



Tahsin Learning Management for Blind Children through a Humanist, Inclusive, and Student-Centered Approach

*¹Yulida Fauziah, ²Irawan, ³Syauqy Arinal Haqq

^{1,2}Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

³Saint Petersburg State University, Russian Federation

e-mail: fauziahsep@gmail.com

Abstract

Learning tahsin for students with intellectual disabilities requires a specific instructional approach that accommodates their individual characteristics, abilities, and needs. This study aims to describe the application of humanistic, inclusive, and student-centered learning approaches in improving tahsin learning at PPSGRA Subang. A qualitative descriptive method is used, with data collected through observation, interviews, and documentation to obtain information related to teaching strategies, classroom atmosphere, and student learning progress. The results show that a humanistic approach creates a supportive learning environment that rewards students' efforts and improves their comfort in learning. An inclusive approach facilitates the adaptation of media, strategies, and learning activities so that each student can participate according to his or her abilities. Meanwhile, the student-centered approach increases active participation, motivation, and confidence in recognizing and reading the Arabic letters of the Qur'an. Overall, the integration of these three approaches effectively supports the improvement of tahsin abilities and the social-emotional development of students with intellectual disabilities.

Keywords: *tahsin learning, intellectual disability, humanistic approach, inclusive approach, student-centered learning*

Abstrak

Pembelajaran tahsin bagi anak-anak penyandang disabilitas memerlukan pendekatan khusus yang mampu menyesuaikan diri dengan karakteristik, kemampuan, dan kebutuhan setiap siswa. Penelitian ini bertujuan untuk mendeskripsikan penerapan pendekatan pembelajaran humanis, inklusif, dan berpusat pada siswa dalam meningkatkan kualitas pembelajaran tahsin di PPSGRA Subang. Penelitian ini menggunakan metode kualitatif dengan teknik observasi, wawancara, dan dokumentasi untuk memperoleh data mengenai strategi guru, suasana belajar, serta perkembangan kemampuan anak-anak. Hasil penelitian menunjukkan bahwa pendekatan humanis menciptakan lingkungan belajar yang lebih nyaman dan menghargai usaha siswa. Pendekatan inklusif membantu menyesuaikan media, strategi, dan kegiatan pembelajaran sehingga setiap anak tetap dapat mengikuti proses pembelajaran sesuai dengan kemampuannya. Sementara itu, pendekatan yang berpusat pada siswa meningkatkan partisipasi aktif, motivasi, dan kepercayaan diri anak dalam membaca huruf dan melafalkan Al-Qur'an. Secara keseluruhan, ketiga pendekatan tersebut terbukti saling melengkapi dan efektif dalam mendukung pengembangan kemampuan tahsin serta aspek sosial-emosional anak-anak penyandang disabilitas.

Keywords: *tahsin, tunagrahita, humanist, inclusive, student-centered approach*

©IQRO: Journal of Islamic Education. This is an open access article under [a Creative Commons - Attribution-ShareAlike 4.0 International \(CC BY-SA 4.0\) license](https://creativecommons.org/licenses/by-sa/4.0/)

Introduction

Educational institutions have an important role in producing a superior generation of the nation. Burhanudin & Irawan (Burhanudin & Irawan, 2019) emphasized that educational institutions must provide quality services so that graduates have advantages that support the nation's life in the future. The success of education is determined not only by the curriculum and facilities, but also by the quality of the interaction between educators and learners. Children with special needs, especially people with disabilities, need extra attention because their characteristics are different and require adapted learning methods. An effective educational process requires careful planning, implementation according to student characteristics, continuous evaluation, and adaptive follow-up (Romadhon, 2019; Coşkun, 2018). Irawan (Irawan, 2019) emphasizing that these factors are interrelated and determine learning success.

