

The Planning and Development of Islamic Education Learning for Deaf Students

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ABSTRACT

This study analyzes the planning and development of Islamic education for deaf students, particularly through curriculum workshops and lesson plan development. This study was conducted at SLB Negeri Campurdarat Tulungagung using a qualitative case study approach, with data collection through observation, documentation, and interviews. Data sources included the principal, elementary and secondary school teachers, teacher lesson plans, and four deaf students. The results show that lesson plans for deaf students can be implemented effectively if the curriculum and lesson plans are flexible, considering students' interests, abilities, and special needs. Integrating visual media, sign language, and active learning methods, such as group discussions and skill exercises, increases student engagement and understanding of the material. This study also emphasizes the importance of skills-based assessment in measuring overall learning outcomes. These findings significantly contribute to inclusive education practices in Indonesia by demonstrating that adaptive and collaborative curriculum planning can create learning experiences that are relevant, meaningful, and supportive of the cognitive, social, and spiritual development of deaf students.

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INTRODUCTION

Amidst the need for increasingly modern education, a deep understanding of students' basic and specific competencies is essential to ensure that the material presented is genuinely relevant. Developing a structured syllabus enables a more focused curriculum that aligns with nationally and internationally recognized educational standards. The syllabus guides the interaction between teachers and students in a didactic and experiential environment.¹ In workshop activities, it shares knowledge among educators, enriching perspectives and learning techniques that can be applied in the classroom. Lesson plans developed through media-based learning in the classroom remain relevant and meet the needs of deaf students.²

In the context of Islamic Education for Deaf Students, the preparation of syllabi and lesson plans needs to be tailored to the specific needs of deaf students. The goal is not only for them to understand cognitive aspects, but also to instill spiritual and moral values tangibly. Teaching materials such as aqidah, worship, and morals are delivered through simple language, visual media, sign language, and practical exercises to make them easier to understand.³ This approach helps students gain concrete learning experiences relevant to their lives. Thus, Islamic education for deaf students is not merely about imparting knowledge, but also about shaping their Islamic identity, strengthening their spirituality, and developing their social skills inclusively and sustainably.

Syllabus development focuses on content and teaching methods that encourage critical thinking, collaboration, and social skills among students. Previous research found that all 25 educators identified themselves as curriculum developers, considering syllabus development a top priority in their daily activities. They were responsible for developing syllabus workshops and preparing lesson plans, worksheets, assessments, and tests.⁴ The syllabus emphasizes the importance of continuous evaluation through feedback from students and colleagues, which forms the basis for continuous curriculum improvement and adjustment.⁵ The importance of syllabus workshops is increasingly recognized by educators who want to improve their learning standards.

¹ Jamie L. Wagner dkk., "Good Practices in Syllabus Design," *American Journal of Pharmacy Education* 87, no. 3 (April 2023): ajpe8995, <https://doi.org/10.5688/ajpe8995>.

² Ani Wilujeng Suryani dkk., "Audio-Visual Based Interactive Learning Media Workshop to Improve Teacher Competence in the 21st Century Era," *Rengganis Journal of Community Service* 3, no. 2 (30 November 2023): 226–38, <https://doi.org/10.29303/rengganis.v3i2.361>.

³ Winarto Eka Wahyudi dan Mowafg Abraham Masuwd, "Fostering Inclusivity: Fitting Learning Methods With The Needs of Deaf Students at SLB Ma'arif NU Lamongan," *Didaktika Religia* 12, no. 1 (2024): 31–44, <https://doi.org/10.30762/didaktika.v12i1.3455>.

⁴ Vandy Tep, "Teacher educators as curriculum developers: a case study of teacher education colleges in Cambodia," *Frontiers in Education* 9 (Maret 2024): 1328023, <https://doi.org/10.3389/feduc.2024.1328023>.

⁵ Steven Faerm, *Introduction to design education: theory, research, and practical applications for educators* (Routledge, Taylor & Francis Group, 2023).

