


Learning Management of Islamic Religious Education for Children with Intellectual Disabilities: Multicase Study

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved : 15-03-2024 Revised : 19-04-2024 Accepted : 19-04-2024</p> <p>Keyword: Islamic Religious Education; Learning Management; Children with Intellectual Disabilities.</p>	<p>This research aims to examine the learning of Islamic Education for children with intellectual disabilities in Sekolah Luar Biasa (SLB) Negeri Binjai and Sekolah Luar Biasa Negeri 1 Binjai, including planning, implementation, learning evaluation, as well as barriers and solutions in learning. The research method uses a qualitative approach with a multi-site study to explore the learning process at SLB Negeri Binjai and SLB Negeri 1 Binjai. The research findings indicate that Islamic Education learning in both SLBs includes the introduction of basic Islamic concepts, teaching methods tailored to the needs of students, and parental involvement in the learning process. However, there are still obstacles such as limited resources and a lack of training for Islamic Education teachers. In conclusion, this research provides a significant contribution to efforts to improve the quality of Islamic education for children with special needs SLB Negeri Binjai and SLB Negeri 1 Binjai.</p>

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INTRODUCTION

Education is an integral aspect of children's lives, especially in the context of Islam, where children are considered a trust that must be nurtured, cared for, and educated well. This aligns with the principles of learning management, which emphasize the importance of providing appropriate attention to each individual, including children with special needs (Dahlan, 2016). Learning management in schools must ensure that Islamic education is delivered with an inclusive approach and takes into account the special needs of each student, including individuals with intellectual disabilities (Sukardari, 2019).

Islamic education has broad objectives, including shaping a balanced personality between physical and spiritual aspects and creating a harmonious relationship between individuals and Allah, fellow human beings, and the universe. Therefore, Islamic education must be delivered holistically, including in the context of learning for children with

intellectual disabilities. Teachers must implement creative and adaptive teaching strategies and ensure that instructional materials are tailored to the abilities and needs of students, including individuals with intellectual disabilities (Sukardari, 2019) .

In this regard, the government has a responsibility to ensure that every student, including children with special needs, receives their right to receive religious education in accordance with their religious beliefs. This is in line with Law No. 20 of 2003 which guarantees the right to education for every individual. However, challenges still exist in providing Islamic education for children with special needs, such as children with mental disabilities. Therefore, greater efforts are needed from the government and educational institutions to improve access to and the quality of Islamic education for individuals with intellectual disabilities (Triyanto & Permatasari, 2016) .

This research aims to examine the learning of Islamic Education for children with intellectual disabilities in Special Needs Schools (SLB) in the city of Binjai and Sekolah Luar Biasa Negeri 1 Binjai. The research questions cover various aspects, ranging from planning, implementation, learning evaluation, to barriers and solutions in learning for individuals with intellectual disabilities. It is hoped that the results of this research can provide a better understanding of how to improve the quality of Islamic education for children with special needs, especially those with intellectual disabilities.

Joharatun Nisa's research (2023) focuses on the use of Islamic Education teaching methods for children with intellectual disabilities at SLB Negeri 1 Lombok Barat, providing a new contribution in the context of Islamic education for individuals with intellectual disabilities. Then, Lathifah Hanum's research (2017) suggests improving the competence of Islamic Education teachers to manage the learning of children with special needs, while Safety Monita Sari (2022) explores learning strategies for children with intellectual disabilities at SLB Negeri 1 Kota Bengkulu. Furthermore, Rifqi Humaida et al.'s research (2023) considers the differences in characteristics of student needs, including those with intellectual disabilities, in lesson planning, while Maulida Nurus Sofia et al. (2021) highlight the importance of appropriate teaching methods and teacher professionalism in enhancing Islamic education for individuals with intellectual disabilities.

This research aims to identify, analyze, and evaluate learning management strategies in the context of Islamic education for individuals with intellectual disabilities. This research also aims to explore the barriers faced in the implementation of Islamic education for individuals with intellectual disabilities and to formulate strategic recommendations to improve the effectiveness of their learning. The importance of this research lies in providing an in-depth understanding of the challenges and barriers in Islamic education for individuals with intellectual disabilities, identifying specific needs and effective learning characteristics for individuals with intellectual disabilities in the context of Islamic education, providing guidance for educational practitioners, especially Islamic Education teachers and school administrators, in developing inclusive learning strategies oriented towards the needs of individuals with intellectual disabilities, and potentially enhancing the quality of Islamic education for individuals with intellectual disabilities, so that they can be more engaged and benefit maximally from Islamic education in accordance with their rights as individuals.

