

KAFA and Islamic Education Teachers' Awareness of Qur'anic Instruction for Students with Special Educational Needs: A Systematic Literature Review

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HOW TO CITE:

Muhammad Muqri Aiman, Syar Meeze Mohd Rashid (2026). KAFA and Islamic Education Teachers' Awareness of Qur'anic Instruction for Students with Special Educational Needs: A Systematic Literature Review. International Journal of Special Education, 41(2s), 687-707.

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ABSTRACT:

Qur'anic instruction is a fundamental component of Islamic education that aims to develop religious understanding, value internalisation and Qur'an-based life practices among Muslim students. In Malaysia, Kelas Asas Fardu Ain (KAFA) teachers and Islamic Education teachers play an important role in ensuring continuous Qur'anic learning among children. However, teaching the Qur'an to students with special educational needs requires teachers to demonstrate awareness of learner diversity, pedagogical adaptation, communication accessibility and reflective instructional practices. This study conducted a Systematic Literature Review to examine previous studies related to teachers' awareness in Qur'anic instruction for students with special educational needs. Guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), literature searches were conducted through Scopus, Web of Science, Google Scholar and local journal portals. A total of 230 records were initially identified and 30 studies were selected for final analysis based on predetermined inclusion and exclusion criteria. The findings show that teachers generally demonstrate positive awareness of the need to adapt Qur'anic instruction for students with special educational needs. Nevertheless, such awareness remains uneven and is not consistently translated into systematic teaching practices. The synthesis generated five key themes, namely awareness of learner diversity, pedagogical adaptation, communication and accessibility, reflective professionalism and institutional support. The review also found that studies focusing specifically on KAFA teachers remain limited, while intervention-based studies on teacher training and inclusive Qur'anic pedagogy are still lacking. Therefore, this study proposes the need to develop a structured and practical KAFA and Islamic Education teacher awareness model to strengthen inclusive and effective Qur'anic instruction for students with special educational needs.

1. INTRODUCTION

The teaching of the Qur'an constitutes a fundamental component of Islamic education,

aimed at developing religious understanding, internalising values, and fostering a way of life grounded in Qur'anic principles (Zainuddin &

Jailani, 2021). In the context of Islamic education in Malaysia, Kelas Asas Fardu Ain (KAFA) serves as a crucial platform in ensuring that students acquire foundational Qur'anic knowledge in a comprehensive and continuous manner. However, the implementation of Qur'anic instruction becomes more challenging when it involves students with special educational needs, who exhibit diversity in terms of cognitive, sensory, communication, and learning styles, thus requiring more flexible and appropriate pedagogical approaches (Hashim et al., 2015). The need for such pedagogical adaptation is further supported by findings that emphasise the importance of using responsive teaching strategies tailored to students' levels of ability (Musaddin & Zulkifli, 2023). These findings are consistent with earlier studies that also highlight the necessity of flexible instructional approaches in meeting the learning needs of students with special educational needs (Mohd Zulkifli & Aziz, 2019). In addition, the use of visual aids and multisensory approaches has been shown to enhance understanding among students with special educational needs (Musa et al., 2021). This situation requires a high level of teacher awareness regarding their roles, responsibilities, and students' learning needs to ensure that Qur'anic instruction can be implemented in an inclusive and effective manner. According to Ab Halim Tamuri et al. (2022), teachers with a high level of awareness are better able to select appropriate teaching aids and create more effective teaching and learning (PdP) interactions in inclusive classroom settings.

Teacher awareness involves not only pedagogical knowledge and skills, but also sensitivity towards classroom challenges and the ability to adapt instructional practices continuously. Fatin Hanani and Nurutthoilah Mohd Nabil (2025) demonstrate that teachers' readiness and knowledge in teaching SEN students are crucial factors influencing the effectiveness of teaching and learning (PdP). These findings are consistent with the study by Hassan and Zainal (2022), which emphasises that teachers with stronger professional understanding are better able to adapt instructional approaches according to students' learning profiles. At the same time, a lack of awareness in enhancing skills through professional training and pedagogical

reflection may result in teaching and learning processes that do not achieve their optimal potential (Nadzirah et al., 2021).

From a theoretical perspective, reflection on teaching practices forms the foundation of teachers' professional awareness, as emphasised by Donald Schön (1983). In addition, Jack Mezirow (1991) explains that critical reflection enables educators to reassess existing assumptions and practices based on their teaching experiences. In the context of Qur'anic instruction for SEN students, this reflective awareness becomes a crucial basis for adapting teaching and learning (PdP) strategies, ensuring that instruction is not confined to traditional teaching methods.

