



The Effectiveness of the Repetitive Talqin Method in Recognizing Hijaiyah Letters for Children with Autism

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Received: 13-7-2026

Revised: 01-08-2026

Accepted: 23-09-2026

KEYWORDS

Effectiveness; Talqin Method; Hijaiyah Letter Recognition; Autism Spectrum Disorder; Inclusive Education

ABSTRACT

This study was motivated by the increasing prevalence of autism and the need for an Al-Qur'an learning method that is compatible with the learning characteristics of children with Autism Spectrum Disorder (ASD). The Talqin method was selected because it emphasizes repetition and direct modeling as its core instructional principles. This study aimed to examine the effectiveness of the Talqin method in improving the recognition of Hijaiyah letters among children with ASD at the An-Najwa Learning and Rehabilitation Center, Tegal, and to identify the supporting and inhibiting factors affecting its implementation. A mixed-methods approach with a convergent parallel design was employed. The research participants consisted of children with ASD, teachers/therapists, and the head of the foundation. Data were collected through observations, interviews, questionnaires, and documentation. Quantitative data were analyzed using descriptive statistics with JASP software, while qualitative data were analyzed using the Miles and Huberman model. The findings indicate that the Talqin method was highly effective, with a mean score of **27.73** for Variable X (Very Effective) and **24.13** for Variable Y (Very Good). The primary supporting factors included teacher competence, consistent instructional routines, parental support, and the flexibility of the method. The major inhibiting factors comprised the characteristics of autism, limited facilities, managerial challenges, and the social environment. This study also developed five practical implementation models: a standardized Talqin instructional procedure, learning environment modification, integrated teacher training, parent collaboration, and individualized evaluation. Accordingly, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected. The effectiveness of the Talqin method was further supported by a conducive learning ecosystem.

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Introduction

Autism Spectrum Disorder (ASD) is one of the neurodevelopmental disorders that continues to receive considerable attention in the field of global health. According to the Centers for Disease Control and Prevention (CDC) in 2022, the prevalence of ASD is estimated at 1 in 44 children. This increase reflects not only the growing incidence of ASD but also improvements in public awareness and diagnostic capabilities. ASD is characterized by impairments in social communication and social interaction, accompanied by repetitive behaviors and restricted interests. These characteristics require children with ASD to receive instructional strategies that are structured, systematic, and consistently reinforced through repetition and reinforcement. In the context of Islamic religious education, these characteristics present particular challenges because learning to recognize Hijaiyah letters

requires visual, auditory, attentional, imitative, and short-term memory skills, which are often limited among children with ASD (Julaiha et al., 2024).

From a constitutional perspective, Article 31(1) of the 1945 Constitution of the Republic of Indonesia guarantees every citizen the right to education without discrimination. Likewise, Islamic teachings emphasize the equality of all human beings, with piety being the only distinguishing criterion before Allah SWT, as stated in Surah Al-Hujurat (49:13). This verse affirms that every individual, including children with special needs, possesses equal human dignity before Allah and therefore has the right to receive meaningful and equitable access to Islamic religious education.

Special education plays a strategic role in providing equitable educational opportunities for children with special needs, including those with ASD (Elseos et al., 2025). For children with ASD, instructional media are essential in facilitating comprehension of learning materials, enabling them to experience educational opportunities comparable to those of typically developing children (Muspiarman, 2025). Qur'anic learning for children with ASD focuses on developing reading skills while simultaneously fulfilling their spiritual rights and fostering religious character (Umam et al., 2025). Consequently, instructional strategies should accommodate the learning characteristics of children with ASD by providing simple, consistent, and sequential instruction supported by repetitive learning activities. Teachers are therefore required to implement adaptive instructional approaches that enable learning materials to be delivered according to each learner's individual abilities.

One promising approach to Qur'anic instruction is the Talqin method. This method emphasizes direct instruction in which the teacher recites the material and students imitate it repeatedly (Ruswandi et al., 2023). Such repetitive and intensive instructional patterns are consistent with findings from autism intervention research. Ahmad Sahnan (2026) reported that the Talaqqi method is implemented by providing direct recitation models from the teacher followed by repeated individualized guidance. Overall, this approach enhances students' engagement, concentration, and self-confidence while simultaneously improving their ability to recognize Hijaiyah letters and refine their Qur'anic recitation (Ahmad Sahnan et al., 2026).

