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THE LEARNING PROCESS OF CHILDREN WITH SPECIAL NEEDS AT SALSABILA INCLUSIVE SCHOOL, PURWAKARTA

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Abstract

The purpose of this study was to determine the learning process of children with special needs at SD Salsabila Purwakarta. Learning must be able to find and increase the potential possessed by normal children or with special needs. The research method uses a descriptive qualitative approach. The number of samples is 25 people consisting of students and educators at SD Salsabila. Data collection techniques with in-depth observation, interviews, and documentation. Data analysis by triangulation and interpretation. The results showed that the learning of children with special needs with other normal children at SD Salsabila Purwakarta did not show any difference. All children have the same right to learn with educators, methods, media, and curriculum applied in schools. Learning prioritizes the formation of children's character compared to cognitive emphasis. This

research is limited to the learning process, so for further research it can be studied about the background and characteristics of educators and students specifically considering this is very supportive of the learning process.

Keywords: Learning Process, Character Building, ABK.

A. Introduction

Law No. 39 of 1999 Article 54 states: “Every child who is physically or mentally disabled has the right to receive care, education, training and assistance at the expense of the state, to ensure that his life is in accordance with human dignity, to increase self-confidence and the ability to participate in the life of the community, nation and state. patriotic”. Children are unique individuals, they have characteristics and advantages that are not the same from one another. Some of them have special needs which are one of the distinguishing examples of a child. These advantages must be well appreciated by every individual who is in the child's environment, because this is one of the rights that they must get. However, not all individuals who interact with children with these advantages realize that their acceptance has a major influence on the child's psychological condition. In fact, it is not uncommon for parents of children with special needs to be unable to accept the fact that their children are different from other children. This is what sometimes makes their rights neglected. Rights are everything that must be obtained by everyone who is attached to them from birth and even before birth.

In the context of education, the notion of quality includes input, process and output of education. According to,¹ between the process and the quality of educational outcomes are interrelated. However, so that a good process is not misguided, the quality in terms of results (outputs) must be formulated in advance by the school, and the targets to be achieved every year or other period must be clear. In the conventional definition, quality is defined as a direct characteristic description of a product, such as performance, reliability, easy to use, and aesthetics. While in the strategic definition, quality is defined as everything that is able to meet customer wants, needs, and satisfaction (meeting the needs of customers)². Environmental factors are external factors that also affect the development of individuals in the prenatal period. Scientific research shows that external or environmental factors can influence prenatal development as well as the birth process. External agents that can affect this are called teratogens. Teratogens are any viruses, drugs, chemicals,

¹ Rusman (2009)

² Novan Ardy Wiyani, *Pendidikan Karakter Berbasis Total Quality Management: Konsep dan Aplikasi di Sekolah* (Yogyakarta: Ar-Ruzz Media, 2018).

radiation or other environmental agents that can harm the developing embryo or fetus to the point of causing physical damage, blindness, brain damage, and even death.^{3, 4}

National Education Standards (SNP) that apply to exclusive schools which are applied to all schools in Indonesia, there are differences in the national education standards that apply to inclusive schools, namely all provisions and regulations issued by the Minister of National Education tend to fulfill the right to education for children with special needs or with special needs by taking into account the limits of ability possessed by each child with different levels of intelligence with the aim of preventing discrimination for Indonesian children who have special intelligence. So from some of the explanations above, environmental inputs, both designed at school and at home, greatly affect students in order to create a sense of security for their physical and comfortable conditions for students' psychological conditions in terms of environmental supporting factors. Likewise, the environment that is created is not good, it will affect the unsafe and comfortable conditions for the physical and psychological conditions of students both at school and at home.⁵

Hill argued, the first position in educating an individual lies in the family.⁶ Through the concept of tabula rasa, John Locke explained that the individual is like a piece of paper whose shape and pattern depend on the parents how to fill in the blank paper from infancy. Through nurturing, care and continuous supervision, the child's self and personality are formed⁷. By instinct, not by theory, parents educate and nurture families. The responsibility of parents to their children in terms of nurturing, maintaining and educating children, Islamic teachings outline it as follows: First, the responsibility for education and fostering faith. Second, the responsibility for education and moral development⁸ Third, the responsibility for maintaining children's health. Fourth, the responsibility of education and intellectual development.^{9,10}

³ "Psikologi Perkembangan: Suatu Perkembangan Sepanjang Rentang Kehidupan," *Kependidikan Islam* (n.d.): 80.

