

Character Development through Akidah and Tauhid for Grade 5 Tunagrahita Students at SLB B-C Bagaskara Sragen

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Abstract

This research aims to find out the process of instilling faith and tawhid in the character education of grade 5 students with disabilities at SLB B-C Bagaskara Sragen and identify the inhibiting and supporting factors in the process. This research uses descriptive qualitative methods, with data collection through observation, interviews, and documentation, and data analysis with data reduction, data presentation, and verification techniques. The results showed that the process of instilling faith and monotheism went well, with cooperation between schools and parents in providing an understanding of the pillars of faith and the pillars of Islam, as well as the habituation of qouliyah and amaliyah worship on thoharoh material (especially ablution) and prayer. The formal and informal education environment also supports the cultivation of faith and tawhid, thus developing the potential of each student. Supporting factors include motivation, role models, mentor teachers, and the environment, while inhibiting factors include forgetfulness, not mastering the material, boredom, and lack of concentration. Based on these findings, it is recommended that schools prepare more teachers who are specific in the field of religion, provide adequate classrooms, and parents and teachers are more patient and continue to motivate children with disabilities to keep their enthusiasm in learning.

Keywords: Cultivation of Akidah and Tauhid, Character Education, Tunagrahita

INTRODUCTION

Education, as defined in the Law of the Republic of Indonesia No. 20 Year 2003 on the National Education System, article 1, is a conscious and planned effort to create a learning environment and learning process that enables learners to actively develop their potential. The goal is for them to have religious spiritual strength, self-recognition, personality, intelligence, noble character, and skills needed for themselves, the community, nation, and state. However, there are currently challenges in instilling spiritual values, particularly akidah and tawhid, especially for students with special needs such as the mentally disabled.

Indonesian Muslim society is currently showing a worrying trend, namely the inability to accept the reality of aging, modesty, and morality in the face of death. In this millennium era, modernisation and contemporary culture dominate, so young people are faced with various challenges. The term "today's children" has become popular, reflecting concerns about moral degradation. Factors that influence students' moral development come not only from the home environment, but also from the community, school, and social interaction (Bafadhol, 2017). Islam comes as a solution by offering a concept of life based on the principles of Akidah and Tauhid. Akidah and Tauhid instil solid character, attitude, and identity for Muslims. Muslim individuals apply their understanding and commitment through self-control, morality, vision, and behaviour in everyday life (Takdir dkk., 2021).

Allah SWT teaches a view of life centred on monotheism, as the main foundation in living life. The values of monotheism must be instilled early in children through education at home, school and society. Education is a fundamental right for every human being, because humans are born with physical and mental limitations, but have the potential to learn and develop.(Marimba, 1992)

In this regard, every nation has a shared responsibility to uphold compassionate education in Islam for all children, including children with special needs, given the increasing standard of living in Indonesia today. Equality of rights in obtaining quality education is also reflected in Allah's words in the Qur'an Surah Al-Hujurat: 13.

This shows that Allah never changes His will. Although Allah may want someone to be the most pious in His sight-that is, the one who honours Him the most-that individual may still experience suffering and hardship, both physical and mental. This is also a reminder for us to behave well towards our "fellow man".(Suparno, 2008)

In general, children with special needs are those who have unique characteristics and traits that distinguish them from other children. This means that the focus of this learning is more on children, especially those who fall into the category of children with disabilities or disorders. In fostering students, SLB Bagaskara has

implemented a life skills development programme. As explained earlier, this can be a model for student character. Therefore, students do not have any traits or potentials, but have interesting traits or morals. Students in this school consist of 94 children with special needs who are divided into two groups, namely deaf and tunagrahita. However, in this study the researcher used deaf children, which is a group of adolescents who have a low IQ (IQ below a certain level). The reason researchers chose this type of special needs child is because they have special needs that are internal and external in nature.(Delphie, 2012)