Maryanti, Rinawati, and Maryanto (2026) found that the Picture Exchange Communication System (PECS) significantly improved the ability of students with ASD to read Hijaiyah letters. The mean pre-test score increased from 80.87 to 83.12 after the implementation of PECS, with a significance value of Sig. (2-tailed) = 0.02 < 0.05, indicating a statistically significant effect (Maryanti, 2026). Similarly, Fatimah (2026) demonstrated that implementing the Inclusive Fiqh paradigm effectively addressed cognitive barriers, enabling students with ASD to perform obligatory religious practices while strengthening their spiritual resilience (Fatimah et al., 2026). Furthermore, Raharja et al. (2025) reported that Islamic Religious Education (IRE) skill-based learning contributed to the development of emotional intelligence among children with ASD through various activities, including Islamic arts and crafts (collage and calligraphy), worship practices such as ablution (wudu), prayer (salat), collective supplication (du'a), and visual learning activities. Indicators of emotional intelligence included self-regulation, self-awareness, self-motivation, empathy, and social skills. Their findings highlighted the importance of strengthening skill-based Islamic Religious Education strategies to promote emotional development among students with ASD.

The An-Najwa Learning and Rehabilitation Center in Pangkah, Tegal, is a specialized institution dedicated to serving children with special needs, including those with ASD. The institution aims to equip children with essential life skills while providing Islamic religious education. One of its educational programs focuses on the recognition of Hijaiyah letters. However, the effectiveness of the instructional methods employed, particularly the Talqin method, has not yet been comprehensively investigated.

Accordingly, this study aims to: (1) examine the effectiveness of the Talqin method in improving Hijaiyah letter recognition among children with ASD, and (2) identify and describe the supporting and inhibiting factors influencing its implementation. The findings are expected to contribute to the advancement of Qur'anic instructional methods for children with special needs and provide a reference for future research in this field.

Although previous studies have demonstrated the effectiveness of various instructional methods in improving the ability of children with ASD to read and recognize Hijaiyah letters,

most have primarily focused on quantitative learning outcomes or evaluated the effectiveness of a single instructional approach. Studies integrating both quantitative and qualitative analyses to explain the effectiveness of the Talqin method, its implementation process, supporting and inhibiting factors, and instructional practices in educational and rehabilitation settings for children with ASD remain limited. Moreover, research examining the implementation of the Talqin method in learning and rehabilitation centers as non-formal educational institutions for children with ASD has rarely been reported in the existing literature.

Based on these research gaps, this study offers three principal contributions. First, it employs a mixed-methods approach with a convergent parallel design, enabling the integration of quantitative findings regarding the effectiveness of the Talqin method with qualitative insights into its implementation in authentic educational settings. Second, the study not only evaluates children's achievement in recognizing Hijaiyah letters but also comprehensively identifies the supporting and inhibiting factors affecting the successful implementation of the Talqin method for children with ASD. Third, it proposes a practical implementation model of the Talqin method consisting of standardized instructional procedures, learning environment modifications, teacher competency enhancement, parent-teacher collaboration, and individualized evaluation. These findings provide practical recommendations for inclusive educational institutions and rehabilitation centers implementing Qur'anic instruction for children with special needs.

Research Method

This study employed a descriptive research design using a mixed-methods approach with a convergent parallel design. Mixed-methods research integrates quantitative and qualitative research procedures and techniques within a single study. This approach enables researchers to explore the experiences and perceptions of educators, therapists, and parents in depth through direct interaction, observations, and questionnaires (Creswell, Jhon W. & Cresswell, 2018).