⁴ D H Schunk, *Learning Theories: An Educational Perspective*, Schunk, D. (Pearson Education, 2015).

⁵ Husna Farhana, "ANALISIS PERKEMBANGAN KARAKTERISTIK ANAK SEKOLAH DASAR DI SDN TELUK PUCUNG I BEKASI," <http://journal.uad.ac.id/index.php/JPSD/article/view/15638> Vol 7, No (2020).

⁶ W F Hill, *Learning: A Survey of Psychological Interpretations* (Harper & Row, 1990).

⁷ Imam Tabroni dan Annisa Juliani, "Peran Orang Tua Dalam Membina Akhlak Anak Pada Masa Pandemi Di Rt 64 Gang Mawar Iv Purwakarta," *Jurnal Sosial Humaniora dan Pendidikan* 1, no. 1 SE-Articles (Januari 2022).

⁸ Imam Tabroni, Fitriani Nasihah, dan Ijah Bahijah, "The Implementation Of School Culture-Based Character Education In Salem State Elementary School, Pondokslam Subdistrict, Indonesia," *Erudio Journal of Educational Innovation; Vol 8, No 2 (2021): Erudio Journal of Educational Innovation* (Desember 2021).

⁹ J Newstrom, *Organizational Behavior: Human Behavior at Work* (McGraw-Hill Education, 2006).

Based on data from the Central Statistics Agency, the number of children with special needs in Indonesia reached 1.6 million children (2017 data) and according to the National Economic Survey of the Central Statistics Agency in 2016 as many as one million of them were ABK who did not attend school. Children with autism disorders and children with other special needs do require special treatment compared to children in general^{11, 12}. However, this should not be an excuse that children with autism and other special needs do not get the education they should get.¹³ Indonesia's efforts to achieve the MDGs targets as stated above, are predicted to be achieved according to the targets and deadlines set. In 2008/2009 the net enrollment rate for SD/MI/Package A was around 95.23 percent and is estimated to reach 100 percent according to the 2015 target (Bappenas 2012).

Baihaqi dan Sugiarmun (2006) states that the nature of inclusiveness is about the right of every student to individual, social and intellectual development. Students should be given the opportunity to reach their potential.¹⁴ To achieve this potential, the education system must be designed taking into account the differences that exist in students. Those who have special disabilities and/or have extraordinary learning needs must have access to high-quality and appropriate education. Conceptually, the inclusive education model promises a number of advantages in providing education for children with special needs, inclusive education is considered an effective strategy to complete the nine-year compulsory education for children with special needs¹⁵. The benefits of inclusive schools according to UNESCO are aimed at making it easier for teachers and students to feel comfortable in diversity and see diversity as a challenge and enrichment of the learning environment rather than seeing it as a problem.¹⁶ Basically, this school aims to embrace all students from a variety of backgrounds, individual and social conditions to be educated and learn together without discrimination so that the potential and personality of each diverse student can develop in harmony and balance with the provision of subject matter services that are available.¹⁷ Same from a teacher. When ABK learns from a teacher in class, ABK is

¹⁰ Schunk, *Learning Theories: An Educational Perspective*.

¹¹ I Setiawan, *A to Z Anak Berkebutuhan Khusus* (CV Jejak Jejak Publisher), 2020).

¹² R Lisinus, P Sembiring, dan M Iqbal, *Pembinaan Anak Berkebutuhan Khusus (Sebuah Perspektif Bimbingan dan Konseling)* (Yayasan Kita Menulis, 2020).

