

 — FAI UNISMUH MAKASSAR —	International Conference on Actual Islamic Studies		
	Vol. 3, No. 1	Agustus 2024	e-ISSN: 2988-7925

Implementation of Islamic Religious Education Learning for Children with Special Needs at SLB Cahaya Bangsa Karawang Regency

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Abstrak

Kata Kunci:

Implementasi;
Pendidikan Agama
Islam; Anak
Berkebutuhan
Khusus; Sekolah
Luar Biasa.

Penelitian ini dilatarbelakangi oleh anak berkebutuhan khusus yang sering kali menghadapi tantangan besar dalam berinteraksi dengan lingkungan sekitarnya. Salah satu tantangan utamanya adalah persepsi masyarakat yang belum sepenuhnya menerima keberadaan mereka. Mereka mengalami diskriminasi, dikucilkan, atau bahkan diabaikan oleh masyarakat. Ketidakmandirian dan kurangnya sopan dalam berinteraksi mungkin merupakan hasil dari kurangnya pemahaman atau kesempatan untuk belajar keterampilan sosial. Ini bisa menjadi akibat dari kurangnya akses terhadap pendidikan yang sesuai atau kurangnya dukungan dari lingkungan sekitar. Langkah pertama dalam mengubah situasi ini adalah dengan meningkatkan pemahaman dan kesadaran masyarakat tentang kebutuhan anak berkebutuhan khusus. Ini bisa dilakukan melalui pendidikan di sekolah luar biasa terutama Pendidikan Agama Islam. Supaya anak mempunyai bekal ilmu agama dan mempunyai akhlak yang baik. Tujuan penelitian ini untuk menganalisis bagaimana perencanaan pembelajaran pendidikan agama Islam pada anak berkebutuhan khusus, untuk menganalisis bagaimana metode pembelajaran pendidikan agama Islam pada anak berkebutuhan khusus dan untuk menganalisis apa saja kendala yang dihadapi dalam pembelajaran Pendidikan Agama Islam di SLB Cahaya Bangsa. Metode penelitian menggunakan pendekatan deskripsi kualitatif studi kasus. Data dikumpulkan melalui observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa perencanaan pembelajaran Pendidikan Agama Islam sesuai dengan arahan dari kepala sekolah dan untuk metode menggunakan demonstrasi dan pembiasaan terutama pada materi-materi praktek ibadah. Penelitian ini dapat disimpulkan bahwa kendala yang dihadapi dalam pembelajaran Pendidikan Agama Islam belum adanya guru khusus Pendidikan Agama

Islam dari pendidikan guru luar biasa, kurangnya bahan ajar, dan kurangnya sarana dan prasarana yang belum memadai.

Abstract

Keywords:

Implementation;
Islamic Religious
Education; Children
with Special Needs;
Special School.

This research is motivated by children with special needs who often face great challenges in interacting with their surrounding environment. One of the main challenges is the perception of society which has not fully accepted their existence. They experience discrimination, ostracism, or even neglect by society. Independence and lack of politeness in interactions may be the result of a lack of understanding or opportunity to learn social skills. This could be the result of a lack of access to appropriate education or a lack of support from the surrounding environment. The first step in changing this situation is to increase public understanding and awareness of the needs of children with special needs. This can be done through education in special schools, especially Islamic Religious Education. So that children have the knowledge of religion and have good morals. The aim of this research is to analyze how Islamic Religious Education learning is planned for children with special needs, to analyze how Islamic religious education learning methods are used for children with special needs and to analyze what obstacles are faced in learning Islamic Religious Education at SLB Cahaya Bangsa. The research method uses a case study qualitative description approach. Data was collected through observation, interviews and documentation. The results of this research show that the Islamic religious education learning planning is in accordance with the direction of the school principal and the method uses demonstration and familiarization, especially regarding religious practice materials. This research can be concluded that the obstacles faced in learning Islamic Religious Education are the absence of special teachers for Islamic Religious Education from special teacher education, a lack of teaching materials, and a lack of inadequate facilities and infrastructure.