The study was designed to examine the effectiveness of the Talqin method in improving the recognition of Hijaiyah letters among children with Autism Spectrum Disorder (ASD) while providing a comprehensive understanding of its implementation process in instructional settings (Ruswandi et al., 2023). Therefore, a mixed-methods approach with a convergent parallel design was adopted, allowing quantitative and qualitative data to be collected simultaneously, analyzed independently, and subsequently integrated during the interpretation stage (Creswell, Jhon W. & Cresswell, 2018). This approach enabled the researchers to obtain a more comprehensive understanding of the effectiveness of the Talqin method and to identify the factors influencing its successful implementation based on the experiences of teachers, therapists, the foundation director, and parents.

The study was conducted at the An-Najwa Learning and Rehabilitation Center, located on Jalan Cemara, Gang Kalitarung, Talok, Pangkah District, Tegal Regency, Indonesia, from February to April of the 2025/2026 academic year. The research participants consisted of children with ASD, teachers/therapists, and the foundation director who were directly involved in teaching Hijaiyah letters using the Talqin method. The research variables included the effectiveness of the Talqin method (Variable X), recognition of Hijaiyah letters (Variable Y), and the supporting and inhibiting factors affecting its implementation.

Data were collected through moderate participant observation, closed-ended questionnaires using a four-point Likert scale, semi-structured interviews, and documentation. A total of 19 respondents participated in the study, including teachers, school principals or vice principals, students, and parents or guardians. The trustworthiness of the qualitative data was established through methodological and source triangulation, member checking, and an audit trail.

Quantitative data were analyzed using descriptive statistics with the assistance of JASP software, whereas qualitative data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing/verification.

The quantitative and qualitative findings were integrated through triangulation during the interpretation phase to identify the relationships among the effectiveness of the Talqin

method, instructional implementation characteristics, and the supporting and inhibiting factors identified throughout the study (Ridma Diana et al., 2026). The synthesis of both datasets served as the basis for developing a practical implementation model of the Talqin method, including standardized instructional procedures, learning environment modifications, teacher competency enhancement, parent collaboration, and individualized evaluation (Pratama et al., 2021). Consequently, this study not only provides empirical evidence regarding the effectiveness of the Talqin method but also offers practical recommendations that can be implemented in Qur'anic learning programs for children with ASD across various educational and rehabilitation institutions.

Results

1. Overview of the Research Site

The An-Najwa Learning and Rehabilitation Center is an educational and therapeutic institution for children with special needs under the auspices of the An-Najwa Madani Foundation, Tegal, Indonesia. It is located at Tazkia Housing Complex, Jalan Beringin RT 03/RW 06 No. 70, Grobog Kulon Village, Pangkah District, Tegal Regency. The institution was established in response to the limited availability of educational facilities specifically dedicated to children with special needs by adopting an integrative approach that combines academic education, rehabilitation, and Islamic religious guidance. Its vision is *"To develop a generation characterized by shiddiq (truthfulness), amanah (trustworthiness), tabligh (communicativeness), and fathonah (wisdom and intelligence)."* The institution serves a total population of 47 students, supported by 8 teachers and 5 therapists. Among these, eight children with Autism Spectrum Disorder (ASD) participated as direct observation subjects in this study.

2. Implementation of the Talqin Method

The implementation of the Talqin method at the An-Najwa Learning and Rehabilitation Center follows a structured and repetitive instructional procedure. A standard Talqin session consists of four sequential stages. The first stage is *murojaah* (review), during which previously learned Hijaiyah letters are revisited at the beginning of each session. The second stage is *talaqqi* (teacher modeling), in which the teacher introduces new Hijaiyah letters through clear pronunciation repeated at least five times using varied intonation. The third stage is *musyafahah* (student imitation), where the child directly imitates the teacher's pronunciation with intervals of approximately 1–3 minutes between repetitions. The final stage consists of *takrir* (repetition) and evaluation, during which the child independently repeats the pronunciation of the Hijaiyah letters without teacher assistance.

Talqin sessions are conducted every morning after the congregational Fajr (Subuh) prayer, with a duration of 5–20 minutes per child, depending on each child's condition and responsiveness. Environmental modifications, such as using partitioned desks, are implemented to help children maintain their attention and concentration. When children lose focus or experience tantrums, teachers respond by allowing emotional expression, providing affectionate physical reassurance, and applying a supportive emotional approach rather than coercive instruction.