Planning developed through engaging learning activities, especially for deaf students, is an attractive feature in developing innovative syllabi that meet the needs of the times. These activities not only improve the quality of the syllabus but also deepen teachers' awareness of students' needs and enable them to design a dynamic and adaptive learning environment. The practice-based approach has proven successful in increasing student interest.⁶ Thus, the planning and development of syllabi and lesson plans contribute significantly to creating a relevant, flexible, and high-quality curriculum that can support the achievement of optimal learning outcomes and prepare students to face future challenges.

Teachers must reflect on their developed lesson plans and revise them periodically to ensure they remain relevant to students' needs and curriculum requirements. In the context of curriculum development, for learning materials to be valuable, they must be fully aligned with the curriculum.^{7,8,9} Therefore, teachers involved in the continuous learning planning process will be better prepared to face the challenges of teaching students in the classroom. Developing effective and adaptive lesson plans also allows teachers to adjust their teaching when conditions change, such as during a pandemic that forces learning to be conducted online. This approach helps educators compile teaching materials systematically and in accordance with the needs of students.¹⁰

Amidst the rapid advancement of education today, there is a decline in student motivation and interest in learning. The planning and development of Islamic education learning aims to explore more deeply: (1) how to organize and create syllabus workshops for deaf students studying Islamic education, and (2) how to organize and create lesson plans for deaf students studying Islamic education. It is hoped that by understanding the planning and development used in education, solutions will be identified to improve the quality of teaching in line with the requirements and personalities of deaf students. This research also hopes to help policymakers and education program developers create more engaging and successful learning experiences.

Until now, research on the development of Islamic Education has been directed more towards regular students, while studies that specifically examine the needs of deaf students are still rare, especially in Indonesia. Several international

⁶ Maria C. Hartman dkk., "Curriculum and Instruction for Deaf and Hard of Hearing Students: Evidence from the Past—Considerations for the Future," *Education Sciences* 13, no. 6 (2023): 533, <https://doi.org/10.3390/educsci13060533>.

⁷ Nausica Marcos Miguel, "Textbook Consumption in the Classroom: Analyzing the Classroom Corpus," *Procedia-Social and Behavioral Sciences* 198 (Juli 2015): 309–19, <https://doi.org/10.1016/j.sbspro.2015.07.449>.

⁸ Sandy T. Soto, "Analysis of Curriculum Development," *Theory and Practice in Language Studies* 5, no. 6 (31 Mei 2015): 1129, <https://doi.org/10.17507/tpls.0506.02>.

⁹ Tep, "Teacher educators as curriculum developers."

¹⁰ Anisa'ul Indah Mutiasari, Mustaji Mustaji, dan Lamijan Hadi Susarno, "The Effect of Project-Based Learning on Creative Thinking Skills for Teachers," *Journal of Educational Technology: Journal of Learning Research and Development* 8, no. 2 (20 April 2023): 435, <https://doi.org/10.33394/jtp.v8i2.7131>.

studies on Islamic Education for Deaf Students do exist. However, most were conducted in countries with more advanced educational facilities and support, making them less relevant to Indonesia's social and cultural realities. At the SLB level, the Islamic education syllabus and lesson plans are still generally designed without much adjustment to the communication needs of deaf students, for example, through sign language, visual media, or practical learning. Therefore, this research is important for formulating a more adaptive, relevant, and inclusive Islamic education syllabus and lesson plan.

Methods

This study used a qualitative research design and case study methodology to understand the planning and development of Islamic education learning through syllabus and lesson plans. The qualitative approach was chosen to gain an understanding of the planning that was made and the things that were developed in accordance with the learning needs of students. As stated in previous studies, field research is a qualitative data collection method that aims to observe, interact with, and understand people in their natural environment.¹¹ Researchers attempted to describe in depth, through interviews, observations, and documentation, the planning and development of learning. This became a benchmark in the learning activities carried out. If no planning was made before the learning activities, then the learning was not focused and ignored the conditions of the students. According to the researchers, an in depth and exploratory qualitative approach efficiently understood students' needs.