A humanist, inclusive, and student-centered approach is key to creating meaningful learning experiences. Humanist-based education values the uniqueness of each learner, builds intrinsic motivation, and creates a safe learning environment. An inclusive approach ensures that all children have equal access to education, while a student-centered approach tailors the learning process to each individual's needs, interests, and abilities (Isroini & Harsiwi, 2024; Ürkmez, 2022). In tahsin learning, it means that teachers pay attention to the learning rhythm, comprehension ability, and emotional character of children (Wakhidah, 2022; Kaiser, 2019). The success of education is not only measured by academic ability, but also by the development of children's character, social skills, and spirituality as a provision for life in the future.

The UPTD of the Child-Friendly Griya Social Service Center (PPSGRA) under the West Java Provincial Social Service functions as a center for child development, including children with disabilities. PPSGRA provides education and self-development programs, including tahsin learning. Real conditions show that limited facilities, a learning approach that is not fully inclusive, and challenges for teachers to adapt the tahsin method to the characteristics of students with disabilities.

Several previous studies have addressed this, especially related to the education of children with special needs, inclusive approaches, and student-centered learning. Burhanudin & Irawan (Burhanudin & Irawan, 2019) researching the management of improving the quality of Islamic schools through a comprehensive quality approach, emphasizing structured planning and evaluation. Supena (Supena, 2017) Examine inclusive education models for students with disabilities in primary schools, including

curriculum guidelines and tailored learning methods. Isroini & Harsiwi (Isroini & Harsiwi, 2024) exploring the learning process of children with disabilities at SLB B and C Karya Bhakti Surabaya, highlighting the challenges of teachers in adjusting students' methods, teaching materials, and characteristics. Aini & Harsiwi (Aini & Harsiwi, 2024) examine the obstacles experienced by children with disabilities in participating in learning at SLB, including difficulties in understanding the material and limited learning facilities. Amatullah, Susilawati, & Saidy (Amatullah et al., 2025) researching the learning of Islamic Religious Education for children with disabilities at SLB Insan Prima Bestari, showing the need for an adaptive and humanist approach so that children can more easily understand the material. Anggita & Triono (Anggita & Triono, 2024) researching inclusive learning at SDN 4 Srikandi, found that although teachers tried to adapt methods, learning was not completely student-centered due to limited facilities and teacher understanding. In summary, previous research emphasizes the importance of inclusive, adaptive, and humanist approaches. However, research that specifically examines tahsin learning for children with disabilities with a humanistic, inclusive, and student-centered approach at PPSGRA is still very limited.

Although previous research has explored Islamic school quality management, inclusion models in primary schools, and common barriers to learning of disabled children in SLB, there has been no research that comprehensively integrates three humanistic, inclusive, and *student-centered approaches* specifically in the management of Tahsin learning in social service institutions such as PPSGRA. Most of the literature today only focuses on technical challenges or memorization achievements in general, but ignores the managerial aspect of creating an adaptive Qur'anic learning environment for children with intellectual disabilities.

Research Methods

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because the purpose of the research is to understand in depth the phenomenon of tahsin learning for children with disabilities at PPSGRA, especially the application of a humanist, inclusive, and student-centered approach. This approach allows researchers to explore the real-life experiences, perceptions, interactions, and practices of teachers and learners in typical social and educational contexts. The research was conducted at the UPTD of the Child-Friendly Griya Social

Service House (PPSGRA), Subang, West Java, which is a child development institution, including children with special needs with disabilities.

Data analysis was carried out using qualitative descriptive analysis in stages. First, data is reduced by simplifying the information collected and focusing on applying a humanist, inclusive, and student-centered approach. Second, the data is presented by organizing and summarizing information into an easy-to-understand narrative, including grouping based on key themes such as teaching methods, teacher-student interactions, and learning constraints. Third, the researcher draws conclusions based on the patterns and themes that emerge from the data, as well as matching the findings with related literature to maintain the validity and validity of the information. This research involved 4 key informants consisting of 2 tahsin teachers and 2 GPKs at PPSGRA Subang during the 2024-2025 school year. The validity of the data is ensured through triangulation of sources by comparing the perspectives of teachers and companions, as well as triangulation of techniques by matching the results of class observations with the applicable tahsin curriculum documents.