However, previous studies on Qur'anic instruction for SEN students have predominantly focused on teaching methods and teachers' pedagogical skills, with limited attention given to teacher awareness as a comprehensive reflective construct (Hashim et al., 2015). This trend is also evident in other studies, which indicate that research has been more concentrated on instructional techniques rather than examining teacher awareness from a holistic perspective (Mohd Zulkifli & Aziz, 2019). Furthermore, some teachers were found to lack awareness of their limitations in adapting instructional strategies to meet the needs of students with special educational needs (Harun, Hussin, & Sulaiman, 2021). This situation is also influenced by factors such as low self-confidence and teachers' anxiety in managing teaching and learning (PdP) with these students, which may create psychological barriers within the classroom (Mohd Isa Hamzah et al., 2019).

In addition, most previous studies have focused on mainstream Islamic Education teachers and special education contexts within schools, indicating that research within the KAFA context remains limited (Mohd Syaubari Othman et al., 2025). As a result, teachers' knowledge, skills and attitudes are often discussed separately, leading to a fragmented understanding of inclusive Qur'anic instruction. The lack of systematic literature reviews in this field further hinders a comprehensive understanding of existing findings and research gaps. Therefore, a Systematic Literature Review was

conducted to collect, analyse, and synthesise previous studies in a structured manner, with the aim of examining inclusive teaching awareness in teaching the Qur'an to SEN students in a more comprehensive and critical way.

Despite the growing body of literature on Qur'anic instruction, Islamic Education and special education, existing studies remain fragmented in terms of focus, context and target population. Some studies examine teachers' readiness and pedagogical practices, while others focus on communication barriers, reflective practices, assistive technology and inclusive classroom challenges. However, studies that specifically synthesise teachers' awareness in Qur'anic instruction for students with SEN, particularly within the KAFA and Islamic Education contexts, remain limited. Therefore, a systematic review is necessary to organise existing findings, identify research trends and clarify the gaps that should be addressed in future studies.

2. RESEARCH OBJECTIVES

This systematic literature review aims to examine previous studies related to KAFA and Islamic Education teachers' awareness in teaching the Qur'an to students with special educational needs. Specifically, this study aims to:

1. identify the characteristics of previous studies related to teachers' awareness in Qur'anic instruction for students with special educational needs;
2. examine the focus and scope of previous studies on teachers' awareness in teaching the Qur'an to students with special educational needs; and
3. synthesise the key findings, limitations and research gaps related to teachers' awareness in inclusive Qur'anic instruction.

3. RESEARCH QUESTIONS

This systematic literature review was guided by the following research questions:

1. What are the characteristics of previous studies related to teachers' awareness in Qur'anic instruction for students with special educational needs?

2. What are the main focuses and scopes discussed in previous studies on teachers' awareness in teaching the Qur'an to students with special educational needs?
3. What are the key findings, limitations and research gaps identified in previous studies related to teachers' awareness in inclusive Qur'anic instruction?

4. METHODOLOGY

A Systematic Literature Review (SLR) was employed to systematically analyse previous studies related to the research issue. According to Ngien Hock Wuong, Murugan Rajoo, and Noor Azah (2022), SLR studies employ both qualitative and quantitative approaches through document analysis methods conducted systematically according to specific phases. Therefore, this study adopts a document analysis method to examine previous studies related to KAFA (Kelas Asas Fardu Ain) teachers' awareness in teaching the Qur'an to students with SEN.

To ensure that the literature review process is conducted in a systematic and structured manner, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method was employed as the primary guideline in this study. The PRISMA method provides detailed procedures and enhances the level of transparency, consistency, and standardisation in the selection and reporting of studies through the use of systematic and well-organised data. Karantzas (2019) explains that the PRISMA method assists researchers in identifying relevant literature based on the study objectives through four main processes, namely identification, screening, eligibility, and inclusion. Accordingly, the PRISMA method was utilised in this study to ensure that article selection was carried out systematically, thereby producing a high-quality SLR with assured transparency.

In this review, the term "previous studies" refers to empirical studies, conceptual papers, literature reviews and systematic review articles that are directly related to Qur'anic instruction, Islamic Education, teacher awareness and students with SEN. These sources were included because the literature specifically focusing on KAFA teachers

remains limited. Therefore, broader inclusion was necessary to obtain a more comprehensive understanding of research trends, conceptual gaps and future directions in this field.

5. LITERATURE SEARCH PROCESS

The literature search strategy in this Systematic Literature Review was tailored to the aims and objectives of the study, with a focus on research discussing KAFA (Kelas Asas Fardu Ain) teachers' awareness in teaching the Qur'an to students with SEN. At the initial stage, the literature search was conducted using two primary databases, namely Scopus and Web of Science, which were selected based on their comprehensive literature coverage, stability of search results, and advanced systematic search capabilities, in line with the recommendations of Gusenbauer and Haddaway (2020).

