

THE URGENCY OF USING INFORMATION TECHNOLOGY AS A MEDIUM OF LEARNING ISLAMIC RELIGIOUS EDUCATION FOR STUDENTS WITH SPECIAL NEEDS IN THE DIGITAL ERA

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Abstract

This research aims to explore data and information about Information Technology used as a learning medium for Islamic Religious Education for Learners with Special Needs. In this digital era, information technology has developed rapidly and become an inseparable part of human life. This development also opens up new opportunities in the world of education, including in learning Islamic Religious Education (PAI) for students with special needs. This research uses a descriptive qualitative method with a Library Research approach. Data collection is done by taking data from various related literature. From the results of the study, it can be concluded that the utilisation of information technology can be applied in learning Islamic Religious Education for students with special needs. Although the application of information technology in learning Islamic Religious Education has challenges and benefits. In terms of challenges, the utilisation of information technology in learning Islamic Religious Education for students with special needs in the digital era has the following challenges First, limited access to information technology in some areas. Second, the lack of training for PAI teachers in using information technology. Third, the content of information technology-based Islamic education learning is still limited.

Besides having challenges, the use of information technology in learning Islamic Religious Education for students with special needs has benefits, namely First, information technology can help children with disabilities understand learning materials more easily and interestingly. Secondly, information technology can help children with special needs to increase their motivation and interest in learning. Third, information technology can help children with disabilities in developing their learning skills, such as reading, writing and counting skills. There are various types of information technology that can be used in Islamic education learning for children with disabilities, such as Islamic educational websites, Islamic learning applications, Islamic learning multimedia, and Islamic educational games. PAI teachers need to be creative and innovative in using information technology so that PAI learning for children with special needs can be more effective and efficient.

Keywords: Information technology, Islamic Religious Education, Learners with special needs, Digital era.

I. INTRODUCTION

One of the objectives of the establishment of the Indonesian state and nation as stated in the preamble of the 1945 Constitution of the Republic of Indonesia is to educate the nation. The implementation of this goal is realised in the form of education provision by schools, government and society. The consequence of this goal is the right of citizens to obtain education. (Kadir et al., n.d.) As the 1945 Constitution Article 31 paragraph (1) mandates that every citizen has the right to education. Every citizen, meaning every person, whoever, from wherever, and regardless of their condition has the right to go to school. The law was further reinforced by the presence of Law No. 20/2003 on the National Education System. It is further detailed in article 5 paragraphs (1 & 2) that "every citizen has the same right to obtain a quality education and citizens who have physical, emotional, mental, intellectual, and/or social abnormalities have the right to obtain special education". (Dosen et al., 2018).

Children with special needs are part of a society that must be liberated and empowered from both physical and mental limitations. These efforts are made by providing equal rights in the field of education in a sustainable, integrated and responsible manner so that they are no longer considered second-class citizens who are only underestimated by some people. People with disabilities have physical limitations, so they will have little difficulty in adjusting. Such obstacles are exacerbated by environmental situations and public facilities that are not conducive to growth, participation and activity in life..(*PEMBELAJARAN PENDIDIKAN AGAMA ISLAM PADA ANAK BERKEBUTUHAN KHUSUS (2)*, n.d.)

One important part of the education of children with special needs is Islamic religious education. Islamic religious education is a conscious and planned effort in preparing students to know, understand, appreciate, and believe in the teachings of Islam, along with guidance to respect adherents of other religions in relation to inter-religious harmony so as to realise national unity and integrity. (Araniri & Prodi PAI, n.d.) Therefore, religious education also means the formation of pious people. In addition, religious education also aims to make students able to

understand, live and practice the teachings of Islam so that students are able to internalise the values of Islamic teachings in their personalities, so that they become filters and selectors, as well as antidotes to all negative things from the progress of the times and technology. teknologi.(Rahmawati, 2018)