LITERATURE REVIEW

Learning Management

Planning in learning management is an important initial stage in ensuring that learning objectives are effectively achieved. At this stage, teachers or school administrators plan learning activities, learning objectives, teaching strategies, and necessary resources. Good planning includes identifying students' needs, adapting the curriculum to their needs, and developing adequate lesson plans. Additionally, planning also involves setting clear learning objectives, determining success indicators, and developing lesson plans that accommodate various learning styles and student needs.

Implementation in learning management involves the execution of lesson plans prepared during the planning stage. Teachers or school administrators are responsible for delivering instructional materials, managing classrooms, facilitating discussions, and providing guidance to students according to the established plan. During implementation, teachers need to ensure that learning progresses according to the plan, provide necessary support to students, and adjust teaching approaches based on individual responses and needs.

Learning evaluation is the stage where teachers or school administrators assess students' learning outcomes to determine the extent to which learning objectives have been achieved. Evaluation can be conducted through various methods, including tests, assignments, projects, observations, and discussions. The evaluation results are used to identify students' strengths and weaknesses, assess the effectiveness of lesson plans, and determine future improvement steps. Learning evaluation also allows teachers to provide constructive feedback to students to enhance their understanding of instructional materials.

Overall, effective learning management involves careful planning, structured implementation, and ongoing evaluation. With this holistic approach, teachers can create a conducive learning environment for student development and ensure the optimal achievement of learning objectives.

Islamic Religious Education Learning

Learning is a two-way process that involves teachers and students in achieving educational goals using various learning methods and media (Taufik et al., 2017). Learning principles, such as student engagement, material relevance, collaboration, constructivism, personal experience, proximal zone, motivation, continuous evaluation, emotional involvement, and variety of methods, form the foundation for creating an effective learning environment (Rosyid, 2021).

Islamic religious education involves the concepts of tarbiyah, ta'lim, and ta'dib as the main foundation. The aim is to form good character, deep understanding of religion, social awareness, development of science, balance between this world and the afterlife, and respect for religious diversity. The basis of Islamic education is rooted in the Al-Qur'an and the Sunnah of the Prophet, with the aim of preparing individuals to be able to carry out their roles and responsibilities well in all aspects of life.

Aspects of Islamic education include the formation of morals, understanding and appreciation of Islamic teachings, understanding of divinity, worship, Islamic history, humanity, general knowledge, balance of life in this world and the hereafter, the environment and natural preservation, as well as the development of practical skills (Andayani & Dahlan, 2022). All of these aspects aim to form individuals with noble character, faith, knowledge and benefits to society (Basuni et al., 2021).

The Islamic Religious Education Curriculum is a plan and guide for educational institutions to design learning programs. It includes objectives, content, methods, and evaluation. The aim is to achieve the goals of Islamic education by detailing subject matter, teaching strategies, and assessment of learning outcomes. By paying attention to religious, biological, psychological and sociological basics, this curriculum creates education that is in accordance with Islamic teachings, values and community needs (Putri et al., 2021).

Islamic Education Methods are strategic steps in education that reflect Islamic understanding in everyday life. Therefore, a teacher must know, study, master and enrich his repertoire of teaching methods in order to be able to apply various methods (Dahlan, 2014). This includes various teaching techniques and strategies to form individuals who adhere to Islamic teachings. By paying attention to religious, biological, psychological and sociological basics, this method is adapted to Islamic values and student development.

Evaluation of Islamic Education is the process of collecting data to assess the achievement of educational goals. This includes measurement and assessment of Educational programs and activities (Rahman & Nasryah, 2019). This evaluation helps ensure that Islamic education achieves its desired goals and contributes to the development of human potential within the framework of Islamic values. By paying attention to Islamic education from the perspective of educators, students, Islamic education experts, and policy makers, this evaluation helps improve the quality of teaching, learning, curriculum development, and strategic decision making in Islamic education.