SLB Negeri Campurdarat Tulungagung is located at Jl. This research was conducted in Raya Popoh No. 17, Campurjanggrang, Campurdarat, Tulungagung. This research was conducted because the Campurdarat Tulungagung State Special School has a much greater task than other schools. At the SLB Negeri Campurdarat Tulungagung, the students with various mild to severe physical disabilities and limitations must be cared for carefully, especially deaf students. This research was conducted from October 23 to November 24, 2023. This research aims to gather detailed information about current planning and development, as well as activities that will be carried out according to the needs and circumstances of deaf students.

The research, which lasted for one month, from October 23 to November 24, 2023, was indeed relatively short for a qualitative study with an exploratory approach, especially since it involved students from two levels of education, namely elementary school and high school at SLB Negeri Campurdarat Tulungagung. However, this period was considered sufficient because the research focused on planning and developing the Islamic Education syllabus and lesson plans for deaf students. Data was collected intensively through observation, interviews, and documentation, producing complete and accurate information. In addition, the support from teachers, the principal, and the active

¹¹ A. Bhat, "What is Field Research: Definition, Methods, Examples, and Advantages," *QuestionPro* (blog), t.t., <https://www.questionpro.com/blog/field-research/>.

involvement of students meant that the time constraints did not reduce the accuracy or quality of the research findings.

This study collected data through documentation, depth interviews, and participatory observation.¹² Documentation was used to collect written records, archives, and data related to the planning and implementation of learning. Interviews were conducted with school principals, Islamic education teachers, elementary and high school teachers, and deaf students to obtain broader views and experiences. Meanwhile, participatory observation allowed researchers to be directly present during activities, both during the syllabus development workshop and during the teaching and learning process, so that the real situation in the classroom could be understood more fully. In addition to materials and sources related to the research problem, researchers documented activities at the research site, including student learning activities..

Table 1 Informant Data

No	Name of informant	Gender	Position
1	Multazamah	Female	Headmaster
2	Diah Fadjar Harjanti	Female	Teacher
3	Eny Setyowati	Female	High school teacher
4	Siti Bahrin Nabihati	Female	Islamic education teacher
5	Arya Kusuma Pratama	Male	Deaf student
6	Muh. Wahyu Ardiansyah	Male	Deaf student
7	Ajeng Izzabillah	Female	Deaf student
8	Muh. Fachrul Ulum	Male	Deaf student

The data for this study were collected through participatory observation. The researcher conducted direct field observations and gathered information about behavior and all activities at the SLB Negeri Campurdarat. In this case, the researcher concentrated on how Islamic education learning was planned and developed concerning the syllabus and lesson plans. Furthermore, when conducting semi-structured interviews, where questions are asked freely, it is unnecessary to ask key aspects of the questions in sequence. Researchers document learning activities related to school planning and growth and use observation and interview methodologies.

This data analysis approach involves gathering information from various sources. All collected data is explained or described in accordance with the focus of the study, covering objects, sub-objects, and research indicators. Data that does not fit the focus of the study can be set aside or summarized. Data considered important but requires further verification or exploration will be verified by matching data from various sources. Summarizing or sorting data is organized systematically to make it easier to understand and analyze. Once the research data has been collected, preliminary conclusions are drawn.

¹² Yuan Remanita dan Nur Kholis, *Implementation of Digital Technology in Islamic Education*, 2, no. 2 (2023).

Researchers use triangulation of methods and sources to ensure their data is accurate.¹³ Several methods are used to determine the accuracy of data, or credibility, such as allowing sufficient time to collect data and continuously testing various data collection methods. One of the purposes of applying data validity is to ensure that the research methods or procedures can also be applied elsewhere. Therefore, these techniques are tested in other places with similar characteristics. To ensure consistency and neutrality, researchers not only ask peers to read their work, but they also read it themselves, editing and repeating all findings and data analyses.