3. Learning Performance of Children with Autism Spectrum Disorder

Observations were conducted involving six children with Autism Spectrum Disorder, aged 5 to 16 years. The findings revealed that five of the six children (83.3%) were categorized as "frequently" demonstrating attentive behavior toward the teacher and accurately imitating the teacher's pronunciation. These findings indicate that imitation skills, which constitute the primary foundation of the Talqin method, were generally well developed despite variations in individual consistency.

The case of Ataya, a five-year-old participant, demonstrated that the Talqin method effectively fostered passive imitation skills (responding to teacher instructions) while also encouraging the emergence of spontaneous verbal communication. Ataya was observed independently repeating the teacher's pronunciation without prompting. According to parental reports, the child also demonstrated visual discrimination skills by successfully recognizing Hijaiyah letters, distinguishing visually similar letters, and memorizing Juz 30 of the Qur'an.

4. Supporting and Inhibiting Factors

Four major factors contributed to the effectiveness of the Talqin method. First, teacher competence and dedication played a crucial role, with all 15 respondents (100%) indicating "Strongly Agree" that implementing the Talqin method requires exceptional patience. Second, consistent instructional routines were maintained through fixed schedules (every morning after the Fajr prayer), standardized instructional procedures (*murojaah-talaqqi-musyafahah-takrir*), and continuous evaluation using daily learning records. Third, parental support and collaboration were facilitated through regular communication and reinforcement of learning activities at home. Finally, the flexibility and adaptability of the Talqin method enabled teachers to adjust instructional strategies according to each child's individual responses and learning needs.

Several challenges were also identified during implementation. These included the inherent characteristics of children with ASD, such as rapidly changing moods, limited attention spans, tantrums, and occasional toileting accidents. Additional barriers involved limited educational facilities and visual learning media, with 66.7% of respondents agreeing that the Talqin method would be more effective when supported by visual instructional materials. Managerial challenges included variations in students' abilities, high parental expectations, and the risk of student withdrawal from the program. Furthermore, the home environment, particularly distractions caused by digital devices and social media, also affected learning continuity.

5. Quantitative Analysis of the Effectiveness of the Talqin Method

Descriptive statistical analysis indicated that the mean score for Variable X (Talqin Method) was 27.73 out of a maximum possible score of 32, placing it within the Very Effective category (score range: 27–32). This result was supported by a minimum score of 24 (Effective), a maximum score of 31 (Very Effective), and a standard deviation of 2.576, indicating relatively low variability among respondents' responses and a strong level of consensus.

The mean score for Variable Y (Hijaiyah Letter Recognition) was 24.13 out of a maximum score of 28, corresponding to the Very Good category (score range: 24–28). The minimum score was 21 (Good), while the maximum score reached 27 (Very Good), indicating the absence of negative evaluations. Furthermore, the average score for supporting factors was 14.07 out of 16, categorized as High, whereas the average score for inhibiting factors was 9.533 out of 20, categorized as Low.

A comparison among respondent groups revealed that teachers assigned slightly higher ratings (Variable X = 28.13; Variable Y = 24.50) than the other respondent groups (Variable X = 27.29; Variable Y = 23.71). However, the differences were less than one point, indicating a consistently positive perception of the effectiveness of the Talqin method across all respondent groups.

Discussion

The findings of this study demonstrate that the Talqin method is effective in improving Hijaiyah letter recognition among children with Autism Spectrum Disorder (ASD), as evidenced by mutually reinforcing quantitative and qualitative findings. The effectiveness of the Talqin method was evaluated across six dimensions of Variable X: (1) ease of implementation (mean score = 3.60); (2) instructional structure (3.73); (3) repetition (3.67); (4) children's responses (3.53); (5) the teacher's role (1.13, reverse-coded scale); and (6) time requirements (2.33). All five effectiveness indicators established in the theoretical framework—improvement in receptive and expressive abilities, achievement of individualized learning objectives, behavioral stability and positive responses, learning generalization and retention, and reduced instructional assistance—were successfully achieved.