Intellectual disabled

Intellectually retarded children are those born with special characteristics, including retardation in intellectual development compared to children of the same age. They require special attention in education and services to overcome obstacles to their development (Mumpuniarti, 2017). This term comes from Sanskrit, referring to individuals with intellectual limitations. In a social context, they tend to have difficulty adapting and need special guidance (Helyatus, 2021).

In Islam, children with special needs are respected and given attention in accordance with the verse of the Koran which prohibits leaving behind weak offspring. Even though they face difficulties in communication and social interaction, they are still considered individuals who meet the requirements for taklif, which means they have religious responsibilities. Religious education is important for them to develop their potential and shape their personalities in accordance with Islamic teachings.

The mentally retarded can Classification can also be carried out based on the level of intelligence, learning needs, and degree of backwardness. This approach helps teachers design educational programs that suit the needs of individuals with intellectual disabilities.

Factors causing mental retardation include genetic factors, poor nutrition, infection, the birth process, and the environment. Mental retardation can be caused by inherited genetic factors, lack of attention to nutrition during pregnancy, infections such as rubella and syphilis, difficult births, and an unfavorable environment (Zaeni, 2018). Characteristics of Intellectual Disabilities include academic, social/emotional, and physical/health difficulties. Children with intellectual disabilities show academic disabilities, difficulties in self-control, and differences in physical and bodily functions.

Learning Islamic Religious Education for the Mentally Disabled requires a deep understanding of their needs (Mais, 2016). Learning approaches, strategies and methods must be adapted to the needs and mental limitations of children with intellectual disabilities, including using a teacher-centered approach, appropriate strategies and diverse learning methods.

Individuals with intellectual disabilities are those who experience limitations in intellectual functioning that affect their abilities in learning, understanding, and actively participating in daily life. Discussions about individuals with intellectual disabilities are crucial as they involve various aspects related to their well-being and inclusion in society. In this discussion, the focus is on understanding the definition and typical characteristics of intellectual disabilities, the various possible causes, the perceived impacts in daily life, efforts in education and care, necessary support, and the stigma they often face. Additionally, the significant roles of society and the government in creating an inclusive environment for individuals with intellectual disabilities are highlighted, along with recent developments in research and hopes for a better future for them. This discussion emphasizes the importance of raising awareness, showing empathy, and taking concrete actions to ensure social inclusion for all individuals, regardless of their level of intelligence or limitations they may have.

METHOD

The type of research is a multisite study, which is an extension of a case study with a qualitative approach. The qualitative approach considers the influence of observation on research, the significant role of context, and contextual values in understanding phenomena. The primary data for this study are from informants, in this case, Islamic Education teachers who directly handle the learning process, and the secondary data are from school administrators (principals, administrative staff), parents, and the students themselves.

This research aims for an in-depth understanding of the learning process at Special Education Schools (SLB) in Kota Binjai and SLB Negeri 1 Kota Binjai, utilizing data collection techniques such as observation, interviews, and document studies. Data analysis is conducted simultaneously with data collection, through data reduction, data presentation, and interim findings that require verification. These three steps are interrelated and iterative during and after data collection (Hasiara, 2018) .

FINDINGS

Management of Islamic Religious Education Learning for Individuals with Intellectual Disabilities in SLB Negeri Binjai

Planning

The aim of Islamic Religious Education at the Binjai State Special School, as explained, is that it is very important to develop devout Muslim individuals who live their lives according to Islamic teachings. Although students with intellectual disabilities may face challenges in understanding abstract concepts, Islamic religious education is geared to be more practical so that they can apply it in everyday life. In this context, teachers have a very important role in creating a learning environment that supports and facilitates students' understanding of Islamic values. A creative and adaptive approach is often necessary to ensure that moral messages and religious teachings are conveyed in a way that can be understood by all students, including those with special needs.

Apart from that, Islamic religious education must also pay attention to the individual diversity of students and ensure that they can develop an understanding that suits their individual capacities. This includes using a variety of learning methods, using material that is relevant to everyday life, and providing extra support if needed. With a holistic and inclusive approach, it is hoped that students at the Binjai State Special School can gain a deep understanding of Islamic teachings and implement them in their lives with full confidence and dedication.

Implementation

The "freedom to change" approach implemented in the modification of the National Curriculum for students with intellectual disabilities is a very positive step. This shows awareness of students' individual needs and efforts to align learning with their abilities and needs. Using special learning plans that are tailored to the abilities of students with intellectual disabilities is a wise step. By conducting evaluations every two meetings a week, teachers can observe student progress in more detail and immediately identify areas that require special attention. This approach allows teachers to provide necessary interventions or adjustments more quickly, thereby increasing learning effectiveness.