RESULT

Syllabus Workshop Planning

Understanding philosophy in education greatly influences the learning process that will be applied to students. Teachers must study and understand the philosophy of education for each student's development. Teachers who study the philosophy of education can adapt teaching methods to the unique needs of each student. *"With each student's different circumstances, the classroom teachers and I must be able to adapt to the needs of each student"*.¹⁴ Armed with educational philosophy, subject teachers and classroom teachers can easily adapt their teaching to the conditions of each student, especially students with mild to severe hearing impairments.

Teachers who think critically and reflectively can improve the quality of learning while remaining grounded in educational philosophy and ethical principles. This makes teachers better prepared to face the challenges of modern education. As Ardi experienced, islamic education lessons became easy to understand because the teacher used interesting strategies that suited the students' abilities. *"I am interested in learning islamic education lessons because the material is interesting, so it is easy for me to understand and apply daily"*.¹⁵ By applying educational philosophy, teachers can understand the characteristics and needs of students, thereby creating interactive and relevant learning experiences.

"Teachers adapt the material mapping to the conditions of the students. If the students are not enthusiastic, learning is done through play. The material still refers to the independent curriculum and is delivered according to the students' abilities".¹⁶

Learning strategies and methods must be tailored to student characteristics and curriculum objectives. Through workshops, teachers are trained to integrate methods such as projects, discussions, and contextual learning to be more focused, varied, and adaptive to students' diverse learning styles.

¹³ R.K Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (Sage Publications, 2018).

¹⁴ Multazamah, "PF," 23 Oktober 2023.

¹⁵ Ardi, "PF," 23 Oktober 2023.

¹⁶ Multazamah, "PM," 24 Oktober 2023.

"The media used are Hijaiyah flashcards and sign language. Sign language is only used occasionally, so that children continue to try to speak. Learning methods are adapted to the children's conditions".¹⁷

The use of learning media, methods, and strategies such as teacher-centered learning has been proven to help the learning process of deaf students. However, if students actively use specific methods, the material delivery becomes less than optimal. Therefore, teachers need to accommodate the students' conditions by adjusting the methods and ensuring adequate infrastructure and facilities, because the availability of good facilities is a determining factor in the success of learning.

"Learning uses Hijaiyah cards and sign language. In addition, there are no discussions, only questions and answers during learning, because it is difficult to have discussions".¹⁸

Developing clear, specific, measurable indicators greatly influences learning success. Teachers who can formulate indicators accurately can conduct evaluations more objectively and transparently. In addition, various forms of evaluation, from formative to authentic, provide room for adjustment to students' learning styles. These findings confirm that targeted indicators and varied evaluation methods help improve the quality of learning and support the optimal achievement of student competencies.

"I adopt the lesson plans and develop indicators per the references on the independent curriculum platform, so I can easily adjust them to the learning needs that will be used".¹⁹



Figure 1 Syllabus Workshop

The development of teaching materials for special needs applies the applicable curriculum guides to help schools achieve competency objectives. Teachers map the material systematically so that each lesson aligns with the direction of education. In practice, the development of material is tailored to the needs, interests, and learning styles of deaf students. Analyzing student characteristics is an important basis for increasing learning engagement and motivation. For example, for students who are more responsive to visual learning,

¹⁷ Eny Setyowati, "PSDMP," 24 Oktober 2023.

¹⁸ Siti Bahrin Nabihati, "PSDMP," 23 Oktober 2023.

¹⁹ Diah Fadjar, PIDE, 24 Oktober 2023.

presenting material through infographics or videos has been proven to help them understand the lesson content more easily and effectively.

"The implementation went well. Teachers must adapt to the conditions of their students and not be fixated on the curriculum or set material, because if they are, students will not want to go to school".²⁰

Integrating technology in developing teaching materials greatly helps deaf students understand the lessons. Interactive media, such as digital whiteboards and learning applications, make information more dynamic and allow students to learn independently. In addition, various methods, such as discussion, collaboration, and project-based learning, have proven to accommodate differences in student learning styles. After the teaching materials have been developed, evaluating their effectiveness is an important step in assessing the success of their implementation and providing a basis for continuous improvement.

