to teach memorisation of the Qur'an to children with speech and hearing disabilities is the same as that used for children without disabilities, namely the mastery learning model. This model is not specifically designed for children with speech and hearing disabilities, but it can be implemented for them by adjusting it to their limitations. This is in accordance with Law No. 8 of 2016, Article 5, paragraph 1, which states that persons with disabilities have the right to education. In addition, this is in accordance with Law No. 8 of 2016, Article 10, which states that children with disabilities have the right to quality education at all types, paths, and levels of

education, both inclusive and special ((Undang-Undang Republik Indonesia No. 8 Tahun 2016 Tentang Penyandang Disabilitas, 2016).

Therefore, the implementation of an appropriate learning model can demonstrate that the right to quality education has been realised for children with hearing and speech disabilities. However, teachers face several challenges when teaching memorisation of the Qur'an to children with hearing disabilities at the Jamharyyah Islamic Boarding School. First, differences in the characteristics of each individual, both in terms of intelligence and emotions, are due to language limitations that affect a person's intelligence (Purwowibowo et al., 2019). In addition, the emotions of children with hearing disabilities tend to be unstable. As mentioned by Purwowibowo and Trihartono, children with hearing disabilities have unstable emotions, lack confidence, and are easily suspicious of others (Purwowibowo et al., 2019). Second, communication barriers, because children with speech and hearing disabilities rely more on visual cues, their ability to imitate is also limited, which affects their communication skills. In addition, a person's ability to speak depends on how often they listen (Andreansyah et al., 2024). Therefore, people with hearing impairments also have an impact on their ability to communicate. Third, a lack of motivation and enthusiasm, so teachers need to provide encouragement and special attention to meet predetermined targets. This shows that motivation plays an important role in the success of memorising the Qur'an. Highly motivated children tend to be more consistent and enthusiastic in memorising and repeating what they have memorised. Conversely, children with low motivation will easily get bored and find it difficult to achieve their targets.

Although teaching the Qur'an to children with hearing and speech disabilities poses several challenges, there are also solutions teachers can implement to overcome them. *First*, an individualised approach is taken so that teachers can understand each individual's characteristics. Therefore, an individualised approach is important to overcome the challenges posed by each individual's unique characteristics. This aligns with the principle of inclusive learning. According to the Ministry of Education and Culture, Lubna et al. state that the principle of individualisation emphasises that teachers need to know the initial abilities and characteristics of each child in depth so that, in the teaching and learning process, teachers can treat children according to their characteristics and abilities (Lubna et al., 2021).

Second, special training for teachers. This training is important for increasing teachers' knowledge and skills in sign language and in working with children with hearing disabilities. This is because with specialised training, teachers will know and understand the competencies they must have and can apply them in teaching and learning. As stated in Article 28, paragraph (3), of Government Regulation Number 199 of 2005 concerning National Education Standards, teaching staff competencies include

pedagogical, personality, professional, and social competencies (Peraturan Pemerintah Nomor 199 Tahun 2005 Tentang Standar Nasional Pendidikan, 2005). Therefore, specialised teacher training is one solution that teachers can implement to address challenges when applying the Qur'an memorisation learning model for children with hearing disabilities. If teachers receive special training, they can create an inclusive learning environment (Siallagan, 2024). This is because training can improve teachers' knowledge and skills (Ayu et al., 2021)

The next solution is cooperation between children, teachers, and parents. As in Vygotsky's theory, the Zone of Proximal Development (ZPD) emphasises the role of social interaction in children's cognitive development (Khairani, 2013). Therefore, children need support in their ZPD. In this case, parents and teachers function as scaffolds to help children overcome learning difficulties. Cooperation between parents and teachers is essential for learning to memorise the Qur'an, where teachers serve as scaffolding in Islamic boarding schools with gradual guidance, starting with teachers teaching the *Hijaiyah* alphabet using sign language so that children with speech and hearing disabilities can read, and progressing to memorising the Qur'an. Parents provide scaffolding when their children return home by monitoring their learning at the boarding school and supervising and assisting them in reviewing their memorisation. In addition, parents support their children in memorising the Qur'an by providing hearing aids.

CONCLUSION

The Qur'an memorisation learning model for children with speech and hearing disabilities implemented at the Jamhariyah Islamic Boarding School in Yogyakarta is a mastery learning model that ensures children memorise surahs fluently before moving on to others. The mastery learning model includes an individual approach, deposit and *muraja'ah* strategies, Arabic Sign Language (ASL) methods, and repetition techniques with verse connections and writing down what has been memorised. Teachers face challenges when implementing the Qur'an tahfidz learning model for children with speech and hearing disabilities, including differences in individual characteristics, communication challenges, and a lack of motivation and enthusiasm. However, there are several solutions that teachers can implement to address the challenges of teaching children with speech and hearing disabilities to memorise the Qur'an, including an individualised approach, special teacher training, and cooperation among children, parents, and teachers. Therefore, the results of this study can serve as a reference for similar researchers seeking to delve deeper into the models, challenges, and solutions for teaching children with speech and hearing disabilities to memorise the Qur'an.

DECLARATIONS

Author contribution statement

Wirdatul Aliyah, as the main author, designed the research, collected and analysed the data, and compiled the article manuscript. Prof. Dr Eva Latipah, S.Ag., S.Psi., M.Si., as the supervising lecturer who provided direction and guidance throughout the research process, and Ustadz Randy Pranarelza, who assisted with field data collection.

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Data availability statement

The data supporting the findings of this study are available from the author upon request, but the confidentiality of informants and adherence to research ethics must be respected.

Declaration of interests statement

The author declares that there are no conflicts of interest affecting this research or the writing of this article.

Additional information

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