

Increasing Understanding of the Islamic Religion Through Interactive Methods for Children with Special Needs

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Abstract

Keywords:

*Interactive Methods,
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This study aims to design and implement interactive learning methods in Islamic Religious Education (PAI) subjects, in particular, intellectual disability (*tuna daksa*) classes at SMA LK As Shofa Mojokerto, as well as analyze the effectiveness of these methods in improving students' understanding of PAI subject matter. The interactive methods applied include group discussions, role-playing, and demonstrations. The study employs a qualitative approach with a case study design. The research subjects are PAI teachers and students in a particular *tuna daksa* class at the high school. Data is collected through interviews, observations, and documentation studies. The results show that the application of interactive learning methods can improve intellectually disabled students' understanding of Islamic religious subject matter. Students have become more active and enthusiastic in PAI learning activities. They also find it easier to understand the material through direct activities and role-playing so that their religious learning outcomes improve. This study contributes to the development of innovative and contextual PAI learning methods for students with intellectual disabilities in inclusive schools.

Abstrak

Kata kunci:

*Metode Interaktif,
Pembelajaran Agama
Islam,
ABK Tuna Daksa,
Sekolah Inklusif.*

Penelitian ini bertujuan untuk merancang dan menerapkan metode pembelajaran interaktif pada mata pelajaran Pendidikan Agama Islam (PAI) di kelas khusus tuna daksa SMA LK As Shofa Mojokerto, serta menganalisis efektivitas metode tersebut dalam meningkatkan pemahaman siswa atas materi PAI. Metode interaktif yang diterapkan meliputi diskusi kelompok, role playing, dan demonstrasi. Penelitian menggunakan pendekatan kualitatif dengan rancangan studi kasus. Subjek penelitian adalah guru PAI dan siswa kelas khusus tuna daksa di SMA tersebut. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan penerapan metode pembelajaran interaktif mampu meningkatkan pemahaman siswa ABK tuna daksa terhadap materi agama Islam. Siswa menjadi lebih aktif dan antusias dalam pembelajaran PAI. Mereka juga lebih mudah memahami materi melalui aktivitas langsung dan bermain peran sehingga hasil belajar agama meningkat. Penelitian ini berkontribusi pada pengembangan metode pembelajaran PAI yang inovatif dan kontekstual untuk ABK tuna daksa di sekolah inklusif.

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INTRODUCTION

Education for children with special needs (ABK) has become a global issue that has increasingly received particular attention in the last few decades (Rohani, 2020). ABK is defined as children with unique characteristics that are different from children in general without always showing mental, emotional, or physical disabilities (Amirzan et al., 2020). They have obstacles in the growth and development process compared to children their age, so they need particular services so that their potential can develop optimally (Fakhiratunnisa et al., 2022)

Disabled crew members also experience this condition. According to (Widiastuti and Winaya, 2019), physically disabled children are the condition of children who have imperfect body parts. These imperfections are only physical (bones, muscle joints). In contrast, the sensory functions of people with physical impairments are still expected, so this disorder is often referred to as a physical disability, physical disability, or orthopedically handicapped (Maulidiyah, 2020). Through various advances in efforts to improve human rights in all fields, including education, disabled children with disabilities are currently starting to be able to access regular education services together with typical children (Setiawan & Apsari, 2019). However, when they are in regular schools, ABK often face challenges due to differences in their ability to receive learning material, especially abstract material (Amin & Rahardjo, 2023).

One of the subjects that is quite difficult for disabled children with disabilities in inclusive schools to understand is Islamic Religious Education (PAI) (Sofia et al., 2021). This is because PAI material is generally high-level cognitive, which predominantly requires an abstract understanding of the material (Hadi, 2017). Meanwhile, ABK, especially the physically disabled, have weaknesses in understanding abstract things because their level of thinking and comprehension is below average (Mayasari, 2019). Based on initial observations made by researchers at SMA As-Shofa Mojokerto, a number of PAI materials, such as creeds, morals and worship, were considered difficult for the majority of students in special classes for the physically disabled to understand. This is because the teaching system is still teacher-centered with the lecture method. In fact, according to (N. Nuraini, 2022), to be able to understand abstract PAI material, disabled ABK need interactive learning methods and direct experience (experiential learning).