Sebagaimana hasil pra lapangan yang peneliti temukan pada tanggal 5 Agustus 2022, disekolah ini tidak ada guru PAI khusus namun pembelajaran agama diajarkan dari setiap guru pembimbing kelas, karena diperlukannya strategi yang tepat dalam penanaman akidah dan tauhid pada anak tunagrahita, yaitu dengan pembiasaan, pembelajaran, pemberian nasehat, serta memberikan contoh keteladanan. Sehingga Keteladanan yang baik dapat membangkitkan keinginan seseorang untuk meniru dan mengikuti, baik dalam ucapan maupun perbuatan yang positif. Dalam hal ini merupakan suatu amaliyah yang penting dan berkesan bagi penanaman akidah dan tauhid dalam kehidupan sehari-hari.(Ar-Rahmad, 2006)

As the pre-field results that researchers found on 5 August 2022, in this school there is no special PAI teacher but religious learning is taught from each class supervising teacher, because the right strategy is needed in instilling faith and tawhid in children with disabilities, namely by habituation, learning, giving advice, and providing exemplary examples. So that a good example can arouse a person's desire to imitate and follow, both in speech and positive actions. In this case it is an important and memorable amaliyah for the cultivation of faith and tawhid in everyday life.(Syarifah dkk., 2023)

METODE

In this study, the descriptive qualitative method was applied. (Sugiyon, 2021) the central activity throughout the research cycle was the writing of "field notes". In the data collection process, researchers used three stages, namely observation, interviews, and documentation. So as to get clear data in the development of character education based on faith and tawhid which is centred on grade 5 students with disabilities at SLB B-C Bagaskara Sragen. While data analysis by applying data reduction, presentation and verification.(Moleong, 2015) With this comprehensive methodology, this research is expected to provide a clear and in-depth picture of the cultivation of faith and tawhid in the character development of tunagrahita students at SLB B-C Bagaskara Sragen.

RESULT AND DISCUSSION

1. The values of faith and tawhid in character education for Grade 5 Tunagrahita children at SLB B-C Bagaskara Sragen

According to the Vice Principal, the values of faith and tawhid are the main components in developing students' character education, especially for those with special needs. The importance of building character for these students cannot be ignored. The opportunities given to students and teachers to increase their faith and devotion to God Almighty enable them to understand and live their lessons, act effectively, live in harmony with society, and find their identity through active, creative, effective and responsive participation.

In conclusion, the values of faith and monotheism have been applied to students both inside and outside the classroom. Although this school does not have a special Islamic Religious Education (PAI) teacher, every teacher always integrates elements of Islamic religious education in the teaching and learning process, so that these values can be embedded in students. However, there are some students who do not fully understand, for example when asked about prayer or its laws, (Meria, 2015)

The learning process for grade 5 tunagrahita students at SLB B-C Bagaskara Sragen must be tailored to the needs of each individual. One of the indicators of success in education is the importance of the teacher designing a mature learning plan beforehand. In terms of instilling the values of faith and monotheism to students with special needs at SLB B-C Bagaskara Sragen, religious learning in the classroom includes methods of instilling Islamic religious education values that are suitable for their special needs, especially for grade 5 students, such as:

a. Introducing the pillars of Islam and the pillars of faith

Grade 5 students in SLB B-C Bagaskara Sragen little by little they memorise and while remembering the various pillars of Islam and the pillars of faith using the singing method. Adjusting the lyrics with the correct intonation, then the teacher practices the song by mentioning one by one the various pillars of Islam and the pillars of faith so that students feel comfortable and enjoy so that students can remember simply by learning in class like that. They sympathise with the activities carried out by the teachers. Provide them with appropriate learning materials to improve their skills. To confirm their understanding, they use their teachers' nods or short words. The teacher also invites students to relate it to their daily lives. Students are actively invited to express their experiences in daily life related to the material being taught. One by one to express their experiences, such as the 2nd pillar of Islam (prayer), how often students pray.