INTRODUCTION

In general, what we know is that humans are born under normal circumstances. But in fact, humans are born, there are those who are in a state of deficiency in one of their limbs that does not function. Where we must accept this fact as our gratitude to God

that has created humans with all their advantages and disadvantages. Humans who are born with a lack of one of the limbs that do not function such as can not see, cannot hear, cannot speak, the child can be called a child with special needs. Where these children must be really specially educated. It is different from other normal children.

Educating children with special needs is not young. Sometimes not all public schools accept children with special needs. Therefore, parents must be more active in finding schools for their children's future. Special schools for children with special needs are often referred to by the name of extraordinary schools. Although rare and long distances but at least the child should go to school by getting a proper education. No matter how far the distance traveled for the good of children in terms of education is not a problem for parents who care about their children. But not all parents can send their children to school, because of limited costs and parents may not want to take care of it. For parents whose economy is middle to upper, it will certainly provide the best for their children. But for middle-to-lower parents to eat less. Especially for the cost of Education. They thought twice.

However, the government has fairly and wisely sought the creation of educational programs specifically for all Indonesian children who have limitations or special needs, as stipulated in Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities Article 10 which states that students with special needs have the right to get quality educational services of all types, pathways, and levels of education (Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities, n.d.).

Children with special needs are the same as other normal children, have the same right to get proper education. according to Law No.20 of 2003 article 32. Article 32 paragraph 1 affirms the right for children with special needs (diffabel) to obtain extraordinary special education reads: "*Special education is education for students who have a level of difficulty in following the learning process due to physical, mental, social abnormalities, or have the potential for intelligence and special talents*" (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003).

The education given to children with special needs is different from normal children. This difference is not in the material but in terms of breadth and development of Islamic Religious Education material that is adjusted to the child's ability. People with disabilities are not easy to be educated in Islamic Religious Education Lessons because of their shortcomings and weaknesses in capturing Islamic religious lessons and behavior that is different from normal children in general. So that the curriculum provided by the Special School is a regular school curriculum (national curriculum) that is modified (improvised) according to the stage of development of children with special needs by considering their characteristics (characteristics) and level of intelligence.

Religious education in schools, not only in madrassas or Islamic boarding

schools but also in public schools or schools with special needs, is very important to foster and perfect the personality development of students, because religious education trains students to perform religious rituals, namely religious practices that connect humans with the Almighty. Because those worship practices will bring the soul of a student to his God. The more often students perform worship, the more rooted the faith of belief and the closer a child's heart is to God. In addition to practicing respect, students must also practice

behavior management and manners with parents and classmates. Because Islamic education is a means, process, activity, commitment or direction that is carried out and planned consciously for the formation and orientation of the personality of learners in accordance with Islamic goals and principles (Nisa & Susandi, 2021).

SLB Cahaya Bangsa was originally established in 2018 as one of the special educational institutions for students with disabilities in Batujaya District. The school was built from non-governmental organizations in the local area and there has been no assistance from the local government office. For the educational background, the teachers are not from special education and they are volunteers. Classroom teaching and learning activities for one teacher, one class for all the disabled. From the results of this observation, it can be concluded that the existence of teachers who are not from extraordinary

education allows many obstacles that will be faced by these teachers. Especially in dealing with children with special needs is different from children in general, where the teacher must also know how to teach Islamic Religious Education subjects from the learning process and what methods will be used in teaching these subjects.

Islamic Religious Education is one of the fields of study that focuses on efforts in guidance, activities, training, habituation and teaching to children to increase confidence, understanding, appreciation and practice of Islamic teachings in everyday life. Therefore, Islamic religious learning for children with special needs is not given normally like the teaching of children in general, but is also carried out specifically according to the characteristics and needs of the child. We know that teaching Islam to children with special needs is not as easy as teaching learning materials to normal children in general. A teacher is required to have more abilities in terms of understanding the characteristics of children, deepening various teaching methods to their application in the teaching and learning process in the classroom. This requires extra power and work from a teacher and several supporting facilities to conduct learning so that the material taught can be transferred and received by children properly.