However, searches conducted through these two databases were found to be limited in identifying studies published within the Malaysian context, particularly those related to Islamic education and Qur'anic instruction. Therefore, the literature search was expanded using Google Scholar as well as local education journal portals to obtain articles that are more relevant to the study context. This step was undertaken to ensure broader literature coverage and to support a more accurate analysis in this Systematic Literature Review.

The literature search was conducted between January and March 2026. The search process involved four main stages: identification of records from selected databases, screening of titles and abstracts, eligibility assessment based on full-text reading and final inclusion of studies for thematic synthesis. Duplicate records were removed before the screening process. Articles that did not focus on teachers, Qur'anic instruction, Islamic Education or students with SEN were excluded from the analysis.

6. ARTICLE SEARCH KEYWORDS

The use of specific and focused keywords is essential to ensure that the identified articles align with the title and objectives of this Systematic Literature Review. Given that teacher awareness in

Qur'anic instruction for students with SEN encompasses various aspects of pedagogy and professional reflection, relying on a single general term is insufficient to obtain in-depth and relevant literature. Therefore, several more specific keywords were identified to facilitate the retrieval of journal articles that are closely aligned with the theme of teacher awareness within the context of Islamic education and special education, particularly within the Malaysian educational setting.

The search strategy was developed using Boolean operators to combine key concepts related to teachers, awareness, Qur'anic instruction and SEN students. The search string used in the databases was adapted according to the requirements of each database. The main search string was as follows:

("teacher awareness" OR "teacher readiness" OR "teacher competency" OR "teacher reflection" OR "pedagogical awareness") AND ("Qur'anic instruction" OR "Quran teaching" OR "Qur'an learning" OR "Islamic education" OR "KAFA") AND ("students with special needs" OR "special educational needs" OR "students with disabilities" OR "hearing impairment" OR "learning disabilities" OR "autism" OR "visual impairment")

For Malay-language searches, the following keywords were also used:

("kesedaran guru" OR "kesediaan guru" OR "kompetensi guru" OR "refleksi guru") AND ("pengajaran al-Quran" OR "pendidikan Islam" OR "KAFA") AND ("murid berkeperluan khas" OR "murid kurang upaya" OR "murid pendidikan khas" OR "ketidakupayaan pendengaran" OR "masalah pembelajaran" OR "autisme" OR "ketidakupayaan penglihatan")

This search strategy was used to ensure that the selected articles were closely aligned with the focus of the review and reduced the possibility of including studies outside the intended scope.

7. INCLUSION AND EXCLUSION CRITERIA

To ensure that the selection of articles aligns with the scope of this Systematic Literature Review, a set

of inclusion and exclusion criteria was established, as presented in Table 1. These criteria were used to facilitate the systematic acceptance and rejection of articles based on the relevance of their content to the study objectives. The criteria included aspects such as year of publication, language, type of reference material, and the field of study of the identified journal articles.

In terms of publication year, the selected articles were limited to the most recent five-year period, from 2021 to 2025. This timeframe was chosen to ensure that the reviewed studies reflect current issues and discussions in the fields of Islamic education and special education. In terms of language, only articles published in Malay and

English were selected to ensure relevance to the study context as well as coverage of both local and international literature.

In addition, this study only included journal articles and conference proceedings, while sources such as books, non-official websites, and blog-based writings were excluded. This selection was made because journal articles and conference proceedings are academic sources that provide more systematic, detailed, and reliable research reporting. All selected articles also focused on the fields of Islamic education, Qur'anic instruction, and SEN students, in line with the focus of this Systematic Literature Review.

TABLE 1: Inclusion and Exclusion Criteria for Article Selection

Criteria	Inclusion (Accepted)	Exclusion (Rejected)
Year of Publication	• Published between 2021–2025	• Published before 2021
Language	• Malay and English	• Languages other than Malay and English
Type of Reference Material	• Journal articles and conference proceedings	• Books, book chapters, non-official websites, blogs
Field of Study	• Islamic education, Qur'anic instruction, students with special educational needs	• Fields other than Islamic education and special education
Focus of Study	• Teacher awareness, readiness, competency, reflection or instructional practices in Qur'anic instruction, Islamic Education or special education contexts involving students with special educational needs	• Studies not involving teachers or Qur'anic instruction
Study Context	• Educational context (local and international)	• Non-educational context

8. ARTICLE SELECTION PROCESS

The article selection process in this Systematic Literature Review not only involved the establishment of selection criteria but was also guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) model to ensure that the search and selection of literature were conducted systematically and transparently, in line with the recommendations of Powers (2017). Figure 1 illustrates the flow diagram

of the article selection process adapted from the study by Nurul Azira and Wan Muna Ruzanna (2022). The process began with the identification of articles from several databases utilised in the literature search.