Several previous studies have shown the positive contribution of applying interactive methods and direct experience in improving the learning outcomes of students with special needs. For example, research (Sani, 2018)) proves that the application of Islamic simulation and storytelling methods can improve the learning of moral beliefs in deaf crew members. Likewise, research conducted by (F. Nuraini, 2021) found that the recitation and demonstration methods were effective in increasing understanding of the material for worship by physically disabled students. By referring to these studies, this research aims to design and implement interactive methods in PAI lessons in special classes for the physically disabled at SMA LB As Shofa Mojokerto, as well as analyzing the effectiveness of these methods in increasing students' level of

understanding of PAI lesson material. The interactive methods that will be applied include group discussions, role-playing, and demonstrations.

It is hoped that this research can make contributions both theoretically and practically: 1) provide alternative innovative learning methods in PAI subjects that suit the needs and characteristics of disabled children with disabilities, especially in inclusive schools; 2) increase the ability of PAI teachers to apply interactive learning methods for disabled ABK; 3) optimizing PAI learning outcomes for disabled crew members so that they can better understand religious subject matter; 4) open access to full participation for ABK in education, in line with the principles of inclusive education and human rights.

RESEARCH METHODS

This study used a qualitative approach with case study design. A qualitative approach was chosen to understand the phenomenon from the participant's perspective with an emphasis on meaning, individual experience, and depth of understanding (Creswell, 2010). The case study design was chosen because this research was intended to conduct an in-depth and comprehensive exploration of a single case, namely Islamic Religious Education for disabled crew members at As-Shofa High School, Mojokerto (Moeloeng, 2017). This design allows for a detailed investigation of the case context and the activities taking place, which, in this case, is the application of interactive learning methods in PAI subjects.

The subjects in this research were PAI teachers and particular class students for people with disabilities at SMA As-Shofa Mojosari Mojokerto, who were selected purposefully. Data collection was carried out through three techniques, namely in-depth interviews, participant observation, and documentation studies. Data triangulation and member checking were carried out to test the validity of the data (Maimun, 2020). Data analysis uses the Miles and Huberman model (1994), including data reduction, data presentation, verification, and conclusion. Data reduction aims to focus data on things that are important and related to the research focus (Emzir, 2014). Data is presented in the form of a narrative description and supported by charts for easy understanding. Conclusions are drawn and verified throughout the research process.

RESULTS AND DISCUSSION

Results

This research was conducted at LB As Shafa High School, which is an inclusive school for disabled children with special needs (ABK). The research aims to determine the increase in understanding of Islam among disabled students with disabilities through the application of interactive learning methods. The interactive methods applied at LB As Shafa High School include group discussion, role-playing, and demonstration methods. These three methods were chosen because they were considered the most effective in increasing the understanding of disabled ABK students in studying the Islamic religion.

Research data was obtained through three techniques, namely interviews, observation, and documentation. Interviews were conducted with the school principal, Islamic teachers, and several disabled ABK students. Observations were carried out during the Islamic learning process using interactive methods. Documentation is in the form of photos, videos, and learning notes.

The Principal of SMA LB Shafa explained that Islamic religious education is essential for disabled ABK students. They need to be taught religious teachings in the right way so they can understand and practice them. LB As Shafa High School implements a particular ABK religious curriculum that is tailored to the students' abilities. Teachers have taken special training in religious learning for ABK. The interactive learning method was chosen because it was considered the most effective for disabled crew members.

Several interactive methods applied include group discussions, role-playing, and demonstrations. The principal observed that there had been an increase in religious understanding among disabled ABK students since these methods were implemented. Students become more active and enthusiastic about participating in Islamic learning. It is also easier for them to understand the material because they are directly involved and practice it themselves, not just listening to the teacher's explanation. The Principal hopes that the application of this more contextual interactive method can increase the understanding and practice of the Islamic religion for disabled ABK students. They are expected to become a generation of Muslims who are devout in worship and have noble morals.

The Islamic religion teacher at SMA LB Shafa explained that religious learning for disabled ABK students is very different from that of regular students. They need unique methods to understand religious material.

“Before implementing interactive methods, religious learning was still one-way from teacher to student. Students tend to be passive and do not understand the material presented by the teacher. After implementing the group discussion method, students become more actively involved in learning. They are trained to express opinions and work together to solve problems related to Islamic religious material. Through group discussions, the understanding of disabled ABK students towards Islamic religious lessons increases. They also become more skilled at communicating and working together.”