According to Unik Hanifah Salsabila, et al in their research entitled "Optimisation of Educational Technology for Children with Special Needs in PAI Learning at SLB Islam Qothrunnada" explained that the digital platform is currently massively used for learning activities including in special schools. The utilisation of technology in the learning process at Qothrunnada Islamic Special School provides benefits for both teachers and students. With the existence of communication-based learning technology, audio and audio visual, teachers are increasingly facilitated in delivering material and information to students.(Hanifah Salsabila et al., 2020)

The use of information technology in PAI learning innovation in Madrasahs must be developed and placed as a source of teaching materials, learning references, and information sources. Learning models are developed in the form of electronic learning (e-learning), electronic books (e-books). The use of social media in learning should also be an alternative. This includes the use and utilisation of social media for the development or innovation of PAI learning in madrasah.(*Inovasi Pembelajaran PAI Berbasis Teknologi Informasi*, n.d.)

Mukhammad Luqman Hakim in his research entitled Interactive Multimedia for Students with Special Needs said that by utilising multimedia technology in learning, students are more motivated to learn.(Luqman Hakim, n.d.).

Thus this study has similarities with previous studies, both of which focus on the importance of the use of technology in learning for children with special needs, but this study will focus on the use of information technology in PAI learning for students with special needs.

II.METHODS

This research approach is qualitative in nature that wants to see the innovation of learning Islamic Religious Education (PAI). This research is qualitative in nature by examining relevant sources using the descriptive analysis method. It includes

library studies, by collecting, classifying, analysing data from various relevant sources by means of observation or observation. Qualitative data is interpreted in accordance with the research objectives, then continued to analyse the problems found in the field, so as to obtain a clear picture of the object under study and then draw conclusions.

III.RESULTS

1. Definition of Information Technology

The definition of technology according to experts has a variety of meanings. The word technology in Greek is called *technologia*, which comes from two words, namely *techne* which means 'expertise' and *logia* which means 'knowledge'. In simple terms, Rusman, (2013) says that technology in the sense refers to objects that are used for the convenience of human activities, such as machines, tools, or hardware. Dermawan, (2019) has the view that technology is an instrumental design step to minimise doubts about the causal relationship in achieving the expected results, and it is also said that technology generally has two components, namely the hardware aspect in the form of equipment and the software aspect in the form of information. (*Pembelajaran PAI Berbasis TI*, n.d.)

The term technology according to Ngafifi, (2014) includes two things, namely: 1) Technology refers to equipment, which is an element used to complete tasks. In this case technology refers to equipment; 2).Technology refers to the skills or procedures needed to make and use the equipment. Technology in a broader sense includes: notions of systems, organisations, as well as techniques. (*Pembangunan et al.*, n.d.)

Information etymologically comes from the French *informacion* which means concept, idea, or outline. Information itself is a noun that means activity in communicated knowledge. (Nuh et al., n.d.) Information can simply be interpreted as a set of data or facts that are managed into something useful for the recipient. (*Pembelajaran PAI Berbasis TI*, n.d.). Usually, information will be processed first so that the recipient can easily understand the information provided.

Data can be understood as a fact that is still raw (unprocessed), only after undergoing processing, the data can become the information needed by the community..(Afandi et al., 2021). Based on the definitions of "technology" and "information" above, information technology is simply everything related to the process, use as a tool, manipulation, and management of information. Information technology, in another sense, is defined as technology used to store, generate, process, and disseminate information.(Aka, n.d.)

2. Functions, Roles and Benefits of Information Technology

1) Information Technology Function

The three main functions of information technology used in learning activities are:

1. Information technology functions as tools for teachers and students in learning activities.
2. Technology functions as a science, which must be mastered not only for teachers but also for learners.
3. Technology functions as a material and tool for learning (literacy) as well as a tool in the activities of learning activities.(Marhalah et al., n.d.)