When given questions about how many pillars of Islam there are, what are the

most important parts of the pillars of Islam that we must carry out every day. Some students answer correctly, but some still need guidance given the limitations of students.

b. Prayer 5 times

Prayer is one of the topics in Islamic religious education that forms students to strengthen faith and piety to Allah SWT, especially in Fiqh subjects. Fiqh material is an important part of Islamic education that emphasises teaching about the laws of worship that are well structured, especially in terms of understanding and practicing Islamic principles in everyday life.

Based on the interview with the principal, the researcher observed that teachers adopt various approaches in teaching Grade 5 students with disabilities. One of the methods observed was the teaching of the hijaiyyah letters, the pillars of faith, the pillars of Islam, as well as prayer and ablution procedures. The researcher observed that not all grade 5 students with disabilities were able to receive learning directly. Some students showed difficulty in grasping learning materials due to their mental condition. Therefore, they need direct guidance and examples from the teacher.

Basically, students with disabilities need special guidance in understanding prayer materials and ablution procedures, which are often delivered through practical methods. Teachers provide understanding to students first, with the hope that they can develop their potential optimally and can adapt to the environment dynamically and constructively.

Firstly, the teacher asked the students whether prayer is obligatory and how many times a day it should be done. Then, one by one, students enthusiastically answered the questions according to their own understanding and experience. Some Grade 5 students already have knowledge about prayer and an understanding that prayer is an obligation that must be done in daily life.

Each student has a unique character, which is influenced by the surrounding environment, including the school and home environment. The interview results show that when returning home, parents always accustom children to pray and read Iqro'. Collaboration between parents and schools in educating children enables the growth and development of children with great potential in character education.

c. The procedure for wudhu

Ablution is an essential requirement for the acceptance of mahdhah worship such as prayer. Therefore, it is important to teach ablution to children from an early age. In the learning process, teachers need to explain and show examples of ablution procedures so that students can understand and follow well what has been taught.

In applying learning to children with disabilities, patience, sincerity, and

dedication are required given their characteristics and impairments. (Martiningrum, 2015). The observation results in this study show this. Before starting the lesson on ablution, the teacher reviews the previous learning material by asking some related questions. After the students are able to answer the questions well and understand the material, the teacher then starts the core discussion about ablution.(Martiningrum, 2015)

The teacher starts the lesson by asking the students if ablution is obligatory, to explore their knowledge about ablution. After that, the teacher explains the material gradually so that students can understand it well. The teacher explains the pillars and sunnah of wudhu, then continues with an explanation of things that can invalidate wudhu. Some students may be quick in understanding the material, while others may need more time, so the teacher needs to repeat the explanation several times to ensure all students understand the material well.

In determining the method here, the teacher lists the type of practical method, which is in the form of a description of how the steps of the method will be carried out. the teacher determines several learning methods, namely:

- Students practice mentioning the order of ablution
- The teacher conducts a question and answer session with students.
- Students practice ablutionSiswa berlatih menyebutkan urutan berwudhu

This is done for habituation and planting by means of material that is always repeated in everyday life so that students remember and can be applied when they are at home. (Mangunsong, 2009) With the obstacles that students have, some of them are able to perform ablution when they want to pray at home, it's just that it's not in accordance with the pillars, some of them wash the members of ablution imperfectly such as washing the face only partially washed, then when washing the hands do not reach the elbow. For this reason, they need supervision by parents.

Religious knowledge for human beings is one of the two forces capable of transforming one's life. The Qur'an and Sunnah both emphasise the importance of faith and monotheism for a select group of Muslims. It contributes to the improvement of human quality in all its aspects, including worship, morals, spirituality and social life. Thought and physical endeavours can be used to realise the will of Allah in a way that is mutually beneficial to the individual and society.

Compared to that, the verbalistic introduction to the students is only limited to the introduction of the creed and tawhid that has been applied, not touching the values that are instilled substantially. This is due to several factors:

- 1) Aqidah is a simple, abstract, and difficult concept to explain to the public, especially the younger generation of Tunagrahita.