In the role-playing method, ABK students are enthusiastic about acting out characters in Islamic stories or everyday social situations related to religious teachings. Students can directly experience the situation being played so that their understanding increases. The demonstration method by the teacher is also effective in helping disabled ABK students practice ways of worship such as ablution, prayer, reading prayers, etc. With direct practice, students' understanding and ability in worship increases. Overall, the application of interactive methods helps increase the understanding of disabled ABK students towards the teachings of the Islamic religion. The hope is that they can become a generation of Muslims who are devout in worship and have noble morals.

Several disabled ABK students said that learning about Islam at school became more fun with the implementation of interactive methods. They become more aware of religious material through discussion activities, role-playing and direct practice. Student A said he found it easier to understand the stories of the Prophets by role-playing. Student B likes group discussions because he can share opinions with friends. Student C felt that he understood the procedures for ablution and prayer better after practicing them repeatedly. Students hope that teachers will continue to apply fun, interactive methods in learning about Islam. They want to continue to improve their understanding and ability to worship so they can become good Muslims.

Observations were carried out on the Islamic religious learning process in class X of SMA LB As Shafa, which disabled ABK students attended. Learning is focused on the story of Prophet Adam AS by applying the role-playing method. At the beginning of the lesson, the teacher briefly explained the story of Prophet Adam AS and continued by asking several students to act out the characters in the story. Two students were asked to play the roles of the Prophets, Adam and Eve. Other students become angels, devils, and other inhabitants of heaven. Through role-playing, the students looked enthusiastic, and their appreciation was quite good in playing their respective characters, according to the teacher's directions. After completing the role play, the teacher and students discussed the story of Prophet Adam AS and the lessons that could be learned. Several disabled students were seen actively expressing their opinions about the story of Prophet Adam AS in discussion sessions. They were also able to state the lessons they learned from the story. The observation results show that the role-playing method is quite effective in helping disabled ABK students understand stories in the Islamic religion. Students become more enthusiastic, and their appreciation of religious stories and figures increases.

Several pieces of documentation, in the form of photos and videos, were taken during Islamic learning using interactive methods. This documentation includes 1. Photo of disabled ABK students holding a group discussion on *zakat fitrah* material. It can be seen that they are actively involved in discussions with teacher guidance. 2. Video of ABK students practicing ablution repeatedly to improve their ability and understanding of the correct way to perform ablution. 3. Photo of the role-playing activity of the story of Prophet Ibrahim AS and Ismail AS while acting out the slaughter ritual. Students who play the roles of Prophets Ibrahim and Ismail look serious in understanding their roles. 4. Video of ABK students practicing the five daily prayers in congregation at the school prayer room. They looked enthusiastic in imitating and practicing every prayer movement. 5. Photos of sharing session activities when ABK students share experiences of religious activities they have practiced at home or in the community. This interactive learning documentation proves the increased enthusiasm and participation of disabled ABK students in studying the Islamic religion. Documentation also shows the progress of their abilities in worship practices

The following were the results of documentation in the form of photos when students were taught to read the Koran:



Figure 1: The teacher teaches students to read the Qur'an

Apart from that, it is also supported by documentation when students are taught how to perform ablution by the teacher:



Figure 2: The teacher teaches the practice of ablution

Based on the results of interviews, observations, and documentation, it can be concluded that the application of interactive learning methods such as group discussions, role-playing, and demonstrations can increase the understanding of

disabled ABK students towards Islamic religious material. Students become more active and enthusiastic in learning religion. It is also easier for them to understand the material through direct activities and role-playing so that religious learning outcomes are more optimal. It is hoped that the understanding and ability to practice religious practices of ABK students will continue to improve so that they can become a generation of Muslims who are devout in worship and have noble morals. Schools need to continue to develop contextual, interactive learning methods for children with special needs.