¹³ A Mais, H S Abadi, dan P Abadi, *Media Pembelajaran Anak Berkebutuhan Khusus (ABK): Buku Referensi untuk Guru, Mahasiswa dan Umum* (Pustaka Abadi, 2016).

¹⁴ Imam Tabroni dan Rini Purnamasari, "Kajian Yasinan Mingguan dalam Membina Karakter Masyarakat Pada Masa Covid-19 di Perumahan Lebak Kinasih Purwakarta," *Sivitas : Jurnal Pengabdian dan Pemberdayaan Masyarakat* 2, no. 1 (2022): 9–18.

¹⁵ Supena, "Model Pendidikan Inklusi bagi Anak Tunagrahita di sekolah Dasar," *Jurnal Pendidikan Dasar* 10 (2005): 8–17.

¹⁶ Kurdi, "Strategi dan Teknik Pembelajaran Bagi Anak," *Forum Kependidikan* 29 (2009): 17.

¹⁷ Abdullah Nashih, *Pendidikan Anak menurut Islam* (Bandung: Remaja Rosdakarya, 1992).

accompanied by a supervisor or assistant by someone other than the teacher who is teaching. Therefore, ABK get additional educational services from special tutors and infrastructure that is tailored to their needs. In these circumstances all students learn together regardless of differences that may exist without exception.¹⁸

SD Salsabila provides a different fact, here children with special needs are treated the same as normal children. The learning process is applied equally by the school. There is absolutely no difference between educators, methods, media, and evaluation of learning. This potential attracts researchers to know in depth the learning process that combines normal children with children with special needs. This potential is studied with the aim of providing information to the public about the implementation of education for children with special needs. This advantage can be seen from the character built by the Salsabila Purwakarta Inclusion School.

B. Research Methods

This research method is descriptive qualitative. The research was conducted at Salsabila Inclusion Elementary School, Purwakarta Regency. The number of samples in this study was 25 people consisting of educators and students. The data collection technique used snowball sampling. This technique looks at the resource persons who know the most about the learning process of children with special needs with normal children. At first there were only 20 people, but it grew to 25 people because the data on the next 5 resource persons is very important to know the character formation of students in this school. In addition, interview and observation techniques as well as documentation are the main techniques to obtain data on the learning process of students in building character. The data analysis used in this study is an interactive analysis model consisting of three flow activities that occur simultaneously, namely through data collection,¹⁹ data reduction, data presentation and conclusion drawing.²⁰

C. Results And Discussion

Registration for students at Salsabila Inclusion Elementary School if there is no specific time limit, any time, any time, the sooner the better. Even if you have attended

¹⁸ Winfred F.Hill, *Theories of Learning* (Bandung: Nusa Media, 2012).

¹⁹ M B Miles dan A M Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (SAGE Publications, 1994).

²⁰ J W Creswell dan T C Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Global Edition* (Pearson Higher Education \& Professional Group, 2020).

school in Salsabila from an early age, it will be easier for teachers to educate children from an early age and at a developmental stage that is not yet appropriate, it will be very easy to be directed according to the child's development stage. You can accept student registration at any time with a note that the quota is still available. The maximum number of one class consists of 12 students and if it is more than 12 students then it consists of 2 teachers in one class hour, there is a subject teacher and there is an accompanying teacher, where the assistant teacher is also on duty to assist students with special needs. Examination for ABK the school does not dare to state directly when there are parents of prospective students who will register, for example, even though at one time there were parents who came to take their children to an inclusive school, Salsabila immediately said that their child was autistic, the school did not immediately accept it. complete the information, but first to identify whether there is an autistic tendency or not, if so, the school advises parents to take their child to a hospital that is a reference for schools that have collaborated. placement for ABK there are no special classes, normal children and ABK are placed side by side, together in the same class there is no teacher's attitude that privileges or tolerates ABK, all rules applied to ABK or normal are the same. For example, the Standard Operating Procedure applies equally in routine activities.²¹