- 2) Children with special needs are not able to think abstractly, so the use of tawhid reasoning such as divinity must be in accordance with their ability to make decisions arbitrarily.
- 3) Students' attention span and memory need to be trained and sharpened because it is difficult for students to understand the lessons.
- 4) Teachers still need innovation in teaching and learning activities for students.

The results of interviews conducted by researchers show the importance of the social role in instilling aqidah and tawhid in children with special needs. Thus, students and teachers in schools can better understand themselves and provide effective advice to them on how to provide appropriate guidance. The importance of aqidah and tauhid for children with special needs, as well as other typical children, should be highlighted as the basis of a happy life. Therefore, teachers and others have a very important role in the development of character education in students.

Based on the results of observations related to students' beliefs in themselves in habits such as praying 5 times in everyday life which provides a good result for parents and schools. With the implementation of character education based on faith and tawhid carried out by the teacher, namely inviting students, modelling students, and guiding students in instilling the values of faith so that students become individuals who have good character.

According to Zakaria Stapa, creed or faith is something that is bound tightly and firmly in the soul, so it is impossible to unravel or separate. Akidah plays a very important role in human life. The strength or weakness of a person's faith depends on his belief in Allah SWT. The term properly refers to a process or experience that occurs at a spiritual level within a person, which is so profound that it is able to fully control the individual's consciousness, desires, and feelings (Stapa, 1999).

From the explanation above, it includes the teaching of faith, belief and confidence in the soul of each individual. Given the different conditions and characters of students. Teaching and providing material to students the teacher cannot impose, the teacher always sees the condition of the students in the classroom, gives the theory and then students apply it when they go home, such as the 5 daily prayers.

2. Teaching and Learning Process of Grade 5 Tunagrahita Students at SLB B-C Bagaskara Sragen

Islamic religious education for students with disabilities is only educative. They cannot be compared with students in general. One of the negative impacts of learning Islamic religion at school is that students are aware of the existence of religion, the laws that must be applied in daily life, and the obligations in the religion such as five daily

prayers and good behaviour towards fellow students, teachers, and the community. They lack motivation to carry out these duties. Therefore, students with disabilities tend to be less interested in learning more about Islamic education.

Based on the researcher's interview with Mrs IM before the teaching process, Mrs IM always accustoms children to pray before and after learning so that they can receive learning with their own beliefs.

Here, teachers use a variety of methods in the learning process, including demonstration and lecture methods. As stated by Arief in his book on the introduction to the science and methodology of Islamic education, the demonstration method involves role-playing to explain a concept or show students how a learning process functions (Efendi, 2006). On the other hand, the lecture method is used when teachers give explanations to students. Based on the learning experience, students with disabilities tend to be calm and relaxed throughout the class. (Djamarah, 2010). Therefore, the learning process is accompanied by the use of teaching aids to facilitate students' understanding and attract their attention.

It can be noted that the methods used by teachers in delivering Islamic religious education materials involve the use of several methods in the learning process:

a. Lecture method

The lecture method can be referred to as a form of teaching to tell, which is a way of delivering or presenting learning materials by means of an intermediary in the form of sound, or oral. This method focuses on the teacher explaining to students to listen to what the teacher says when explaining the material. (Suparno, 2008).

b. Demonstration method

One such teaching technique is to encourage students to pay attention by having them scrutinise the work they are doing. Therefore, the demonstration method is very important as a means of teaching both in terms of form and content. This method is useful for presenting material such as the two creeds, highlighting prophetic attributes.

c. Practical Method

Practical method is a learning approach where students engage in hands-on practice activities to improve their assertiveness or skills according to what has been learnt. Some learning materials use practical methods to help students understand the methods and movements involved in the learning process.

d. Question and answer method

This method is very important in the learning process, so that students are active not passive, so that students always ask questions if they don't understand

what the teacher has explained.

e. Assignment method

Giving assignments is one of the methods in the teaching and learning process where students are given questions to do. The purpose of giving this assignment is so that the teacher can evaluate the extent of students' understanding of the learning material taught every day. (Smart, 2016).