Involving parents in the learning process is very important, especially in the context of students with intellectual disabilities. Collaboration with parents allows for holistic support for children's development at school and at home. By providing weekly information about learning materials and learning evaluation reports, parents can be actively involved in supporting their child's learning progress. They can also provide input and see the child's development directly, so they can provide more effective support. These steps not only improve the quality of learning for students with intellectual disabilities, but also strengthen relationships between schools and families and ensure that all parties are involved in efforts to achieve optimal learning outcomes.

Evaluation

Evaluations carried out at the Binjai State Special School in the context of Islamic Religious Education reflect efforts to ensure students' understanding of the learning material. The use of testing techniques such as true-false and matching questions with short answers is a good way to evaluate understanding of basic religious concepts. Oral evaluations carried out by calling students one by one also provide an opportunity for teachers to provide direct guidance to students, so that they can understand better and remember important points. Considering the tendency of mentally retarded students to forget easily due to intellectual limitations, this approach is very relevant and helpful in strengthening their understanding.

A monthly evaluation routine is also a good step to monitor student progress on a regular basis. In this way, teachers can identify areas that need more attention and provide timely intervention. In addition, it is also important to ensure that evaluations are carried out in an inclusive manner, taking into account the diversity of student abilities and providing additional support where necessary. With a comprehensive and focused approach, this evaluation will be an effective tool in improving the quality of Islamic Religious Education learning at the Binjai State Special School.

Barrier Factors and Solutions

The complex obstacles faced by teachers at the Binjai State Special School in teaching Islamic Religious Education to mentally retarded children require a holistic approach and appropriate solutions. The following are proposed solutions to overcome these obstacles:

1. **Developing customized learning materials:** Teachers can develop learning materials that are tailored to the needs and abilities of students with intellectual disabilities. The material must be designed with simple language, strong visuals, and be relevant to students' daily lives.
2. **Implementing an Individualized Teaching Approach:** Given students' communication and attention limitations, an individualized teaching approach can be an effective solution. Teachers can pay more attention to each student individually, adjusting teaching methods according to each student's needs.
3. **Involving Parents in the Learning Process:** Parents have a very important role in supporting their children's learning at home. Teachers can involve parents in the learning process by providing information, suggestions and support to continue learning at home.
4. **Creating an Inclusive Learning Environment:** An inclusive learning environment is very important to increase the participation and involvement of students with intellectual disabilities in learning. Teachers can create a friendly and supportive environment, and fully integrate students with intellectual disabilities in learning activities.

5. Providing Professional Training for Islamic Religious Education Teachers: Professional training related to inclusive education and teaching strategies for students with intellectual disabilities is very necessary for Islamic Religious Education teachers. By improving teachers' skills and knowledge, they will be better prepared to face the challenges of teaching Islamic Religious Education to students with intellectual disabilities.

By implementing these solutions in a comprehensive and sustainable manner, it is hoped that teachers at the Binjai State Special School can overcome complex obstacles and create an inclusive and supportive learning environment for students with intellectual disabilities in understanding and implementing the teachings of the Islamic religion.

Management of Islamic Religious Education Learning for Individuals with Intellectual Disabilities in SLB Negeri 1 Binjai

Planning

The use of concise language in teaching Islamic Religious Education by teachers is the right step considering the intellectual limitations of students with intellectual disabilities. Simple and easy to understand language will help ensure that religious messages are conveyed clearly and easily digested by students. Habituation is an important first step in achieving independence for mentally retarded students. With proper habituation, students can gradually internalize religious values and practices. Teachers can use structured and repetitive habituation methods to help students develop positive habits in practicing worship and moral values in everyday life.

Apart from that, it is also important to provide consistent support and positive reinforcement for students' efforts to develop their independence in carrying out religious practices. By providing praise, recognition, and encouragement, teachers can help motivate students to continue learning and growing. Habituation and use of concise language are two strategies that support each other in teaching Islamic Religious Education to students with intellectual disabilities. With the right and consistent approach, it is hoped that students can achieve a higher level of understanding and independence in implementing the teachings of the Islamic religion in their lives.