RESEARCH METHODS

This research model includes a type of qualitative research, where research objects and studies are carried out directly in the field in order to analyze learning activities at SLB Cahaya Bangsa, especially in the Implementation of Islamic Religious Education Learning for Children with Special Needs. The subjects in this study who became the source of the data were PAI teachers, principals and other teachers. Data collection techniques used in this study are observation, interviews, and documentation in seeking valid data acquisition to support research needs.

Data analysis techniques used by researchers are data reduction techniques, data presentation, and conclusion drawing and data verification. The data analysis used in this study is descriptive qualitative, where the data collected is in the form of words, images and not numbers. The results of the research report will contain excerpts of data derived from observations, interview manuscripts, field notes, photos, and other important documents to illustrate the presentation of the report. It then uses triangulation in determining the validity of the data. This study aims to obtain data related to the description of the implementation and learning constraints of Islamic Religious Education for Children with Needs in children with special needs at SLB Cahaya Bangsa Karawang Regency.

RESULTS AND DISCUSSION

According to Arinda Firdianti in a book entitled "Implementation of School-Based Management", implementation can simply be interpreted as implementation or application (Firdianti, 2018). Implementation is an application of an idea or plan that was made well in advance. Implementation is also an activity that has been planned well in advance to achieve goals (Damayanti, 2021). Based on this description, it can be concluded that implementation is the implementation of a good plan to achieve certain goals.

Learning is an activity that can increase knowledge that was originally unknown to know, which initially already knew to know more broadly, where the knowledge will grow if we follow learning, not only learning at school but anywhere anytime if knowledge is good for someone then it can be called learning (Tsalsabila, 2022).

Islamic Religious Education is an educational program that seeks to instill Islamic values through the process of education and coaching so that students have the ability to understand and practice Islamic teachings in everyday life (Umar & Ismail, 2020). Islamic religious education is an effort to make students able to learn Islamic teachings to be able to practice Islamic teachings in everyday life.

The purpose of religious education is also the direction of religious education in the context of nation building and the development of

Indonesian people as a whole. Religious education will bring and deliver and nurture students to become good Indonesian citizens and at the same time religious people (Jaya, 2019). Islamic Religious Education is one aspect of Islamic teachings as a whole, because the purpose of Islamic Education is inseparable from the purpose of human life in Islam, which is to create individuals of servants of Allah SWT who always fear Him and can achieve a happy life in the world and hereafter (Efendi Limbong et al., 2022).

Children with special needs (Heward) are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Children with special needs are children who have their own uniqueness in their types and characteristics, which distinguishes them from normal children in general (Fitriyah & Wijayanti, 2020).

Children with special needs have a broader understanding compared to children with special needs. They are individuals who have different needs from children in general. These needs can be physical, emotional, social, or other developmental aspects that require modification in the educational environment (Fakhiratunnisa et al., 2022). The differences found in children with special needs also affect them in obtaining education. Education is one of the efforts made for children with special needs to at least reach maturity in themselves. Children with special

needs are children whose education requires specific services and is different from children in general (Fakhiratunnisa et al., 2022).

Various types of children with special needs have terms that suit their conditions, both those originating from birth and due to impaired growth and development. In accordance with Permendiknas Number 70 of 2009 inclusive students For students who have disabilities and have the potential for intelligence and / or special talents, that students who have physical, emotional, mental abnormalities, or have the potential for intelligence and / or special talents are: blind, deaf, speech impaired, mentally impaired, mentally impaired, hearing impaired, learning difficulties, slow learning, autistic, have motor impairments, Being a victim of drug abuse, illegal drugs and other addictive substances, Have other disorders, double tuna (Fitriyah & Wijayanti, 2020).