The environmental input in the school from a physical point of view, the condition of the Salsabila inclusive elementary school is on the edge of a busy and busy highway, both crowded with vehicles or fast food and beverage outlets, but students at school never eat out during class hours because snacks are provided in the morning in the form of fruits with 3 colors which, for lunch, brown rice and vegetables are also provided, so the students never have a snack even though there are many kinds of food available in front of the school. For children with special needs, they are given a foothold to stay in the group with the aim of not leaving the school environment. Physically, the facilities at the Salsabila inclusive elementary school are still not of the standard like other schools, let alone public schools, but all these shortcomings are not an obstacle, for the school, especially the teachers, and all these obstacles become opportunities for teachers in carrying out the learning process. Teachers must be creative in order to create a good environment outside the room. The facilities available at the Salsabila inclusive school have limitations, such as the library is available but not standardized, there is no hall, there is no special room for science, there is no special place for experimenting, but all these limitations do not become an obstacle for teachers so that students can do learning with various media because there

²¹ Mais, Abadi, dan Abadi, *Media Pembelajaran Anak Berkebutuhan Khusus (ABK): Buku Referensi untuk Guru, Mahasiswa dan Umum*.

are APE funds every year that are submitted to the treasurer to buy equipment or media that will be used for the learning process. Even children feel happier when doing outdoor learning, when experimenting they are more free to move and all motor skills are awakened.

The learning process carried out is project-based, for example in the Natural Science subject the properties of light, children conduct direct experiments.²² Mathematics by learning to write klereng circles on the blackboard, Indonesian to make paintings. Physical Education Sports Health walking backwards, hanging on an iron for 10 seconds, push-ups, sit-ups, running and jumping.²³ Cultural Arts and Crafts such as painting, drawing, playing with painting tools, cutting and pasting.²⁴ Islamic Religious Education plays the role of being a father, mother, brother, sister, brother.²⁵ PPKN plays a role in helping, living together, helping each other, responsibility, helping other people who have a lot of business and pain. The material blocks are making blocks from cardboard, making blocks from paper, making mosques, schools, hospitals, malls from blocks. Each academic teacher records every activity, the teacher informs the activities and initial steps, the students move, the teacher talks, informs what the students do, appreciates when the activity is smooth, there is interaction between the teacher and students during the learning process, “Why?” “Why?” and it takes place so that the vocabulary obtained by students and teachers increases, the teacher also thinks a lot and gets information from every incident during learning.²⁶

The school has collaborated with brain expert Taufiq Fasiak who is always a reference in terms of neuroscience experts in the field of medicine and a doctor of education, he collaborates on medical science and education in giving seminars to parents of students, explaining brain function, providing encouragement and enlightenment to parents who have children with special needs.²⁷ And there is dr. Tifauzia, she is a nutritionist, who becomes the reference for healthy foods designed for school meals²⁸. As in the morning snack menu, ideally the fruit is 7 colors, but at school there are 3 colors in

²² M.K.S.K.K. Dr. Titih Huriah, *Metode Student Center Learning: Aplikasi pada Pendidikan Keperawatan* (Kencana, 2018).

²³ G R Ledlow dan M N Coppola, *Leadership for Health Professionals: Theory, Skills, and Applications* (Jones \& Bartlett Learning, LLC, 2010).

²⁴ E Karno, *Mutu Pendidikan dan Inovasi Pembelajaran* (UHO EduPress, 2019).

²⁵ Imam Tabroni, *MODEL PENDIDIKAN ISLAM: Teknik Mendidik Anak dengan Treatment di Era 4.0* (Bandung: CV Cendekia Press, 2019).

²⁶ Lisinus, Sembiring, dan Iqbal, *PEMBINAAN ANAK BERKEBUTUHAN KHUSUS (Sebuah Perspektif Bimbingan dan Konseling)*.

²⁷ Ibid.