"Teachers often teach how to collaborate with friends in terms of skills, because without practice, it is tough to understand each learning material".²¹

Teachers emphasize the importance of collaboration among students, especially in practicing skills. This approach is considered adequate because, without hands-on practice, students find it challenging to understand the learning material in depth.

Lesson Plan Development

The lesson plan serves as the main guideline for teachers in implementing structured, practical learning and the basis for evaluation. Complete identity, clear objectives, and alignment with the curriculum help teachers design relevant strategies and ensure optimal achievement of student competencies. *"With clear and structured learning objectives, it is easy for me to formulate what students should achieve in learning".²²*



Figure 2 Preparation of Lesson Plans

The study results show that formulating core and basic competencies aligned with learning objectives can provide clear direction in implementing islamic education learning for deaf students. Teachers compile measurable learning objectives so that it is easier to evaluate student achievement objectively. In addition, objectives that cover the cognitive, affective, and psychomotor

²⁰ Ajeng, "PMA," 24 Oktober 2023.

²¹ Ajeng, "PMA," 24 Oktober 2023.

²² Siti Bahrin Nabihati, "TP," 24 Oktober 2023.

domains have been proven to encourage students to be more actively and responsibly involved in the learning process. Thus, clarity of learning objectives is an important factor in creating an integrated, meaningful learning experience that is appropriate to the needs and development of deaf students.

*The learning objectives of the pillars of faith cover cognitive, affective, and psychomotor aspects, and students must show tolerance towards differences of opinion in the classroom.*²³

This study found that learning materials relevant to students' needs, presented in various ways and well-organized, can increase student engagement and understanding. Regular evaluation of materials is also important to ensure learning effectiveness and encourage continuous improvement.

*"Learning materials are modified according to student needs while adhering to existing guidelines. The delivery is not always sequential according to the lesson plan, but is still conveyed through learning strategies while playing".*²⁴

The lesson plan must include a variety of learning methods according to student needs so that learning is more interesting and easier to understand. Regular evaluation of materials and methods is important to assess effectiveness and adjust strategies to improve learning outcomes.

*"The learning methods in the lesson plans are applied in various ways so that they are not monotonous, thereby making deaf students more enthusiastic, focused, and interested in participating in learning".*²⁵

Lesson plans need to be flexible to suit the needs of deaf students. Practical activities, the use of sign language, and group discussions help improve understanding and interaction. Regular evaluation is necessary to adjust the approach for greater effectiveness.

*"Learning activities in lesson plans are modified with skill practices, such as calligraphy painting, so that students can collaborate, build confidence, and receive positive feedback".*²⁶

Calligraphy activities for deaf students are designed to be interactive with visual demonstrations, hands-on practice using various media, and collaborative projects. The results of their work are exhibited to foster students' confidence and motivation to learn.

*"Learning videos are used as additional learning resources with animations related to real life, so that deaf students can more easily understand and apply them in their daily lives".*²⁷

Learning resources must also provide accurate and up-to-date information so that students gain a proper understanding. Using diverse learning resources can help cater to different learning styles among students. *"Apart from*

²³ Eny Setyowati, "TP," 24 Oktober 2023.

²⁴ Siti Bahrin Nabihati, "MP," 23 Oktober 2023.

²⁵ Diah Fadjar, "PMP," 24 Oktober 2023.

²⁶ Eny Setyowati, "KP," 24 Oktober 2023.

²⁷ Eny Setyowati, "PSDMP," 24 Oktober 2023.

instructional videos, other learning resources include written materials".²⁸ In addition, students should be encouraged to explore learning resources independently to develop better learning skills. The lesson plans prepared by teachers include evaluation plans that emphasize formative, summative, and authentic assessments in accordance with learning objectives.

The evaluation for deaf students is designed with their needs and characteristics in mind, making it more inclusive and relevant. In addition, skills-based evaluation has proven more effective in assessing students' abilities than written tests, as it can demonstrate active engagement and application of the material in daily practice. These findings reinforce the importance of adaptive evaluation design in lesson plans to support the learning success of deaf students.