2) Role of Information Technology

Some of the roles of information technology for education include:

1. Learning Information technology for education acts as a learning infrastructure where teaching materials are available in digital format, so learning activities can be done anywhere and anytime.
2. Sources of teaching materials are not only obtained from books, but information technology can act as a source of teaching materials. Which is easy to get.
3. Technology will make learning activities more innovative and fun.
4. Utilisation of information technology is a skill and competence for its users.
5. Research activities can be more easily carried out by researchers and easier to publish to the public.
6. Utilisation of the internet as a medium of consultation with experts located elsewhere. So that teaching and learning activities can be carried out

online.(Aka, n.d.)

3) **Benefits of Information Technology**

Some of the benefits of information technology in education include:

1. Improving the quality of education
2. Increase creativity and innovation in learning media
3. Quick and easy means of information
4. Unlimited learning media(T. A. Dosen et al., n.d.)

3. **Information Technology as Learning Media for Islamic Education**

1. **Types of Information Technology as PAI Learning Media**

Educators definitely want successful learning for their students, but to support success in learning there are many elements that must be considered, one of which is the use of the right media. The interaction process in ongoing learning will occur effectively and efficiently because of choosing the right media. The accuracy of media selection is based on the learning material, objectives and characters of the students who follow the learning process.

Information Technology is a programme, to aid, manipulate and convey information. Information Technology is a large umbrella of terminology that covers all technical equipment for processing and conveying information. When viewed from the origin of the word technology. The word technology comes from the Greek, *technologia* or *techne* which means expertise and *logia* which means knowledge. Communication is all about using tools to process and transfer data from one device to another. Information and Communication Technology is an inseparable equivalent that contains a broad understanding of all activities related to processing, manipulation, management, and transfer / transfer of information between media.(*PELATIHAN PENERAPAN SISTEM LAYANAN ADMINISTRASI PENDUDUK BERBASIS TI*, n.d.).

There are many types of media used in delivering information and learning messages, each of which is then grouped according to the characteristics and properties of the media. To achieve these learning objectives, various media formats began to be used, one of which used ICT media. And from their experience, teachers began to learn through visual media, some through audio

media, some are happy through audio-visual media, computers and so on, these media are technological tools used in the learning process. Visual media include pictures/tattoos, sketches, diagrams, charts, graphs, cartoons, posters, maps and globes.(Santi & Anas, 2021)

Hearing media include radio, magnetic, tape recorder, magnetic sheet recorder, language laboratory. Projected still media include slides, film strips, over head projectors, micro films, micro projectors. Projected motion media, including, film, television, closed circuit television Audio recorder Rewards and punishments. Although there are many types of media, in reality there are not many types of media that can be used by teachers..(Universitas Dharmawangsa, n.d.)

2. Function of Information Technology as Islamic Education Learning Media

Among the obstacles experienced by teachers in teaching is the lack of student attention to the lessons that are being presented in teaching, because the media can arouse motivation and stimulate students to focus their attention on the lessons presented by the teacher. By using educational media appropriately and orientated can overcome the passive nature of students. Educational media can make lessons interesting and can also reduce difficulties in understanding the skills of learning materials. Likewise, with the teaching of Islamic Religious Education, teachers can create a variety of new situations in the classroom, so that it is not difficult to understand the skills of the learning material.(Santi & Anas, 2021).

As a tool to realise an effective teaching and learning situation. Teaching media is an integral part of the whole teaching situation. This is one of the elements that must be developed by the teacher. In using the media, it must see the objectives and subject matter.