Results and Discussion

Review of the Implementation of Tahsin Learning at PPSGRA

The implementation of Tahsin learning at PPSGRA for the 2024-2025 school year is systematically designed to support students with disabilities in improving the ability to read the Qur'an properly and correctly. This activity is accompanied by competent instructors who guide directly, so that participants can learn effectively, comfortably, and fun. The implementation of learning is presented in the following table

Table 1. Implementation of Tahsin Learning at PPSGRA 2024/2025

Components	Description
Learning Schedule	Held once a week with a duration of 60-90 minutes per meeting
Setting Up a Study Space	The environment is set up safely and comfortably, enough lighting, the study room is not too full of stimuli so that children stay focused
Facilities & Equipment	Tables and chairs are adjusted to the child's height, providing more space for children in need
Learning Media	Hijaiyah letter cards, makhraj posters, visual props, and simple educational games
Teaching Methods	<ul style="list-style-type: none"> - Rotating reading exercises - Slow repetition of letters/sentences - Approach to learning <i>by doing</i> - Educational games related to hijaiyah letters - Set a shorter and varied duration of the activity - Provide emotional support and one-on-one instruction

Source: RPP Tahsin PPSGRA FY 2024/2025

The implementation of Tahsin Learning at PPSGRA Subang is specifically designed to adapt to the needs of students with disabilities who have different levels of ability, concentration, and development. Therefore, the activity structure is made flexible, less congested, and focuses on a fun learning experience. Each learning step is directed to strengthen the basic ability to read the Qur'an, such as recognizing hijaiyah letters and improving makhraj, while still considering the emotional state and motor ability of children. Visual media and simple props are used to facilitate understanding, while the duration of the core activities is made shorter and varied to keep the child focused. Teachers also provide personal help, positive feedback, and motivational reinforcement for any progress shown by children.

Prior to the implementation of a humanist, inclusive, and student-centered approach, tahsin learning at PPSGRA Subang still faced various obstacles, especially related to the limitations of learning facilities that suit the needs of children with disabilities and learning approaches that have not fully accommodated differences in individual abilities. Tahsin teachers and accompanying teachers still use common and less varied methods, so that children often have difficulty maintaining focus, get bored easily, and take longer to recognize and pronounce hijaiyah letters. Monitoring of student development has also not been carried out specifically, because there is no targeted and standardized evaluation strategy to measure the ability to read the Qur'an comprehensively for each child. The following data from interviews with tahsin teachers and accompanying teachers provide a clearer picture of the initial condition.

Table 2. Interview Results of Initial Condition of Students at PPSGRA Subang

Nope.	Resource Persons	Statement Citation	Problem Indicators	Location
1.	Tahsin Teacher 1	"Learning media is still very limited, and some of the mushaf have been damaged. We don't have visual or audio aids for students with disabilities."	Inadequate learning facilities	Tahsin Classroom
2.	Tahsin Teacher 2	"I still use the same method for all students, although there are some who don't know the basic letters consistently."	This method is not yet in accordance with the characteristics of the individual	Tahsin Classroom
3.	GPK 1	"Children get bored quickly if they just repeat without variation. They need a more	Low emotional engagement and motivation	Learning Rooms

		respectful approach to the process."		
4.	GPK 2	"There is a considerable difference in ability between students with disabilities, but there is no tiered learning scheme."	There is no differentiation of learning yet	GPK Room
5.	Tahsin Teacher 1	"We have difficulty measuring the progress of each student, because assessments are still general and have not been adjusted."	Evaluation has not been based on specific needs	Tahsin Classroom
6.	GPK 1	"Some teachers still focus on memorization achievements, not on the comfort and meaning of learning."	The approach is not yet fully humanist inclusive	Learning Rooms
7.	Tahsin Teacher 2	"In practice, we have not been able to fully accommodate differences in behavior and the ability to catch students with disabilities."	Learning adaptation challenges	Tahsin Classroom