DISCUSSION

An understanding of educational philosophy encourages teachers to think critically and reflectively. A good understanding of educational philosophy helps teachers deal with various student conditions and creates meaningful learning experiences.²⁹ Teachers who practice educational philosophy can adapt learning methods to the needs of deaf students, making the learning process more interesting and easier to understand. Recent research shows that using visual media, applications, and sign language greatly helps deaf students understand abstract concepts in Islamic Education and increases their motivation to participate actively in class. In addition, the formation of students' character and soft skills can be done through good communication patterns.³⁰

Mapping materials plays an important role in meeting the needs of students, especially deaf students. Mapping materials helps teachers develop targeted learning per the curriculum, while remaining flexible in adjusting to individual needs. Media in education must also be tailored to the needs of students, where learning activities utilize technology to improve effectiveness.³¹ Good mapping supports the implementation of inclusive learning strategies, including the use of sign language. Sign language is critical because it is a means of communication for people who are deaf or hard of hearing.³² Deaf students can participate in learning without feeling left behind, because the content is

²⁸ Ardi, "PSDMP," 23 Oktober 2023.

²⁹ Fadhilah Khairani dkk., "The Role of Educational Philosophy as the Basis for Strengthening Teachers in Schools," *Esteem Journal of English Education Study Programme* 6, no. 2 (8 Juli 2023): 226–35, <https://doi.org/10.31851/esteem.v6i2.12319>.

³⁰ Nur Kholis, "School Culture: Values in Schools in Promoting Students' Foreign Language Habits at School," *Education: Journal of Islamic Education* 06, no. 1 (10 Juni 2018): 162–72.

³¹ Nur Kholis dkk., "ICT Based Chemistry Learning Innovation To Improve Student's Creativity In The Digital Era," *Journal of Social Transformation and Regional Development* 4, no. 2 (2022), <https://doi.org/10.30880/jstard.2022.04.02.008>.

³² Omar Alawajee, "Exploring the Sign Language Proficiency of University Undergraduate Students in the Preservice Preparation Program for Deaf Student Teachers," *Higher Education Pedagogies* 7, no. 1 (31 Desember 2022): 65–87, <https://doi.org/10.1080/23752696.2022.2092882>.

presented based on their abilities and pace. Furthermore, mapping contributes to the development of a positive learning atmosphere.

The connection between teaching materials and the curriculum helps students understand the broader educational objectives. By mapping the material systematically, teachers can ensure that each lesson is interconnected and supports the achievement of competencies.³³ Effective teaching materials must consider students' needs, interests, and learning styles to increase their engagement and motivation. For example, information presented in the form of films or infographics is easier to understand for students who prefer visual learning. As educators, instructors prioritize lesson preparation and implementation tasks and set standards for their students' success.³⁴

Effective syllabus development must consider the selection of material that is relevant to students' needs. Inspiring material can increase students' motivation and interest in learning. The relevance of the material to everyday life helps students understand the practical application of the knowledge they have acquired. In addition, using various learning methods, such as problem-based learning and group discussions, can significantly increase student engagement.³⁵ The syllabus should also include a clear evaluation plan to measure student achievement formatively and summatively. Assessment indicators help teachers evaluate the effectiveness of learning.

Workshops are an effective platform for designing flexible syllabi that respond to student needs. Teacher involvement in the syllabus development is essential to ensure the curriculum remains relevant. Student involvement can also provide input on what they need and expect from learning. A good syllabus must be able to adapt to changes and dynamics in education.³⁶ Collaboration between teachers can improve the quality of the syllabus. In addition, developing a syllabus that considers curriculum alignment, clear objectives, and selecting relevant material can increase the effectiveness of the learning process. Therefore, an adaptive and collaborative syllabus can be an effective tool in supporting the achievement of educational goals.