Implementation

The implementation of the Islamic Religious Education curriculum which is adopted from the national curriculum and modified to suit the abilities of students with intellectual disabilities is a very important step to ensure that learning material can be accessed and understood well by students. Introduction to Arabic letters, learning the Pillars of Faith and the Pillars of Islam, memorizing short letters, and daily prayer are very relevant and essential components in learning the Islamic religion. These materials form a strong foundation for students' understanding and practice of religion.

With learning occurring in limited, but intensive sessions, teachers need to utilize the available time effectively. The short duration requires good time management and selecting

the right material so that students can get maximum benefit from each meeting. Involving parents in the learning process is a very positive step. Parents have a deep understanding of their children's needs and potential, so the information they provide can help teachers in designing appropriate and effective learning.

The teaching methods chosen by teachers, such as direct demonstrations, use of props, and Islamic music or songs, are strategies that suit the needs and preferences of students with intellectual disabilities. The use of visual aids and music can enrich students' learning experiences and facilitate a better understanding of religious concepts. With a combination of a holistic approach and involving various parties, it is hoped that learning Islamic Religious Education in these schools can be a meaningful experience and help mentally retarded students develop understanding and independence in the practice of the Islamic religion.

Evaluation

The evaluation carried out at SLB Negeri 1 Binjai for Islamic Religious Education reflects efforts to ensure students' understanding of learning material and evaluate teacher performance in implementing learning. The following are several points related to the evaluation:

1. **Evaluation Techniques:** The use of test techniques such as true-false and matching questions with short answers is a suitable method for evaluating understanding of basic religious concepts. This technique can help teachers obtain a comprehensive picture of students' understanding of the material.
2. **Oral Evaluation:** Through an oral evaluation that involves students being called on one by one, the teacher can pay special attention to each student to ensure that they remember important points. Considering the tendency of mentally retarded students to forget easily due to intellectual limitations, guidance provided by teachers in answering questions is very important to ensure good understanding.
3. **Frequency of Evaluation:** Conducting an evaluation once every three months is a good step to assess the level of success of educators in implementing learning. With regular evaluations, schools can regularly monitor student progress and provide feedback to teachers to improve the quality of learning.

Through comprehensive and regular evaluations, it is hoped that schools can identify areas that require more attention and provide appropriate support to students and teachers. This evaluation can also be an important tool in improving the quality of Islamic Religious Education learning at SLB Negeri 1 Binjai and supporting the achievement of the goals of Islamic religious education for students with intellectual disabilities.

Barrier Factors and Solutions

Facility constraints and lack of parental support in learning Islamic Religious Education at SLB Negeri 1 Binjai can indeed be obstacles in achieving the desired learning

goals. The proposed solution to overcome these obstacles is similar to that applied to the Binjai State Special School, and may include the following steps:

1. **Development of Customized Learning Materials:** Teachers can develop learning materials that are tailored to students' needs and abilities, as well as considering the limited facilities available at the school. The material must be designed to be easily accessible to students and relevant to their life context.
2. **Individualized Teaching Approach:** Given students' intellectual limitations and differences in ability levels, an individualized teaching approach can be an effective solution. Teachers can pay special attention to each student according to their needs, and adjust teaching methods and learning tempo individually.
3. **Parent Involvement in the Learning Process:** Involving parents in the learning process is very important, especially in the context of students with special needs. Teachers can communicate actively with parents to obtain information about the progress and challenges faced by their children, as well as discuss effective learning strategies to implement at home.
4. **Improvement of School Facilities and Support:** Schools can work to improve learning facilities and ensure that all students have equal access to necessary educational resources. Apart from that, support from the school for parental involvement is also very important to create an inclusive and supportive learning environment.

By implementing these solutions comprehensively and sustainably, it is hoped that obstacles in learning Islamic Religious Education at SLB Negeri 1 Binjai can be overcome, and students can gain a more meaningful and supportive learning experience in understanding and implementing the teachings of the Islamic religion.

DISCUSSION

The management of Islamic Religious Education learning for individuals with intellectual disabilities requires a structured and directed approach, utilizing various relevant theories, including the Self-Determination Theory. This theory emphasizes the importance of developing independence in individuals, including within the context of religious education. In this regard, it is not sufficient to merely impart religious knowledge; it is also crucial to develop skills and attitudes that enable them to be independent in practicing daily religious rituals.