It is prioritised to accelerate the teaching and learning process and can help students in capturing the understanding conveyed by the teacher. In addition to the above functions, Livie and Lentz in Hujair Sanaky's book suggest four functions of learning media, especially in visual media, namely attention functions, effective functions, cognitive functions and compensatory functions. Attention function means that visual media is the core, attracts and directs the attention of learning to

concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter. The affective function means that visual media can be seen from the level of learning enjoyment when learning to read the text. (Santi & Anas, 2021)

Pictures or visual symbols will be able to arouse the emotions and attitudes of learners. Motivating interest or action to fulfil the motivational function, teaching media can be realised with drama or entertainment techniques. The expected result is to generate interest and stimulate students. Presentation can also take the form of entertainment, drama or other techniques. (Darimi, 2017)

The participation expected from students is limited to their agreement or disagreement mentally or limited to feelings of displeasure, neutrality or pleasure. Able to overcome difficulties and clarify difficult subject matter. Turning schools into creative and dynamic learning institutions so that students are motivated, always curious in learning PAI.

As mentioned earlier, facility materials that fall under the category of ICT are television, internet, radio and computers. Specifically, each has its own characteristics: (Darimi, 2017)

1. Television has the following characteristics: can be enjoyed by anyone, can reach a wide area, the broadcast time is certain, has a strong delivery power and influence because it can provide a combination of sound and images (in motion), does not require reading skills and abilities such as print media, and with pictures everyone is enough to understand the meaning.
2. Radio has characteristics, namely: can be received by anyone, can reach a fairly wide area, radio can be heard in areas without electricity, practical and overcome illiteracy, meaning that radio listeners are not required to be able to read.
3. The internet, its characteristics are: the information in it is public, cyberspace is always undergoing very rapid changes, and the internet operates virtually, which means that if you are in cyberspace, it is inhabited by people who exchange ideas, discuss, interact and in this way there is no need to meet

physically but can meet at a distance without having to show their respective identities.

4. Computers, its characteristics are: speed of processing data and processing information, ability to process data and information, ease of use, its use can be used to complete a job, the ability of computers that are increasingly developing According to Rahadi, there are several characteristics of media, as follows: (*PENGARUH PEMANFAATAN MEDIA GAMBAR*, n.d.)

- a) Must be authentic, meaning that it can describe the object / event as if the student sees it directly.
- b) Simple, the composition is clear enough to show the main parts in the picture.
- c) The size of the image is proportional, so that students can easily imagine the actual size of the object/object being drawn.
- d) Combine between beauty with its suitability to achieve learning objectives.
- e) The picture must be clear.

4. The use of information technology as a medium of Islamic education learning for students with special needs

Children with special needs are children with special characteristics that are different from children in general without always indicating mental, emotional or physical disabilities. Included in Children with Special Needs include: blind, deaf, disabled, disabled, talaras, learning difficulties, behavioural disorders, gifted children, children with health problems. Because of the characteristics and obstacles they have, children with special needs require a form of special education service that is tailored to their abilities and potential, for example for the blind they need to modify reading texts into Braille writing and the deaf communicate using sign language. The visually impaired are individuals who have obstacles in vision, the visually impaired can be classified into two groups namely: Blind and low vision. The definition of blind according to Kaufman & Hallahan is an individual who has weak vision or visual accuracy less than 6/60 after correction or no longer has vision.

Internet-based learning for visually impaired students: Since the visually

impaired have a limited sense of sight, the learning process emphasises the other senses, namely the sense of touch and the sense of hearing. Therefore, the principle that must be considered in providing teaching to blind individuals is that the media used must be tactual and sound, for example, the use of braille writing, embossed images, model objects and real objects, while the sound media is a tape recorder and Screen Reader software including JAWS, Thunder, which is used to convert text on the monitor screen into sound. The computer equipment used must be special for blind people, for example the use of Braille keyboards for totally blind people or the use of keyboards with larger, strikingly coloured letters/buttons for low vision blind people.(Bani et al., 2024)

Deaf people are individuals who have permanent or non-permanent hearing loss. The classification of deaf people based on the level of hearing loss is: (1) very mild hearing loss (27-40dB), (2) mild hearing loss (41-55dB), (3) moderate hearing loss (56-70dB), (4) severe hearing loss (71-90dB), (5) extreme hearing loss (above 91dB). Due to hearing impairment, deaf individuals have a speech impediment so they are commonly called speech impaired. How to communicate with individuals using sign language, for the finger alphabet has been patented internationally while for language signs vary in each country. currently in some schools are being developed total communication is a way of communicating by involving verbal language, sign language and body language. Deaf individuals tend to have difficulty in understanding the concept of the corresponding.(GIZIDO Volume 6 No. 2 November 2014 *Hubungan Konsumsi Gluten*, n.d.)