Hearing impediment is a general term used to describe hearing loss. We must point out that the use of this term alludes to some individuals who are deaf and hard of hearing because the word disorder implies deprivation. Hearing sensitivity loss refers to a specific aspect of hearing loss, and is usually described as ranging in severity from mild to very severe. The term deaf is often overused and misunderstood, and can be applied inappropriately to describe many types of hearing loss (Mirnawati, 2020). Deaf children are

children who have hearing loss, they lose their hearing both from part of their hearing and all of their hearing which results in their hearing no longer having functional value in everyday life, due to damage or malfunction of part or all of the hearing apparatus so that they experience obstacles in language development. They need guidance and special education in order to achieve a decent inner and outer life (Hadi, 2017).

Autism itself is often interpreted as a developmental disorder, especially occurring in childhood which is characterized by a person's inability to hold social interactions with his environment and as if living in his own world (Andriyani & Amalia, 2021). Hyperactive children are children who differ in behavior that is not the same as their peers, from hyperactive behavior can also be detrimental to themselves. Hyperactive children tend to be children who cannot be silent and often disturb their friends at school (Simatupang, Dorlince & Ningrum, 2020).

In line with the cases that occur in the field. Where the first case is a hyperactive child who does not want to be silent, likes to run around or pacing back and forth even though the learning process is being carried out in class. This makes it difficult for teachers when the teaching and learning process takes place. In addition, children also like to climb tables or chairs, hyperactive children always do not want to participate in learning, like to disturb their friends (Islamiah et al., 2023).

Islamic Religious Education Learning Planning

Learning planning is a thought or preparation to carry out teaching tasks / learning activities by applying learning principles and through learning steps, planning itself, implementation and assessment, in order to achieve predetermined learning objectives (Jaya, 2020). Learning planning serves to assist teachers in achieving targets or objectives (Zendrato & Lase, 2022).

Learning planning is a complex and not simple process. The planning process requires careful thinking, so it will serve as a guide in achieving learning objectives (Putrianingsih et al., 2021). Learning planning makes it very easy to help teachers to carry out teaching and learning activities that will be carried out. In addition, the existence of this learning plan serves to be an evaluation material for teachers to perfect the planning they want to make next (Lase, 2020).

Planning is very important for teachers because if there is no good planning, not only students are directed in the learning process but teachers will also be controlled and can have wrong goals in the learning process developed to students.

The learning process of Islamic Religious Education Learning aims to maximize the understanding of children with special needs towards Islamic Religious Education learning, therefore several appropriate steps are needed, namely by making a learning plan. This learning plan is important to make in

order to map the achievements that will be aimed at in the learning process. In the preparation of lesson planning, teachers can find out the needs of children and the suitability of the conditions of children and parents at home so that the understanding of Islamic Religious Education learning can be well understood by children with special needs.

Planning for the implementation of Islamic Religious Education learning at SLB Cahaya Bangsa is carried out once a week, namely on Fridays. All children with special needs perform duha prayers in congregation. After that read iqro or the Quran according to the child's ability. The material taught is according to the curriculum from the Ministry of Education and Culture. Learning planning is made to make it easier for teachers to teach. Before teaching, SLB Cahaya Bangsa teachers make Learning Implementation Plans (RPP), syllabus, evaluations, annual programs and semester programs, all of which have been approved by the principal according to the curriculum used.

Learning Methods of Islamic Religious Education for Children with Special Needs

Teachers in teaching Islamic Religious Education lessons use a variety of teaching methods in addition to lectures, questions and answers and discussions and are assisted by using learning media and other tools that support better delivery of material (Assilmi & Setiawan, 2022). Teachers

are actually required to always use various learning methods. This is intended so that students do not get bored quickly with the material presented. If the teacher can choose and is able to use it correctly and correctly, then quickly arrive at the learning objectives. Therefore, applying the right learning method can affect the achievement of success in the learning process (Siregar, 2023).

The learning method is a way or path taken that is appropriate and harmonious to present something so that an effective and efficient learning goal will be achieved as expected.