Practical learning objectives for deaf children must be formulated considering their learning needs and characteristics. Deaf children do not have

³³ Y.A. Rini Shafa Aqilla, M. Jaya Adi Putra, dan Zufriady Zufriady, "Development of Independent Curriculum Teaching Materials on Contextual-Based Thematic Learning of Local Wisdom for Grade 5 Elementary School," *ARZUSIN* 4, no. 1 (4 Desember 2023): 44–54, <https://doi.org/10.58578/arzusin.v4i1.2209>.

³⁴ Hana Mukhofiyatun Nisa' dan Nur Kholis, "The Role of Teachers in Creating an Effective Learning Culture," *Rahmatan Lil Alamain: Journal of Peace Education and Islamic Studies* 02, no. 1 (27 Juni 2019): 23–32.

³⁵ Makherus Sholeh, Abd Aziz, dan Nur Kholis, "Development of Teacher Competence in Creative Writing to Actualize Madrasah Literacy," *ELEMENTARY: Islamic Teacher Journal* 9, no. 2 (27 Desember 2021): 183, <https://doi.org/10.21043/elementary.v9i2.11903>.

³⁶ Steven Faerm, *Introduction to Design Education: Theory, Research, and Practical Applications for Educators* (Routledge, 2023), <https://doi.org/10.4324/9781003049166>.

physically visible disabilities. However, they have communication problems and find it most difficult to process and understand the information they receive due to their hearing impairment.³⁷ Using simple language and visual aids is very effective in helping deaf children understand the concepts being taught.³⁸ In addition, learning objectives should include cognitive, affective, and psychomotor aspects to support students' holistic development. Parents, subject teachers, and homeroom teachers' involvement in setting learning objectives can also increase student support and motivation.³⁹

The design of learning materials for deaf students focuses on visualization and simple communication in islamic education learning. Pictures, videos, and easy-to-understand language can improve deaf students' understanding of learning materials. Video technology can improve communication between deaf individuals whose primary language is sign language.⁴⁰ In addition, interactive practical activities have been proven to increase the active engagement of deaf students, significantly contributing to internalizing the material. Communication aids, such as sign language and written text, help students to follow the material without losing its essence.⁴¹ Visual based material also allows deaf students a more intuitive and contextual learning experience.⁴²

Applying varied learning methods in lesson plans is very important to increase student engagement, especially deaf students who need a special approach. As stated by the islamic education teacher, active learning methods,

³⁷ Isnawati Mohamad dan I Wayan Sudana, "Effective Learning & Media Strategies for Deaf Students in Developing Cosmetology Skills," dalam *5th Vocational Education International Conference (VEIC 2023)*, ed. oleh Adhi Kusumastuti dkk., vol. 813, Advances in Social Science, Education and Humanities Research (Paris: Atlantis Press SARL, 2024), 1453–61, https://doi.org/10.2991/978-2-38476-198-2_206.

³⁸ Nur Kholis, Purwowibowo Purwowibowo, dan Muhammad Arief Ibra, "Total Communication Learning Model to Support the Effectiveness of Social Interaction for Deaf Children," dalam *Proceedings of the 2nd Social and Humaniora Research Symposium (SoRes 2019)* (2nd Social and Humaniora Research Symposium (SoRes 2019), Bandung, Indonesia: Atlantis Press, 2020), <https://doi.org/10.2991/assehr.k.200225.104>.

³⁹ Kristin Snoddon dan Joseph J. Murray, "Supporting Deaf Students in Nepal through Sustainable Development Goal 4: Inclusive and Equitable Quality Education in Sign Language," *International Journal of Speech-Language Pathology* 25, no. 1 (2 Januari 2023): 92–95, <https://doi.org/10.1080/17549507.2022.2141325>.

⁴⁰ Anthi David, Vasiliki Kiose, dan Efi Tzelepi, "ICT in education for Deaf and Hard of Hearing learners," *World Journal of Biology Pharmacy and Health Sciences* 14, no. 3 (30 Juni 2023): 222–36, <https://doi.org/10.30574/wjbpshs.2023.14.3.0273>.