Special methods are needed so that the information conveyed can be received and understood by the Deaf. Therefore, E-learning for the Deaf should use sign language as its interface, either demonstrated in a video (information should be interesting, eye catching but still soft, remember, the main sense for the Deaf is vision, which serves as a sense of sight and a substitute for hearing over video) or just symbols in the form of expression pictures that function as sign language. In addition, the visual design of the E-Learning itself must be an application and portal named i-CHAT (I Can Hear and Talk), the application is made in two

modes, namely offline mode, where users must install the programme on their computer and online mode where users can run the application by accessing the i-CHAT website at <http://www.i-chat.web.id>. The i-CHAT programme is currently divided into 5 main modules namely dictionary module, alphabet finger cue module, number cue module, thematic module, and sentence building module. i-CHAT can be accessed online by visiting the i-CHAT portal at <http://www.i-chat.web.id>. Currently, the portal only contains the online i-CHAT application which consists of 5 modules: Dictionary, Finger Alphabet, Numbers, Thematic, and Sentence Compilation. (*GIZIDO Volume 6 No. 2 November 2014 Hubungan Konsumsi Gluten*, n.d.)

A quadriplegic is an individual who has a movement disorder caused by neuro-muscular and bone structure abnormalities that are congenital, ill or the result of an accident, including cerebral palsy, amputation, polio, and paralysis. The level of impairment in the disabled is mild which has limitations in performing physical activities but can still be improved through therapy, moderate which has motor limitations and sensory coordination disorders, severe which has total limitations in physical movement and is unable to control physical movement. Elearning strategies for physically disabled students: Basically for mobility impaired students, elearning materials can be provided in the same form as regular students, except that operating a computer or other elearning device requires the assistance of another person. There is one virtual keyboard software that allows students to only use the mouse to type or do other activities on the computer, if their fingers are still able to move and coordinate well, called Click-N-Type. This software makes it possible to type letters/characters without pressing the keys on the keyboard. (*KARAKTERISTIK DAN PERMASALAHAN UNTUK ANAK BERKEBUTUHAN KHUSUS*, n.d.)

Tunalaras are individuals who experience obstacles in controlling emotions and social control. It can be caused by internal factors and external factors, namely the influence of the surrounding environment. Elearning strategies for students with intellectual disabilities: The media used in learning can be in the form of interesting videos or animations that fulfil several things, including using soft

voices to provide direction, playing soft music (eg as media backsound), using image sequences to create instructions for doing something. Physically, Tuna Grahita, Tuna Laras students are assumed to be able to operate computers like ordinary students, what needs to be considered is that the media made must be adjusted to the level of ability, IQ, characteristics of students. Learning difficulties are individuals who have impairments in one or more basic psychological abilities that include understanding and using language, speaking and writing which can affect the ability to think, read, count, speak due to perceptual disorders, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. individuals with learning difficulties have an average or above average IQ, experience perceptual-motor motor disorders, movement coordination disorders, direction and space orientation disorders and concept development delays. Elearning strategies for students with learning difficulties: For students with motor/coordination disorders, if there is no one else to assist in the learning process with elearning, suitable media is used that does not require interactivity for example it can be a learning video, unless the media designed can accept voice input. There are several tools that support the learning of students with special needs, namely:

1. Number Navigator: A software that helps students with fine motor skills to perform arithmetic operations in rows and columns, without the need to work on a spreadsheet.
2. Graph Calc: GraphCalc is a GUI version of a graphing calculator that runs on Windows. This software can help students who have fine motor problems and lack the skills to use a regular calculator.
3. EMpower Program (EFEFOX): This software is free for students with special needs. However, the student needs to send a letter from the school stating that the student has a disability that makes writing difficult.
4. Vocaro: Vocaroo is a free service for making voice recordings without the need to install a programme on the computer.
5. Natural Reader: software that can be used to convert text into sound.
6. Strategy Tutor: Strategy Tutor is a tool designed to support students and

teachers to read and research on the internet. Strategy Tutor helps students to read, research, collect and understand information better and more efficiently.