f. Drill Method

The drill method is used to improve students' dexterity and skills on the material studied. This method provides opportunities for students to practice certain skills based on explanations from the teacher. Drill involves repeated repetition of the same concept or activity. This repetition aims for students to be able to respond to the subject matter that has been delivered by the teacher and remember it well (Efendi, 2006).

g. Method of thickening letters

This method of thickening letters is usually used by teachers in training student focus, because of the mental limitations of students in capturing a lesson, usually this method of thickening letters is needed in training students, such as thickening hijaiyyah letters, thickening animal pictures, and so on.

h. Habituation method

Habituation in education is a method that involves "cultivating habits" in which individuals perform the same actions repeatedly and diligently so that they are formed and difficult to forget (Wafi & Saifulloh, 2019).

Based on the analysis of the findings above, the methods used in the implementation of teaching and learning here vary greatly. To convey Islamic teachings, a special approach is needed so that the desired goals can be achieved.

In learning here, teachers do their best to make teaching successful. One of the key success factors is the way the material is delivered or the teacher's teaching strategy. As done by teachers at SLB B-C Bagaskara Sragen, they use the strategy of love. This means that teachers cannot teach students with disabilities in a harsh way if students do not understand. Teachers must be more patient and painstaking in explaining the material presented.

The researcher observed that the mentor teacher or homeroom teacher always starts the lesson with an explanation and writes the material on the blackboard. After the students record the material in their books, the teacher then re-explains the material using the lecture method and sometimes involves questions and answers with the students. This learning process also occurs in other classes. In some specific materials, practical methods such as ablution and prayer are also used. However, in

learning Islamic Religious Education (PAI) here, the practical method is only applied to a limited extent because students are difficult to condition in the classroom.

From the explanation above, learning and materials taught to children with special needs are not much different from the materials taught by ordinary teachers. However, the difference is that Mrs IM provides Islamic Religious Education (PAI) material by focusing on the basics. Mrs IM wants to familiarise children with the pillars of faith and the pillars of Islam, as well as singing hijaiyyah letters.

Researchers also conducted interviews with parents about how parents provide understanding and support their children's learning process at home. Based on these interviews, parents always accompany their children while studying and provide full support to them.

The conclusion from the interviews with parents of students with disabilities is that parents use an approach that includes providing motivation, assistance needed, and creating a supportive environment to foster self-confidence in their children.

Muslim teachers' limited ability to explain to their students that religion exists in this world is considered illogical. This is because the purpose of Islamic education for Muslim students is not only to teach them to recognise that there are religions in the world. They realise that there is a higher power in this world, namely Allah, the One True God. (Purwanta, 2015). They also realise that in order to succeed in society, they must behave well towards every individual who has noble morals.

When students return home, they are guided by their parents. Children's character will develop slowly from their surroundings and environment, including at home. Students learn at school and apply it at home. Although they need special guidance, it is important to never give up in supporting the child's development. Motivation from both children and parents is very important to be given to students with disabilities in daily life, to increase students' enthusiasm in the learning process and their mental development.

The cultivation of faith and tawhid in overall character building, based on the results of the study, it can be concluded that grade 5 students in SLB B-C Bagaskara Sragen have religious beliefs, which provide motivation in their lives. Through the self-development program and the practice of worship and behaviour in daily life, students are accustomed to developing character based on faith and tawhid.

In this context, parents, teachers and students contribute to realising the balance of human relationships with God, self, fellow humans and the environment. Through education provided at school and at home, students can develop into individuals who have characters based on faith and tawhid, so that they have confidence in religion.

3. Inhibiting and Supporting Factors in Character Development through Akidah and Tauhid for Grade 5 Tunagrahita Students at SLB B-C Bagaskara Sragen

a. Inhibiting factors

1) Based on the results of interviews that have been conducted at SLB B-C Bagaskara Sragen, the researcher can conclude that the inhibiting factors in the cultivation of faith and tawhid in Grade 5 Tunagrahita Children at SLB B-C Bagaskara Sragen are as follows:

2) Forgetfulness

Learners who have problems in learning but in general, students with disabilities have abilities below the average. One of the prominent problems in the education of SLB B-C Bagaskara Sragen is the problem of mental capacity. Often they feel worried about the lessons that have just been taught, so often the teacher criticises the lessons that have been taught.