Source: Author Interview Results (2025)

Preliminary analysis shows that the main problems in tahsin learning for children with disabilities at PPSGRA Subang include limited facilities and media that meet their needs, common learning methods, and lack of differentiation in teaching strategies. This condition has an impact on low focus, motivation, and independence of students' learning. In addition, the evaluation of the ability to read the Qur'an has not been carried out in a structured manner so that children's development is difficult to monitor optimally. Therefore, the application of a humanist, inclusive, and student-centered approach is necessary to provide a more individual-friendly learning experience, encouraging confidence and more effective Qur'an literacy skills.

Tahsin Learning Management at PPSGRA Subang

The application of tahsin learning management for children with disabilities can be understood in a more structured way through the POAC (*Planning, Organizing, Actuating, and Controlling*) framework (Luckasson, 2022; Grohmann, 2024; Frutos-Belizón, 2019). This framework helps map how teachers plan, organize, implement, and evaluate the learning process according to the characteristics and needs of the students. The use of POAC also clarifies managerial steps in integrating a humanist, inclusive, and student-centered approach in tahsin learning practices at PPSGRA Subang. The following is a presentation of POAC as part of the learning management analysis.

Table 3. POAC – Tahsin Learning Management for Children with Disabilities

Stages of POAC	Focus of Activities	Implementation in Tahsin Learning
<i>Planning</i>	Needs analysis & planning	Identify students' initial abilities; design humanistic, inclusive, and <i>student-centered learning</i> ; simplifying the material; preparing visual media; organizing the study space.
<i>Setting up</i>	Resource planning & role sharing	Set up class settings with minimal distractions; prepare media (postcards, posters, pictures); organize small groups; Divide the roles of tahsin teachers and accompanying teachers.
<i>Moving</i>	Learning mobilization and interaction	Methods of reading gradually, repetition, demonstration; use of visual media; positive reinforcement; differentiation of tempo and material; Give students the opportunity to choose media and try to be independent.
Control (Evaluation & Supervision)	Continuous monitoring and improvement	Daily observations, progress logs, informal evaluations; monitor cognitive and social-emotional aspects; reflection with the accompanying teacher; adjustment of methods and media based on the results of the evaluation.

Based on the table, the description of the stages of POAC in Tahsin learning at PPSGRA Subang is as follows

1. *Planning*

Teachers identify the initial condition of students with disabilities to determine their literacy skills, focus, and learning needs (Merwe, 2022; Gheita, 2024). Based on these findings, teachers plan learning using a humanist, inclusive, and student-centered approach. Planning includes simplifying materials, distinguishing learning objectives, preparing visual media, and structuring conducive classes.

2. *Setting up*

The teacher regulates the learning space, learning media (letter cards, makhraj pictures, educational games), and the division of roles between tahsin teachers and accompanying teachers (Birçek, 2014). Activity arrangements are made in short and varied sessions to keep the child focused. The grouping of students is carried out based on basic reading ability.

3. *Moving*

The implementation of learning is carried out by the method of reading in stages, demonstrations, repetition, and the use of visual media (Nasution, 2024). Teachers apply a humanist approach through warm interaction and positive reinforcement. Differentiation of material and learning tempo is carried out to

reflect inclusive learning. Students are given the opportunity to choose media and try to read independently as an application of a student-centered approach (Ramadhani et al., 2023).

4. *Handling* (Supervision & Evaluation)

Teachers conduct daily monitoring through observations, progress logs, and informal evaluations of letter recognition, makhraj, courage, and focus (Yurtoğlu, 2025; Hoechner, 2020). Evaluation is carried out with the accompanying teacher to see cognitive, social, and emotional development. The results of the evaluation are used to improve strategies and adjust subsequent learning methods and media.