The findings of this study reinforce those reported by (Khamaruddin et al., 2021), who found that the level of participants' Qur'anic memorization achievement varied according to their interests, learning abilities, and hearing capacities. These findings suggest that individualized instructional approaches are essential for optimizing Qur'anic learning outcomes among children with diverse developmental characteristics. Similarly, (Hussin et al., 2023) argued that Islamic education for children with Autism Spectrum Disorder (ASD) can be

effectively implemented through the *Talaqqi wa Musyafahah* model, which emphasizes direct correction and intensive guidance. Their study further highlighted that the emotional bond established between teachers and learners is a prerequisite for effective knowledge transfer. Furthermore, the present findings are consistent with those of (Khasanah et al., 2024), who emphasized the importance of compassionate and emotionally supportive instructional approaches in teaching children with special needs. The convergence of these findings indicates that the effectiveness of the Talqin method depends not only on repetitive instructional practices but also on individualized guidance, positive teacher–student interactions, and a supportive learning environment that accommodates the unique characteristics of children with ASD.

The successful implementation of the Talqin method at the An-Najwa Learning and Rehabilitation Center was supported by the application of its four principal instructional functions: direct modeling, repetition-based reinforcement, individualized instruction, and direct correction. These findings indicate that the Talqin method, which integrates repetitive, structured, and individualized instructional approaches, is effective in teaching Hijaiyah letters to children with ASD. Quantitative findings revealed that the mean score for Variable X (Talqin Method) reached 27.73 out of 32, corresponding to the Very Effective category, while Variable Y (Hijaiyah Letter Recognition) obtained a mean score of 24.13 out of 28, categorized as Very Good. Qualitative findings further supported these results, demonstrating that 83.3% of the observed children exhibited strong imitation skills, were able to distinguish visually similar Hijaiyah letters, had memorized Juz 30, and displayed calmer behavior and stronger learning motivation that extended beyond the classroom into the home environment.

Several factors contributed to the successful implementation of the Talqin method, including teacher competence and dedication, consistent instructional routines, active parental support and collaboration, and the flexibility of the instructional approach in accommodating individual learning needs. Conversely, implementation was challenged by the intrinsic characteristics of children with ASD, limited instructional facilities and visual learning media, managerial issues, and the home social environment. Quantitatively, the inhibiting factors obtained a mean score of 9.533 out of 20, which falls within the Low category, indicating that these challenges were effectively managed and did not substantially reduce the overall effectiveness of the Talqin method.

This study also generated five practical implementation models that may serve as references for similar educational institutions: (1) a standardized Talqin instructional procedure, (2) learning environment modification, (3) integrated teacher training, (4) parent–teacher collaboration, and (5) individualized evaluation. Accordingly, the alternative hypothesis (H_1) was accepted, whereas the null hypothesis (H_0) was rejected. The effectiveness of the Talqin method was supported by a conducive learning ecosystem characterized by dedicated teachers, consistent instructional routines, strong parental collaboration, and instructional flexibility.

Future studies are recommended to conduct longitudinal investigations, comparative studies involving other instructional approaches such as Applied Behavior Analysis (ABA) and Visual–Auditory–Kinesthetic–Tactile (VAKT), multi-institutional research with larger samples, investigations of moderating variables such as ASD severity and age at intervention, integration of the Talqin method with educational technology, and broader applications of the method to other aspects of Qur'anic learning, including the memorization of additional *juz* and *tajwid* instruction.

The findings further indicate that the effectiveness of the Talqin method is closely associated with its emphasis on repetition, direct modeling, and immediate feedback, all of which align with the learning characteristics of children with ASD. Children with ASD generally require structured, consistent, and repetitive instruction to facilitate information processing and long-term memory retention. Accordingly, the sequential stages of *murojaah*, *talaqqi*, *musyafahah*, and *takrir* provide a systematic learning experience that enables children to recognize, remember, and accurately pronounce Hijaiyah letters progressively. This effectiveness is reflected in the high mean effectiveness score (27.73) and the Very Good category achieved for Hijaiyah letter recognition (24.13).