The methods applied by teachers, especially in Islamic Religious Education learning when the process of teaching and learning activities are good, starting from the preparation of learning tools and the use of interesting methods such as showing pictures, practices, demonstrations and other methods in accordance with the material and individual methods where children are accompanied to understand the material one by one so that they can focus children and make it easier for students to understand the material that has been delivered by the teacher.

In order for deaf students to have the habit of reading prayers, every day before starting learning activities the teacher must direct to read prayers first, then the teacher pays attention to the preparation of learning students and guides them with the material to be learned in order to instill faith and devotion to Allah SWT in the school

environment, family and wider community (Isroani, 2019). Likewise, in SLB Cahaya Bangsa The habituation method is carried out every before and after learning, always getting used to praying so that what has been learned is easily understood by students.

The demonstration method is the implementation or application of a way of teaching by practicing or demonstrating the course of a certain process using tools or objects with notes clarifying a material learned and carried out by a teacher or student (Muttaqin, 2021). The method used for learning Islamic Religious Education depends on the needs of children and teachers must also measure children's abilities first. For example, for a deaf child using sign language using two hands. For hyperactive Autistic children before teaching the teacher's intentions must be good. Because children with this condition are more sensitive to their feelings. Therefore, teachers before teaching must be sincere and happy. For the method used by coloring while advising the child, so that what is heard by the child can enter his memory.

Obstacles in Learning Islamic Religious Education for Children with Special Needs

As for the obstacles in learning Islamic Religious Education for children with special needs felt by teachers and principals "so far there is only one obstacle that cannot be found a solution because this obstacle is in the form of inadequate facilities and

infrastructure so that teachers in teaching Islamic religious education learning are less than optimal. However, the headmaster continued to try to get infrastructure assistance from the government. For obstacles in the form of a lack of teachers with a background in Special Teacher Education at SLB Cahaya Bangsa, the principal gave advice to teachers to participate in equalization, and until now the teacher is undergoing a special lecture on Extraordinary Teacher Education. In order to teach children with special needs can be even more optimal and understand how to teach children with special needs. Then if obstacles are found in Islamic Religious Education learning planning, solutions are immediately sought, for example by gradually improving RPP which will provide different methods or ways of delivering Islamic Religious Education material to children with special needs according to the needs of the child."

The obstacles faced in the implementation of Islamic Religious Education learning and the solution are "when teaching deaf children who are rather difficult to explain, the solution is to explain gradually using sign language and previously teachers have learned at home several sign languages first using certain applications". In this case, of course, teachers must also master sign language so that learning can be carried out effectively because Islamic Religious Education teachers concurrently serve as class teachers.

For special needs teacher training for Islamic Religious Education teachers from the service is rare, and information also rarely reaches schools

because of the long distance. But for the community there are for these trainings, but the constraints are not yet in the school budget.

CONCLUSION

The implementation of Islamic Religious Education learning is the implementation of educational learning that teaches religious calm to be used in everyday life, not only about worship but about children's polite behavior, also taught in Islamic religious education learning. Children with special needs are children who are different from other normal children such as having physical, emotional, mental abnormalities, or having potential intelligence and / or special talents.

Planning Islamic Religious Education learning by a teacher in order to carry out effective learning in the classroom. Teachers always compile learning plans in advance guided by the principal and the inputs are adjusted to the school curriculum and in its implementation teachers always try to implement it in the learning process to the maximum. Learning planning for Islamic religious education in the form of lesson plans, syllabus, evaluation, prota and promissory notes.

The learning method used by teachers is the demonstration and habituation method, so that children are accustomed to good things to be carried out every day such as worship. The obstacle in learning Islamic religious education is the lack of adequate facilities and infrastructure. And for teachers who do not have a background in extraordinary teacher education, it is recommended to study again for equalization, not only that so that the teacher has maximum teaching provisions.

Researchers understand that this study still has many shortcomings, so researchers expect a lot of input to further refine this study. This kind of research hopefully can be a reference in other schools to conduct research with various things that can be utilized in every potential educational institution to be developed so that it becomes a reference that can be adopted or improved in the implementation of education around Islamic Religious Education for Children with Special Needs.

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