The implementation of the POAC framework is not just an administrative routine, but a managerial strategy to overcome the limitations of existing facilities at PPSGRA. How does this work? The *Planning Stage* which focuses on the analysis of initial needs ensures that the limitations of physical media are circumvented by the preparation of visual media that is right on target from the beginning. Through *collaborative controlling* between tahsin teachers and GPK, student behavior barriers can be directly intervened, so that the learning process remains stable even though infrastructure is limited.

Application of a Humanist and Inclusive Approach

The application of a humanist and inclusive approach in tahsin learning at PPSGRA Subang aims to ensure that every student with disabilities gets optimal learning opportunities according to their abilities and needs. This approach is applied through method adjustments, more empathetic interactions, and a learning atmosphere that supports children's comfort and confidence. A summary of its implementation can be seen in the following table.

Table 4. Application of Humanist and Inclusive Approaches in Tahsin Learning

Approach Aspects	Implementation in the Tahsin Class	Impact on Students
Humanis	Teachers provide positive reinforcement in the form of praise for each child's efforts, not just correct reading results	Children are more confident and not afraid to make mistakes
Humanis	Corrections are made gently and gradually, giving the opportunity to try again	Children are more comfortable learning and dare to try
Humanis	Warm interaction: the teacher greets them, uses simple language, and pays attention to the child's emotional state	Children feel valued, the classroom atmosphere is more conducive
Inclusive	Differentiation of materials and media according to ability: letter cards for beginners, short readings for advanced levels	All children can participate in learning according to their capacity

Inclusive	Small group learning for children with low focus	Children are more likely to concentrate and understand quickly
Inclusive	Adjustment of the rhythm and duration of learning based on the child's condition (providing a break or variation of activities)	Children do not get tired easily and stay motivated
Humanist & Inclusive	Teachers instill tolerance and mutual respect between students in rotating reading activities	Children are used to working together and are more confident in performing in front of their friends

After the implementation of this approach at PPSGRA Subang, several positive developments were seen in students. The increase in student confidence occurs because of the humanistic approach to reduce *academic anxiety* through a praise strategy for effort. This proves that for children with disabilities, a sense of emotional security is a biological prerequisite before their cognitive nerves are able to process complex makhrāj pronunciation. This is known from interviews with Tahsin teachers and accompanying teachers, and a summary of their development is presented in the following table.

Table 5. Student Development After Implementation

Resource Persons	Main questions	Key Answers (Concise)	Learning Implications
Tahsin Teacher	Changes in class conditions after humanist approach is applied?	Children seem to be more daring to read, even if they are wrong, they still want to try again	A more comfortable learning environment, less fear
Tahsin Teacher	Do praise and soft correction strategies have an effect?	Yes, children are more confident and do not give up easily when facing difficulties	Increase children's motivation and courage
Accompanying Teacher	How do children respond to media and method adjustments?	Children are more focused when using postcards and studying in small groups	Learning is more accessible to all children
Accompanying Teacher	Does adjusting the pace of learning help?	When given rest time or light activities, children do not get bored easily	Reduces stress and increases enthusiasm for learning
Tahsin Teacher & Companion	Does this approach help the child's social interaction?	They encourage each other more and appreciate the turn of friends	Social attitudes and confidence develop

Source: Author Interview Results (2025)

The results of interviews with tahsin teachers and accompanying teachers show that the application of a humanist and inclusive approach has a positive impact on the learning atmosphere of tahsin. Strategies such as gentle correction, appreciation of the

child's efforts, and adjustments to methods and media according to the needs of each student can reduce anxiety and increase their participation in learning.

This approach is in line with Carl Rogers' humanistic theory which emphasizes that teachers play the role of facilitators who create a supportive learning environment, so that children can develop according to their potential, learn actively, and build confidence. When children feel valued and emotionally safe, the learning process will take place more effectively because motivation grows from within (Cherry, 2025).