Islamic Religious Education for individuals with intellectual disabilities should be designed in such a way that students not only comprehend religious concepts but also are capable of applying them independently in their daily lives. Therefore, teachers need to carefully consider how to structure the curriculum and teaching methods to enable students to practice Islamic teachings independently. This involves the use of learning strategies that encourage active participation, the development of practical skills, and the cultivation of positive attitudes that support students' independence in performing daily religious rituals.

In the implementation of teaching, teachers also need to provide appropriate support and guidance so that students can understand and internalize the values of Islam effectively.

Thus, the management of Islamic Religious Education learning for individuals with intellectual disabilities will have a significant impact on shaping individuals who are independent, faithful, and capable of practicing Islamic teachings in their daily lives.

The first finding indicates that Islamic Education in SLB Negeri Kota Binjai and SLB Negeri 1 Kota Binjai aims to cultivate students into individuals who are obedient to Allah and capable of applying Islamic values in practical life. Despite students with intellectual disabilities facing difficulties in understanding the moral aspects of worship, the approach to Islamic Education focuses more on practice than theory, using simple language to facilitate their comprehension. The second finding shows that the National Curriculum is tailored to the students' abilities, with an emphasis on more frequent evaluations. Involving parents in understanding the material and evaluating learning progress is crucial.

The third finding highlights evaluation methods in Islamic Education tailored to the needs of students with intellectual disabilities. However, there needs to be consistency in evaluation frequency between schools to enhance learning success. The last finding indicates the existence of obstacles in Islamic Education for students with intellectual disabilities, including difficulties in understanding abstract concepts, language limitations, attention issues, and specific support needs. It is crucial for educators to comprehend and address these obstacles with suitable teaching approaches.

Referring to inclusive learning theory, this research emphasizes the importance of adapting the curriculum and evaluation methods to meet the individual needs of students with intellectual disabilities. Consequently, educators need to continuously develop teaching strategies that consider the specific characteristics of these students.

Furthermore, constructivism theory can be used as a basis to reinforce a practical approach in Islamic Education by providing opportunities for students to directly experience religious concepts in everyday life contexts. Consequently, educators need to integrate relevant practical activities with Islamic Education materials to enhance student understanding. Individual learning theory indicates that educators need to understand and accommodate various challenges faced by students with intellectual disabilities, such as language limitations and attention issues. Consequently, implementing differential teaching strategies and providing special support are necessary to help students overcome these obstacles and achieve optimal learning outcomes.

Islamic Religious Education (PAI) for individuals with intellectual disabilities requires careful and inclusive learning management to ensure that every individual has equal access to understanding Islamic teachings. Multisite studies involving multiple educational locations provide in-depth insights into effective practices and strategies for managing PAI learning for individuals with intellectual disabilities.

Inclusive Learning Theory emphasizes the importance of creating a learning environment that supports all individuals, including those with disabilities. Inclusive principles should be applied in curriculum planning, teaching strategies, and PAI learning assessments. Multiple Intelligence Theory recognizes that every individual has diverse intelligences, including individuals with intellectual disabilities. PAI teaching strategies

should utilize various types of intelligence such as visual, auditory, kinesthetic, and interpersonal to facilitate better understanding.

In the study by Joharatun Nisa' (2022), this research highlights the importance of using adapted teaching methods for individuals with intellectual disabilities in various educational settings, enhancing understanding of inclusive learning. In Lathifah Hanum's research (2017), the study indicates that enhancing PAI teacher competencies is a key factor in effective learning management for individuals with intellectual disabilities. Meanwhile, Safety Monita Sari's study (2022) provides insights into various teaching strategies that can be applied in the context of PAI for individuals with intellectual disabilities in different educational settings.

CONCLUSION

Teachers of at SLB Negeri Binjai and SLB Negeri 1 Kota Binjai have successfully planned Islamic education lessons by considering the primary goals of Islam, despite students with intellectual disabilities facing difficulties in understanding abstract concepts. The implementation of learning utilizes the national curriculum adapted to the students' needs, with materials adjusted by teachers. Learning evaluation is conducted routinely through written and oral tests, involving parents in monitoring student progress. Challenges in learning, such as difficulty understanding concepts and language limitations, require additional efforts such as more concrete teaching approaches and increased parental involvement.

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