7. Do To Learn-Facial Expression: this website also contains a facial expression game, which allows users to experiment with various facial expressions with different emotions. This will be very useful for people with Autism Spectrum.(Bani et al., 2024)

Learning Islamic Religious Education is not only carried out in a lecture style but can be carried out through the use of technology that is developing in the current era. In carrying out Islamic Education learning, it must be designed innovatively and creatively to facilitate the transfer of knowledge to students with special needs so as to create a pleasant atmosphere. In previous research conducted by Shofiyyah (2020) explained that in the learning process children with special needs can use animation media for people with Tunagrahita. Tunagrahita has a slowness of capture so that the use of learning media in the form of animation is necessary so that it can be more easily understood by children with tunagrahita. Animation presented to learners brings a warm, relaxed and more colourful classroom atmosphere. Animation media was chosen because it has the ability to explain something that is quite complicated only with pictures or images.(Pendidikan & Konseling, n.d.)

In particular, Islamic religious education for children with special needs in SLB has the aim of developing faith through habituation, providing, developing knowledge so that they can become human beings who have devotion and faith in Allah SWT and realising children with good character who are successful, honest, tolerant and can maintain harmony. (Hanum Dosen Fakultas Tarbiyah UIN Ar-Raniry & Dosen Jurusan PAI pada Fakultas Tarbiyah IAIN Langsa Aceh, 2014)

ICT has several potentials that can be utilised as learning media for PAI for children with special needs, among others:

- a. Interesting and interactive learning media:
- b. Individualised learning
- c. Good access to information

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Benefits of ICT in Islamic education learning for children with disabilities:

- a. Learning videos: Learning videos can be used to deliver PAI materials in a way that is interesting and easy for children with disabilities to understand. Learning videos can be equipped with text and subtitles to help children with hearing impairments.
- b. Audio learning: Audio learning can be used to deliver PAI materials for children with visual impairments. Learning audio can be in the form of religious lectures, recitations of the Quran, and nasyid.
- c. Educational games: Educational games can be used to help children with visual impairments learn PAI in a fun way. Educational games can be designed to train various cognitive aspects of PAI, such as memorisation, logic, and solving problems. (Luqman Hakim, n.d.-b)

Challenges and Solutions

Although ICT has a lot of potential to be used as a medium for learning PAI for children with disabilities, there are still some challenges that need to be faced, among others:

- a. Limited access to ICT: Not all children with disabilities have access to ICT. This can be an obstacle in utilising ICT as a learning medium.
- b. Low ICT skills: Many children with disabilities have low ICT skills. This can hinder the use of ICT learning media.
- c. Lack of quality ICT learning materials: There are still few quality ICT learning materials designed specifically for children with disabilities.

To overcome these challenges, several solutions are needed, among others:

- a. The government needs to provide greater access to ICT for children with disabilities.

- b. Teachers need to be trained to use ICT in Islamic education learning for children with disabilities.
- c. More quality ICT learning materials for children with disabilities need to be developed.

IV. CLOSING

Conclusion

ICT has great potential to be utilised as a medium for PAI learning for children with disabilities in the digital era. ICT can help overcome the obstacles to PAI learning for children with disabilities and improve learning effectiveness. However, there are still some challenges that need to be faced in utilising ICT as a medium for PAI learning for children with disabilities. Therefore, cooperation from various parties is needed to overcome these challenges and improve the quality of PAI education for children with disabilities.

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