In addition to improving technical aspects such as focus and courage to read hijaiyah letters, changes are also seen in the social-emotional aspect. Children become more confident, able to interact positively with friends, and enjoy learning activities more. Thus, a humanist and inclusive approach makes a real contribution to creating a more humane, supportive, and accessible tahsin learning experience for all students with disabilities according to their respective abilities.

Why does this result happen? Children with disabilities often have a history of academic failure that causes high anxiety when learning new things. The strategy of *gentle correction* and praise in the humanistic approach serves to reduce the level of stress or 'academic anxiety'. When children feel emotionally secure, they are better able to focus their cognitive energy on the motor coordination needed to pronounce *the letters correctly*. Thus, the emotional aspect becomes the 'entrance' to the technical success of reading the Qur'an.

A. Applying a Student-Centered Approach

A student-centered approach to learning Tahsin at PPSGRA Subang is applied so that children with disabilities can learn according to their abilities, interests, and developmental rhythms. Teachers give children the flexibility to choose the learning media and methods that help them the most, as well as adapt the form of training to stay directional but flexible. This approach is in line with the principles of inclusive education and *student-centered learning*, which places the needs of students at the heart of the learning process. The form of application of this approach is presented in the following table.

Table 6. Forms of Implementing a Student-Centered Approach

Strategies Applied	Examples of Class Activities	Impact on Students
Differentiation of duties	Children who can already be given 2-letter reading, others focus on single letters	Every child learns according to his or her abilities

Media selection by children	Choosing a postcard, magnetic board, or hijaiyah poster	Children are more excited and feel the learning process "belongs to them"
Hands-on practice-based learning	Reading while pointing to the letters and repeating with the teacher	Children understand more easily and focus longer
Individualized support when children experience obstacles	Teachers accompany one by one without pressure	Children are more confident and do not give up easily
Gradual self-training	The child tried to read on his own before being helped	Encourage independence and courage to perform

After the implementation of a student-centered approach at PPSGRA Subang, a number of positive developments were seen in students. These findings were obtained through interviews with Tahsin teachers and accompanying teachers, and a summary of these developments is shown in the following table.

Table 7. Interview Results on the Impact of Student-Centered Approaches on Learners

Resource Persons	Main questions	Statement of Interview Results	Student Changes
Tahsin Teacher	How do students respond when given a choice of learning method (e.g., self-reading, guided, or with aids)?	"They look more excited when the method is adjusted to their respective abilities. Students with disabilities who are usually passive begin to have the courage to choose a way of learning that makes them comfortable."	- Increased motivation - Start making simple decisions with confidence
Tahsin Teacher	How did the ability to read hijaiyah letters develop after this approach was applied?	"Progress is more consistent. Students who are slow to catch no longer feel pressured because the rhythm of learning follows their own abilities."	- Improved reading accuracy - Reduces learning anxiety
Accompanying Teacher	Are students more involved in the learning process?	"Yes, they are more active in answering and asking questions. Even those who are usually silent begin to show interest in certain letters and ask for repetition independently."	- Increased participation - Learning initiatives are starting to emerge
Accompanying Teacher	Has the relationship between teachers and learners changed?	"The relationship is warmer. Students feel cared for so that they are more cooperative and not easily go berserk or get bored."	- Increased positive interaction - Improved discipline

Source: Author Interview Results (2025)

Based on the results of interviews with tahsin teachers and accompanying teachers, it can be seen that there are positive changes in students after a student-centered approach is applied in tahsin learning. Students with disabilities become more

active, dare to choose learning methods that suit their comfort, and show increased motivation and confidence when practicing hijaiyah letters. In addition, the interpersonal relationship between teachers and students also improves, which has an impact on increased discipline and participation in learning activities.

This approach is in line with the theory *Student-centered learning* posted by Santrock (2013), that learning will be more effective if students are actively involved in the learning process and methods are adjusted to their individual needs. In the context of students with disabilities, this active involvement helps them learn without pressure, so that the progress of hijaiyah literacy skills becomes more consistent. Thus, the application of a student-centered approach has been proven to support the development of students' academic and social-emotional abilities more optimally.