Grade 5 tunagrahita students at SLB B-C Bagaskara Sragen also experience difficulties in the material as seen from the results of observations that have been completed with the decline in students' writing abilities which are directly related to their writing skills. Students are very difficult in understanding and applying the material that has been taught

3) Feeling bored

Easily changeable taste As students feel bored and bored, it causes friends around them to feel that way too. Concentration is very clear when the teaching and learning process is taking place.

4) Lack of student concentration

Communication is the most important aspect of learning. It is important to note the poor communication skills of students at SLB B-C Bagaskara Sragen, who often do not understand what the teacher wants to explain. Therefore, in order for students to understand, teachers must always review the material.

From the explanation above, it is clear that the educational problems of students with disabilities are caused by several factors that are cognitive in nature.

Note the relative size between an ordinary child and a child with a disability below. This causes students to be irritable, clumsy, erratic concentration, and reluctant to absorb material. But in this case, caregivers of the mentally challenged are not just helpless children; they also have academic skills that the mentally challenged have, including: dressing appropriately, maintaining hygiene, eating, and swimming. Faktor pendukung

Based on the results of interviews that have been conducted at SLB B-C

Bagaskara Sragen, all the efforts given have been tried as well as possible, the researcher can conclude that the supporting factors in the pattern of instilling faith and tawhid in Grade 5 Tunagrahita Children at SLB B-C Bagaskara Sragen are as follows:

1) Motivation

A motivation given to students is very good influence on 5th grade tunagrahita students in SLB B-C Bagaskara Sragen, especially the motivation of students themselves, parents, families, and school teachers. Therefore, with the existence of motivation, especially to be able to help in developing potential, talent, so that the spirit of life. So that they can receive education and teaching in accordance with the vision and mission of the educational institution they occupy.

2) Exemplary

Apart from motivation, the example instilled by the school to students is also the most important thing for students in the process of fostering and instilling the values of faith and tawhid in 5th grade students at SLB B-C Bagaskara Sragen so as to achieve a set of beliefs or feelings that are believed to be an identity that gives a special pattern to patterns of thinking, feeling and behaviour.

3) Mentor Teacher

In the supporting factors here, the supervising teacher is also very influential, which functions as an educator, teacher, mentor, motivator, and a good role model for his students. The mentor teacher makes a full effort in understanding the characteristics of his students, especially 5th grade students with tunagrahita in SLB B-C Bagaskara Sragen. Different characteristics both in attitude and in capturing material, some of them are fast and some are slow in receiving material.

4) Environment

The environmental side is also included in the supporting factors, as the environment here is the initial formation in education that provides motivation for students to develop. Socially tunagrahita children can adapt to the surrounding environment. This is due to social, emotional factors which include feelings of fear. Therefore, the environment is very influential in developing talents, abilities, and life for people with disabilities in the family and community environment.

CONCLUSION

Based on research on character development through faith and tawhid for grade 5 students at SLB B-C Bagaskara Sragen, it can be concluded that the process of instilling faith and tawhid is going well. The school collaborates with parents to provide students with an understanding of the pillars of faith and the pillars of Islam, as well as familiarising worship practices such as ablution and prayer. The formal

and informal education environment supports the cultivation of the values of faith and tawhid, so that students can develop their potential according to their respective abilities.

This research found that there are several obstacles in fostering the character of students with disabilities, such as limitations in learning, forgetfulness, often not mastering the material, feeling bored, and lack of concentration which makes it difficult for them to achieve optimal development. Nevertheless, the support from teachers, parents, and the surrounding environment that provides encouragement and motivation constantly helps foster the talents, abilities, and faith of students with disabilities in their character building process.

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