Table 1. Research Findings

Findings	Information
The interactive method is effective in increasing the understanding of disabled ABK students towards Islamic religious material.	Students with disabilities with disabilities have different cognitive abilities from regular students. They need more interactive and contextual learning methods so they can understand religious material. Interactive methods such as group discussions, role-playing, and demonstrations can provide a more meaningful learning experience for students with disabilities so that their understanding of religious material increases.
ABK students with physical impairments are more active and enthusiastic in learning religion using interactive methods	Interactive methods provide opportunities for students to be actively involved in learning. Students can express opinions, ask questions, and discuss with their friends. This makes students more active and enthusiastic in learning religion.
It is easier for disabled ABK students to understand religious material through direct activities and role-playing.	Interactive methods such as group discussions, role-playing, and demonstrations allow students to learn through direct experience. Students can practice directly how to worship, play roles as religious figures, and discuss religious material. This makes it easier for students to understand religious material.
Interactive methods can improve the ability to practice worship for disabled students with special needs.	Interactive methods, such as demonstrations by teachers, can help students with disabilities practice how to worship correctly. Students can imitate the worship movements carried out by the teacher. This can improve the ability of disabled ABK students to practice worship.

Discussion

Children with special needs (ABK) who are disabled need educational services that suit their needs and abilities. Effective Islamic religious learning for disabled crew members is essential to help their mental and spiritual development (Shofiyyah, 2022). This research was conducted to evaluate the application of interactive learning methods in increasing the understanding of the Islamic religion of disabled ABK at LB As Shafa High School. Interactive methods such as group discussions, role-playing, and demonstrations were chosen because they were considered the most effective for students with disabilities. These methods are expected to increase understanding of religious material, students' activeness in learning, and their ability to practice worship. It is important to carry out this research to evaluate the achievement of the objectives of implementing interactive methods to improve Islamic learning outcomes for disabled crew members.

Interactive Discussion Method

The group discussion method is applied in Islamic learning for disabled crew members at LB As Shafa High School to involve students in actively interacting and sharing knowledge related to the subject matter. According to religion and observation teachers, this method is quite effective in increasing understanding of the material for disabled ABK students. Students are trained to express opinions and solve problems related to the religious material studied together. For example, a group discussion about the correct way to distribute zakat fitrah based on Islamic religious guidance. Through this interactive discussion, disabled ABK students learn to understand the concepts of religious material together and are helped by the opinions of their group friends.

According to (Gunawan, 2016), group discussions are in line with the cognitive development stages of children with physical impairments who require concrete interactions to understand abstract concepts. ABK students with physical impairments are still in the pre-operational stage, so they are not yet able to think abstractly, just from the teacher's explanation (Kuswandi & Mafruhah, 2017). They need interactive activities to share opinions and understand the lesson material. Therefore, applying the group discussion method is very appropriate to increase understanding of the concept of Islamic religious material for disabled crew members (Maftuhin & Fuad, 2018). This is evidenced by the increased activeness and understanding of disabled ABK students in religion classes after the discussion method was applied according to teacher observations and reports.

Group discussions have the advantage of facilitating students' learning from each other by asking each other questions to test individual understanding and correct misconceptions (Tambak, 2017). Apart from that, Vygotsky also emphasized the role of social interaction with peers to stimulate students' cognitive development through scaffolding, namely assisting in overcoming problems slightly beyond the child's abilities (Dayanty, 2022). This means that discussion interactions between disabled students are believed to be able to help students who initially do not understand

religious material through the help of group friends who are slightly higher in ability (Istikomah & Fauzi, 2020).

The objectives of applying the group discussion method in learning about Islam for disabled crew members include a. Involving disabled ABK students to play an active role in the learning process through interaction and sharing thoughts with group friends (Suprayitno & Wahyudi, 2020) b. Stimulate the development of thinking, logic, and understanding of disabled ABK students' understanding of abstract Islamic religious concepts through the interaction of various ideas in discussions (Mais, 2016a). c. Training the abilities of disabled ABK students in communication, cooperation, tolerance, respect for other people's opinions, and joint problem-solving skills d. Providing a more enjoyable, interactive, and meaningful Islamic learning experience for disabled ABK students.

The advantages of the group discussion method include that disabled ABK students are trained to think critically, work together, tolerate, and respect other people's opinions. Their language and communication skills are also honed through interaction in discussions (Putri, 2022). Meanwhile, the weakness of this method is that it takes longer and tends to be dominated by students who have better abilities. Therefore, teachers need to provide extra guidance for passive disabled disabled crew members to be actively involved in expressing opinions in group discussions. The teacher must also reprimand students who dominate the discussion so that all group members have the opportunity to participate (Sumarni, 2023). With good discussion group management, this method can be an effective alternative in teaching Islamic religious concepts to disabled crew members.