From a theoretical perspective, these findings are consistent with the concept of

observational learning, which positions the teacher as the primary model in the learning process. Through the Talqin method, learners receive accurate pronunciation models from the teacher and repeatedly imitate them while receiving immediate corrective feedback (Lisa et al., 2022). This process strengthens consistent learning behaviors and accommodates the characteristics of children with ASD, who generally comprehend information more effectively through concrete demonstrations than abstract explanations. Therefore, the effectiveness of the Talqin method lies in the repeated direct interaction between teacher and learner, which facilitates individualized learning.

The present findings also support the study by Makhful (2025), which reported substantial improvements in students' motivation and learning interest through the Shahibul Qur'an (SQ) method, an interactive instructional approach emphasizing talaqqi (direct instruction), repetition, and immediate feedback. The effectiveness of the SQ method was reflected in improvements in makhraj (articulation), sifat al-huruf (phonetic characteristics of Arabic letters), and accurate recitation achieved through repeated practice (Lisa et al., 2022). These findings suggest that improving Hijaiyah letter reading among children with ASD requires not only repeated instruction but also strong learner motivation and adherence to correct tajwid principles. (Suhartono et al., 2025) demonstrated that religious value-based instructional approaches positively influence behavioral development through dialogue, habituation, and spiritual reinforcement. Such approaches position teachers not merely as instructors but also as mentors who establish meaningful religious and emotional relationships with learners. These principles are highly consistent with the implementation of the Talqin method in Qur'anic instruction for children with ASD. The Talqin method emphasizes direct demonstration, consistent repetition, intensive guidance, and positive reinforcement throughout the learning process. Its effectiveness depends on learners' ability to imitate Hijaiyah letter pronunciation, the quality of teacher-student interactions, a supportive learning environment, and the continuous internalization of spiritual values.

Beyond demonstrating improvements in learning outcomes, this study provides a broader contribution by explaining the practical implementation of the Talqin method and identifying the factors that facilitate or hinder its effectiveness. The findings indicate that teacher competence, consistent instructional routines, parent-teacher collaboration, and instructional flexibility tailored to each child's individual needs are the primary determinants of successful implementation (Suhartono et al., 2025). These results suggest that the effectiveness of an instructional method cannot be separated from the quality of the learning ecosystem in which it is implemented. Although the Talqin method follows relatively simple instructional procedures, its successful implementation requires teachers to establish emotional relationships with learners, understand individual learner characteristics, and create a supportive learning environment (Pratama, 2023).

In addition to its empirical contribution to the development of Qur'anic instructional methods for children with ASD, this study also offers important practical implications for inclusive educational institutions and rehabilitation centers. The five implementation models proposed—standardized Talqin procedures, learning environment modification, integrated teacher training, parent-teacher collaboration, and individualized evaluation—provide a systematic framework for implementing Qur'anic instruction for children with special needs. These models demonstrate that successful Qur'anic education depends not only on the selection of an appropriate instructional method but also on the synergy among educators, families, the learning environment, and continuous evaluation (Nisa et al., 2024).

Conclusion

The implementation of the Talqin method in Qur'anic learning at the An-Najwa Learning and Rehabilitation Center, Pangkah, Tegal, was found to be effective in improving Hijaiyah letter recognition among children with Autism Spectrum Disorder (ASD). Its effectiveness was supported by a systematic instructional sequence consisting of *murojaah* (review), *talaqqi* (teacher modeling), *musyafahah* (student imitation), and *takrir* (repetition), which enhanced the children's imitation skills, concentration, and pronunciation accuracy of Hijaiyah letters. The successful implementation of the method was influenced by teachers' competence, instructional consistency, parent-teacher collaboration, and teachers' ability to adapt

instruction to each child's individual characteristics. Nevertheless, the characteristics of children with ASD, limited instructional media, and learning environment constraints remained significant challenges in its implementation.

The findings of this study contribute to the growing body of knowledge on Qur'anic education for children with ASD by demonstrating that the effectiveness of the Talqin method depends not only on repetitive recitation but also on an adaptive learning environment and close collaboration between teachers and parents. The implementation model developed in this study may serve as a practical reference for inclusive educational institutions and rehabilitation centers in designing more systematic and learner-centered Qur'anic instruction for children with special needs. Future research is recommended to validate this implementation model with larger and more diverse samples and to compare its effectiveness with other Qur'anic instructional methods.

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