⁴¹ Andi Muhammad Fadlih, Ismail Tola, dan Mustafa, "Development of Digital-Based Visual Learning Media for Physical Education, Sports, and Health for Deaf Students," *Asian Journal of Education and Social Studies* 48, no. 2 (10 Agustus 2023): 55–63, <https://doi.org/10.9734/ajess/2023/v48i21058>.

⁴² Ediyanto Ediyanto dkk., "Learning instruments in science for students with hearing impairments: A literature review" (3rd International Conference on Science, Mathematics, Environment, and Education: *Fleksibilitas dalam Penelitian dan Inovasi tentang Sains, Matematika, Lingkungan, dan pendidikan untuk pembangunan berkelanjutan*, Surakarta, Indonesia, 2023), 110001, <https://doi.org/10.1063/5.0105997>.

such as group discussions and collaborative projects, can help deaf students focus and stay motivated in their learning.⁴³ This variety of methods prevents boredom and creates a more interesting learning environment, so students remain enthusiastic about learning. Technology, such as multimedia and interactive applications, has been proven to help deaf students understand concepts better through visual displays and direct interaction. Evaluations of the effectiveness of the learning methods must be carried out periodically so that teachers can optimize them.⁴⁴

This study's results indicate that teachers' application of reflective and adaptive educational philosophies plays an important role in creating inclusive Islamic education for deaf students. By adjusting teaching methods, materials, and media to the needs of students, teachers can increase engagement and understanding of abstract concepts, while supporting character building and soft skills development. Systematic yet flexible mapping of materials and syllabi enables the integration of the curriculum with individual needs. At the same time, the use of visual media, sign language, and interactive technology strengthens communication and internalization of materials. These findings enrich the literature on inclusive education and provide practical guidelines for teachers and curriculum developers to design adaptive, collaborative, and holistic development focused lesson plans and Islamic education learning strategies for deaf students.

CONCLUSION

The findings conclude that a proper understanding of educational philosophy and effective teaching strategies will help improve the learning experience of students with special needs, particularly deaf students. Teachers knowledgeable about educational philosophy will be better equipped to change their methods to be more inclusive and relevant for students by implementing a multisensory approach involving multiple cognitive pathways. This flexibility results in a more immersive learning environment and helps support higher levels of student engagement and understanding. This, with content mapping and modern teaching tools, improves the composition of lesson planning based on the framework of national curriculum objectives, thus maximizing the achievement of educational goals.

In addition, evidence supports that with assessment and feedback in the learning process, educators can include a variety of assessment methods that consider the needs of deaf students so that they can measure and assess students' progress in learning academic and social skills. Interactive activities, visual aids,

⁴³ Ulfah Ulfah dkk., "Leveraging Information and Communication Technology for Enhancing Students' Learning and Development of Scientific Works," *Paedagogia: Jurnal Pendidikan* 14, no. 1 (2025): 1–12, <https://doi.org/10.24239/pdg.Vol14.Iss1.559>.

⁴⁴ Jennifer Catalano dkk., "Teacher Training: Increasing the Active Engagement of Deaf Students Through Flexible Instructional Settings," *The Journal of Deaf Studies and Deaf Education* 27, no. 1 (16 Desember 2021): 73–88, <https://doi.org/10.1093/deafed/enab031>.

and technology can increase one's chances of better communicating and understanding while promoting social development, which can be done through collaborative projects. A systematic approach to lesson planning, materials development, and evaluation can improve teaching effectiveness and contribute significantly to deaf students' holistic post-education development for integration into society.

Recommendation

This study's results indicate that teachers' application of reflective and adaptive educational philosophies is important in creating inclusive Islamic education for deaf students. By adjusting teaching methods, materials, and media to the needs of students, teachers can increase engagement and understanding of abstract concepts, while supporting character building and soft skills development. Systematic yet flexible mapping of materials and syllabus enables the integration of the curriculum with individual needs. At the same time, the use of visual media, sign language, and interactive technology strengthens communication and internalization of materials. These findings enrich the literature on inclusive education and provide practical guidelines for teachers and curriculum developers to design adaptive, collaborative, and holistic development-focused lesson plans and Islamic education learning strategies for deaf students.

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