Impact and Results of Implementation The application of the group discussion method in Islamic religious learning has been proven to have a positive impact in the form of: a. Increased critical thinking skills, active opinion, cooperation, and tolerance for disabled ABK students in solving problems related to religious material (Yulaeha & Rusdi, 2016). b. The disabled ABK students' understanding of abstract religious concepts improved through the process of exchanging opinions and interactive dialogue with their discussion group friends. c. The atmosphere of learning about the Islamic religion becomes fresher, more exciting, and meaningful for disabled ABK students through dynamic two-way discussion activities (Oktavia & Khotimah, 2023).

With these various positive results, the group discussion method has proven to be suitable and effective. It needs to continue to be applied in Islamic religious learning for disabled students with special needs to help optimize their cognitive development, soft skills, and religious understanding.

Interactive Role-Playing Method

One learning approach that suits the psychological characteristics of children with special needs is the role-playing method. According to (Winarto et al., 2023), learning experiences through role-playing have a more significant and more impressive impact on students' understanding than other methods. This is because students are directly

involved in the functions of their five senses in role-playing activities, so learning becomes more concrete and memorable (Patimah & Simanjuntak, 2019).

The role-playing method is also applied to Islamic religious learning for disabled ABK at LB As Shafa High School. Observations show that students are enthusiastic when asked to play characters in Islamic stories, such as the story of the Prophet Adam and Eve. Students' appreciation is quite good when playing characters according to the teacher's direction. Students are also actively involved in discussing and expressing lessons learned from the story after playing the role. This indicates that the role-playing method is effective in helping disabled crew members understand and appreciate stories in the Islamic religion.

According to (SEPTIANI, 2019), simulation and role-playing methods are suitable for disabled students because they are in line with the characteristics of those who tend to think concretely. ABK students with physical impairments can easily understand religious stories or concepts through direct immersion in role-playing rather than just listening to stories from the teacher (Muas, 2016). Fun role-playing activities can also increase the positive attitudes of students with disabilities toward learning. This method helps the memory and understanding of disabled ABK students by allowing them to visualize the situations that are being carried out. According to Thiagarajan in Abidin (2013), learning experiences through role-playing have the most significant impact on the understanding of children with special needs compared to other methods (Hanum, 2014). So, role-playing is very effective in increasing the understanding of disabled crew members towards Islamic religious stories.

Implementation Objectives The objectives of implementing the role-playing method in Islamic religious learning for disabled crew members (Paudi, 2019) include a. Helping disabled ABK students understand and appreciate stories or moral values in Islamic teachings through direct experience of playing characters or situations, b. Improving the memory, imagination, and appreciation of disabled ABK students towards Islamic stories that are rich in meaning c. Training the soft skills of disabled ABK students, such as the ability to empathize, work together, and have courage and discipline through collaborative role-playing activities with friends. d. Making Islamic learning activities more enjoyable and memorable for disabled students with disabilities through concrete and exciting role-playing activities (Budiman, 2016).

The weakness of the role-playing method is that it requires more complicated preparation and takes longer. Teachers need to direct students more intensively when playing roles to ensure the moral message of the story can be understood correctly by disabled children with disabilities (Aprinawati, 2017). Nevertheless, role-playing remains an effective and enjoyable teaching method to increase the understanding of disabled ABK students towards stories in the Islamic religion, which are full of noble moral values (Apriliani et al., 2024; Rahmat & Yahya, 2022).

Interactive Method Demonstration

The demonstration method is a way of presenting learning by demonstrating to students a particular process, situation, or object, whether actual or just an imitation (Hernawati, 2018). With this method, it is hoped that disabled ABK students, who, have difficulty understanding verbal explanations alone, can quickly learn religious material through examples of direct demonstrations by the teacher. Direct practice or demonstration of religious material, such as ablution and prayer procedures, is also often implemented for physically disabled crew members at LB As Shafa High School. Based on existing documentation, ABK students are enthusiastic about practicing the ablution procedures repeatedly until they are correct. They also happily practice prayer movements together in the school prayer room.

This direct practice activity is very suitable for the learning style of disabled crew members who understand things more quickly through their sense of touch and body movement (kinesthetic) rather than their sense of hearing or sight (Mais, 2016). According to (Amalia et al., 2023), the demonstration method directly involves many of the senses of disabled students, such as seeing, hearing, moving, and feeling. This makes the understanding and long-term memory of disabled ABK students increase significantly regarding the religious material being practiced. So, the demonstration method is a very appropriate choice to improve the ability of disabled crew members to practice religious practices, such as praying and reading the Koran.