²⁸ S.K.M.M.K. Fikki Prasetya, *Buku ajar Psikologi Kesehatan* (GUEPEDIA, n.d.).

the fruit menu for breakfast. Then have lunch with brown rice and vegetables and avoid processed or fried foods. And this is in the framework of the process to achieve the goal of education, namely to create a generation of physically healthy children.²⁹

Children with special needs are children who have limitations or exceptionalism, whether physical, mental, intellectual, social, and emotional, have a significant influence on the process of growth or development, compared to other children their age³⁰. In educating the morale of the crew there are similarities with educating the morals of normal children. Character education is a powerful way to educate children morally. One method for educating morals is habituation. Before entering school age, children with special needs have received education in the family.³¹

Children with special needs also continue to receive education in the family although some are reduced by formal education.³² However, family education still has a bearing effect on children with special needs.³³ The religious habituation program in the family can be started by conditioning the family to carry out religious habituation. Conditioning can be done by unifying the idea that habituation is good for family members who have special needs³⁴. Family conditioning is important so that the implementation of moral education for the crew that will be carried out can run smoothly without any family members interfering with moral education. After the conditioning is done, then carry out religious habituation on his behalf, namely through the implementation of joint worship, determining a time schedule for communicating together and the rules for setting a good example and habituation of good behavior.³⁵ Do worship with family members every day.³⁶ Scheduling communicating together provides an opportunity for parents to advise children with special needs on family and community rules. It also helps children with special needs

²⁹ Ibid.

³⁰ Winfred F.Hill, *Theories of Learning*.

³¹ Tabroni, Nasihah, dan Bahijah, "THE IMPLEMENTATION OF SCHOOL CULTURE-BASED CHARACTER EDUCATION IN SALEM STATE ELEMENTARY SCHOOL, PONDOKSALAM SUBDISTRICT, INDONESIA."

³² Tabroni dan Purnamasari, "Kajian Yasinan Mingguan dalam Membina Karakter Masyarakat Pada Masa Covid-19 di Perumahan Lebak Kinasih Purwakarta."

³³ Tabroni dan Juliani, "PERAN ORANG TUA DALAM MEMBINA AKHLAK ANAK PADA MASA PANDEMI DI RT 64 GANG MAWAR IV PURWAKARTA."

³⁴ Imam Tabroni dan Jajang Dodi, "Family Education in The Book 'Uqūd Al-Lujjain fī Bayani Huqūqi Al-Zaujain," *Muttaqien; Indonesian Journal of Multidisciplinary Islamic Studies* 3, no. 1 SE-Articles (Januari 2022): 55–66.

³⁵ Diaz Budiarti, Imam Tabroni, dan Nurul Pauziah, "The Effect of Learning Media On Madrasah E-Learning Platforms On Learning Activities During The Coronavirus Disease (Covid-19).," *Muttaqien Publishing* 1, no. 1 (2021): 51–62, <http://e-jurnal.staimuttaqien.ac.id/index.php/muttaqienpublshing/article/view/448>.

³⁶ M P Dr. Gusnarib wahab dan S.P.M.P. Rosnawati, *TEORI-TEORI BELAJAR DAN PEMBELAJARAN* (Penerbit Adab, 2021).

practice how to communicate and provides crews with insight into good and bad behavior. Giving to exemplary habituation behavior is related to providing examples or exemplary daily activities such as eating, bathing and cleaning the house ³⁷.

D. Conclusion

The learning process of children with special needs and normal children is united in one school and class. This process has a positive impact on the development of students, especially children with special needs. Educators build character through an inclusive learning process. Children with special needs get the same educational and learning facilities as other children, so that the mental development of students with special needs is helped by inclusive learning like this. Adequate facilities enable educators and students to develop a good learning process. The learning process carried out provides a sense of comfort, security, and optimal development, especially in the development of children's character such as when there are problems children are trained to speak, apologize to each other, and take responsibility in the form of actions. The potential for inclusive school education at SD Salsabila is actually very much, but with the limitations of this research, it is only discussed about the learning process. The next researcher can examine other things that are interesting and become potential for the development of inclusive education for children with special needs, such as analyzing the potential of students, developing teaching materials, developing sustainable character building, and increasing the competence of the school's educators.

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