How does this approach increase student engagement? Giving students autonomy to choose media (such as magnetic boards or letter cards) creates a *sense of ownership* over their own learning process. This is crucial for children with intellectual disabilities to build intrinsic motivation. The results of the study proved that when students were actively involved in choosing the method, they showed higher persistence in repeating difficult letters, which ultimately resulted in a more consistent development of tahsin abilities compared to the one-way lecture method

Conclusion

The application of a humanistic, inclusive, and student-centered learning approach in the tahsin process for students with disabilities showed positive and significant results. In the initial condition, students faced several obstacles such as limited facilities, learning methods that were not fully inclusive, and a lack of adjustment of the material to their abilities. After the learning approach is applied, there is a change in behavior and better development of abilities, both in cognitive and social-emotional aspects.

A humanist approach that emphasizes empathy, appreciation, and motivation makes students feel more emotionally safe to learn and try without fear of making mistakes. An inclusive approach that provides customization of media and learning strategies ensures that each learner can participate according to his or her abilities. Additionally, a learner-centered approach that allows children to be actively involved in learning can increase their confidence and motivation to learn.

This research has several limitations that need to be considered as a consideration for future studies. First, the scope of research is limited to one institution, namely PPSGRA Subang, so the generalization of findings in other social institutions or regions may have different managerial dynamics. Second, the research subjects focused specifically on children with intellectual disabilities (disabilities), which means that the learning strategies found may require significant adaptations if applied to other types of disabilities. In addition, this research was conducted in the midst of limited and partially damaged learning facilities and media, so that the implementation of *the student-centered* approach has not reached its maximum potential. Finally, the use of descriptive qualitative methods in the 2024-2025 school year aims to provide an in-depth understanding of the specific context, so that it is not intended for statistical generalization or measurement of the long-term memory retention of post-coaching students. This limitation opens up opportunities for further research to explore the use of assistive technology-based media in Tahsin learning for a wider spectrum of disabilities.

References

- Aini, Q., & Harsiwi, N. E. (2024). Analisis permasalahan anak berkebutuhan khusus tunagrahita di SLB Karya Bhakti Surabaya. *Multidisciplinary Indonesian Center Journal (MICJO)*, 1(3), 1498–1504. <https://doi.org/10.62567/micjo.v1i3.182>
- Amatullah, M. N., Susilawati, B., & Saidy, S. (2025). Pelaksanaan pembelajaran pendidikan agama Islam bagi anak berkebutuhan khusus (tunagrahita) di sekolah luar biasa (SLB) Insan Prima Bestari Bandar Lampung. *Action Research Journal Indonesia (ARJI)*, 7(3), 1851–1863. <https://doi.org/10.61227/arji.v7i3.476>
- Anggita, I. R., & Triono, A. (2024). Proses pembelajaran pendidikan inklusi pada anak berkebutuhan khusus (ABK) tunagrahita di SDN 4 Srikandi. *GAPAI: Jurnal Pendidikan Agama Islam*, 2(1), 60–69.
- Birçek, E. (2014). Özgüç, Tahsin. In *Encyclopedia of Global Archaeology* (pp. 5690–5691). https://doi.org/10.1007/978-1-4419-0465-2_2374
- Burhanudin, & Irawan. (2019). Manajemen peningkatan mutu sekolah Islam. *ITQAN*, 10(2), 91–100. <https://doi.org/10.47766/itqan.v10i2.495>
- Cherry, K. (2025). 7 major perspectives in modern psychology. *Verywell Mind*.
- Coşkun, B. S. (2018). Scraping the layers: Tahsin Öz and his stylistic restorations in Topkapı Palace Museum. *A | Z ITU Journal of the Faculty of Architecture*, 15(3), 1–12. <https://doi.org/10.5505/ITUJFA.2018.41033>
- Frutos-Belizón, J. de. (2019). Conceptualizing academic intellectual capital: Definition and proposal of a measurement scale. *Journal of Intellectual Capital*, 20(3), 306–334. <https://doi.org/10.1108/JIC-09-2018-0152>