Implementation Objectives The objectives of implementing the demonstration method in Islamic religious learning for disabled crew members (Kinanti et al., 2022) include: a. Helping students with disabilities understand religious material through examples of direct demonstrations so that learning becomes more concrete and contextual b. Train and improve the psychomotor skills of disabled ABK students in practicing Islamic worship and teachings such as ablution, prayer, prayers, zakat practices, etc. c. Familiarize disabled ABK students to be disciplined and independent in carrying out religious worship and rituals through demonstration learning d. Making Islamic learning activities more exciting and memorable for disabled ABK students (Muawanah, 2021).

The obstacle to the demonstration method is that it requires adequate tools and practice space, as well as extra patience from the teacher to guide disabled ABK students to practice repeatedly (Tisnawati & Rahman, 2019). However, the benefits of this method are enormous in improving students' psychomotor skills and prayer independence. So, the demonstration method is necessary for learning about Islam so that disabled crew members can hone their ability to practice religious rituals and achieve the primary goal of increasing understanding and appreciation of the religion of disabled crew members.

Based on the previous discussion, it can be concluded that the application of the three interactive methods (discussion, role-playing, and demonstration) can significantly increase the understanding and ability of disabled crew members' religious practices. These methods have been proven to suit the learning styles of disabled crew members who require real interaction and direct activities. Students become more

enthusiastic and active in learning about Islam through the application of these interactive methods. Religious material is also more accessible for disabled students to understand because they are directly involved in class activities, not just listening to the teacher's lecture (Rosyadi et al., 2023).

Through this evaluation process, it can be concluded that the interactive learning method implemented at LB As Shafa High School is appropriate and able to meet the special Islamic learning needs of disabled crew members. The initial aim of applying these methods to increase understanding of the material, activeness, and ability to practice the religious practices of disabled crew members has proven to be successful (Hartono, 2022; Khoiruddin et al., 2023). So, the implementation of this interactive learning approach needs to continue to be maintained and developed, and even replicated in other inclusive schools. With appropriate interactive methods, effective and meaningful religious learning can be created for disabled students with disabilities to help optimize their religious-spiritual potential (Munawir et al., 2024; Septantiningtyas & Subaida, 2023).

Even though it has succeeded in improving the learning outcomes of disabled crew members, the application of interactive methods still faces several challenges, including 1. Preparation is more complicated and takes more time for teachers. 2. There is a need for extra patience and guidance from teachers for disabled students with special needs who are slow to understand instructions in interactive learning activities. 3. Limited facilities and sufficient practical aids for demonstration activities for all disabled ABK students.

Possible solutions include teachers making interactive learning plans well in advance so that preparations are thorough. Divide into small groups (3-5 students) in discussions and practice so that teacher guidance is more focused on each disabled crew member. Schools are also advised to add facilities and tools to support religious practices for disabled students with disabilities. By overcoming these obstacles, it is believed that the application of interactive methods can continue to run optimally and improve Islamic learning outcomes for disabled crew members.

CONCLUSION

The application of interactive learning methods in the form of group discussions, role-playing, and demonstrations in PAI subjects has proven to be able to increase the understanding of disabled ABK students at LB As-Shafa High School. This is shown by the increase in the average report card score, the percentage of KKM completion, and the enthusiasm and active participation of students in participating in the PAI learning process. Therefore, interactive learning methods are highly recommended to continue to be implemented and developed to optimize PAI learning outcomes for disabled ABK students.

Scientifically, this research has provided empirical evidence that the application of interactive learning methods such as discussions, role plays, and demonstrations can increase the understanding of disabled ABK students in PAI learning. An increase in

report card scores, KKM completion, and student enthusiasm shows this. However, this research is still limited in scope because it was only conducted in one school with a limited number of subjects. In addition, this research has not compared with other learning methods as a control group. Therefore, further research is needed with a more comprehensive design, a broader subject, and measuring aspects of conceptual understanding and supporting/inhibiting factors in more depth. In this way, it is hoped that it can strengthen empirical evidence regarding the effectiveness of implementing interactive learning methods for disabled ABK students so that it can be recommended for implementation and development to optimize PAI learning.

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