- Gheita, T. A. (2024). An Egyptian rheumatology legend: The prosperous journey of late Prof. Tahsin El-Hadidi. *Egyptian Rheumatologist*, 46(2), 82–85. <https://doi.org/10.1016/j.ejr.2024.01.006>
- Grohmann, D. (2024). Definition, assessment and management of frailty for people with intellectual disabilities: A scoping review. *Journal of Applied Research in Intellectual Disabilities*, 37(3). <https://doi.org/10.1111/jar.13219>
- Hoechner, H. (2020). Senegalese migrants' children, homeland returns, and Islamic education in a transnational setting. *Globalisation, Societies and Education*, 18(3), 264–276. <https://doi.org/10.1080/14767724.2020.1722071>
- Irawan. (2019). *Filsafat manajemen pendidikan Islam*. Remaja Rosdakarya.
- Isroini, S. P., & Harsiwi, N. E. (2024). Mengenal anak berkebutuhan khusus: Proses pembelajaran anak tuna grahita di SLB B dan C Karya Bhakti Surabaya. *Jurnal Pendidikan Inklusi Citra Bakti*, 2(1). <https://doi.org/10.38048/jpicb.v2i1.3820>
- Kaiser, H. (2019). Tahsin Uzer: The CUP's man in the East. In *End of the Ottomans: The genocide of 1915 and the politics of Turkish nationalism* (pp. 93–117). <https://doi.org/10.5040/9781788317511.ch-004>
- Luckasson, R. (2022). Professional responsibility in the field of intellectual and developmental disabilities: Its definition, application, and impacts. *Intellectual and Developmental Disabilities*, 60(3), 183–198. <https://doi.org/10.1352/1934-9556-60.3.183>
- Merwe, D. G. van der. (2022). The concept and activity of 'obedience' in the Gospel of John. *Verbum et Ecclesia*, 43(1), 1–9. <https://doi.org/10.4102/ve.v43i1.2367>
- Nasution, W. (2024). Mobile learning application tahsin Al-Quran using dynamic time warping method based on Android. *International Journal of Engineering Science and Information Technology*, 4(3), 23–27. <https://doi.org/10.52088/ijesty.v4i3.512>
- Ramadhani, R. A., Ahmad, R. R. F., Octaviana, D. R., Roibin, & Syuhadak. (2023). Ta'dib: Character foundations in the perspective of Syed Muhammad Naquib Al-Attas. *At-Ta'dib*, 18(1), 70–80. <https://doi.org/10.21111/attadib.v18i1.8320>
- Romadhon, M. S. (2019). Blended learning system using social media for college student: A case of tahsin education. *Procedia Computer Science*, 161, 160–167. <https://doi.org/10.1016/j.procs.2019.11.111>
- Santrock, J. W. (2013). *Psikologi pendidikan (Educational psychology)*. Salemba Empat.
- Supena, A. (2017). Model pendidikan inklusif untuk siswa tunagrahita di sekolah dasar. *Jurnal Parameter*, 29(2), 145–155. <https://doi.org/10.21009/parameter.292.03>
- Ürkmez, N. (2022). Sultan II. Abdülhamid'in başkâtibi Tahsin Paşa. *Bellekten*, 86(306), 641–681. <https://doi.org/10.37879/bellekten.2022.641>
- Wakhidah, N. (2022). Examining environmental education content on Indonesian Islamic religious curriculum and its implementation in life. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2034244>
- Yurtoğlu, B. (2025). Mehmet Ali Tevfik Yükselen's commentary on astronomy poem of Hodja Tahsin. *Osmanli Bilimi Arastirmalari*, 26(2), 231–255. <https://doi.org/10.26650/oba.1652575>