The identified articles were subsequently screened based on the predetermined inclusion and exclusion criteria. At the initial screening stage, articles that did not meet the basic requirements such as lacking complete publication information,

not containing empirical data, being purely review-based, or not aligned with the context of Islamic education and Qur'anic instruction for students with SEN were excluded. In addition, only articles that focused on teacher awareness, whether in terms of knowledge, understanding, reflection, or instructional practices, were considered for the subsequent stage.

Articles that passed the initial screening stage subsequently underwent a more detailed eligibility assessment to ensure that their content aligned with the study objectives. At this stage,

articles that did not involve Islamic Education teachers or KAFA teachers as the study subjects, as well as those that did not discuss Qur'anic instruction for students with SEN, were excluded. Following the screening and eligibility assessment, 30 studies were identified as meeting the inclusion criteria and were included in the final analysis. These studies were then coded according to author, year of publication, study design, research context, focus of awareness and key findings. The following table presents a detailed list of the selected articles according to database and year of publication.

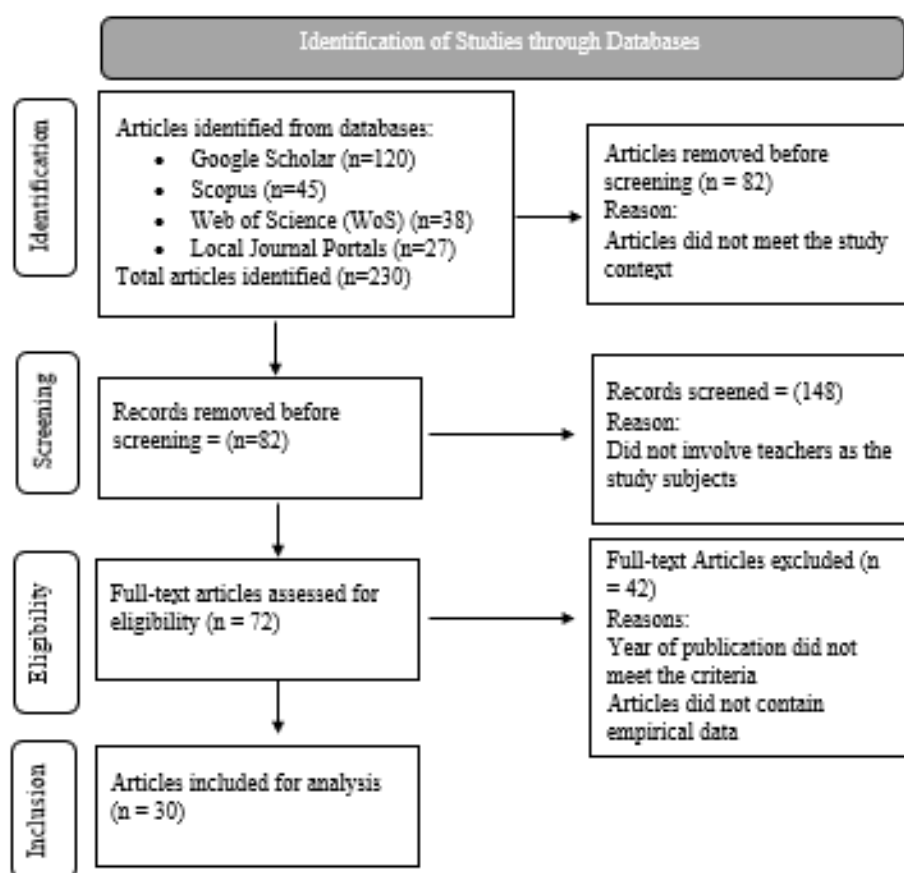


FIGURE 1: Flow Diagram of the Article Selection Process

In addition to analysis based on year of publication and article search engines, this study also conducts an in-depth analysis of KAFA (Kelas Asas Fardu Ain) teachers' awareness in teaching the Qur'an to students with SEN, including the focus of discussion, key findings and implications highlighted in previous studies. This analysis was carried out on 30 articles that were identified and

selected based on the predetermined inclusion criteria, as presented in Table 4.

To ensure systematic and consistent analysis, a data extraction process was conducted using a predefined data extraction matrix developed based on the objectives of the study and the PRISMA guideline. The extraction matrix functioned as an analytical instrument to organise and synthesise information from the selected

studies in a structured manner. The extracted data included the author and year of publication, study design, study context, participants, focus of awareness, instruments used and key findings related to teachers’ awareness in Qur’anic instruction for students with SEN.

The screening and eligibility assessment were conducted through title review, abstract analysis and full-text reading to ensure the relevance of each article to the objectives of the review. The selected articles were reviewed systematically by the researchers to minimise selection bias and improve the credibility of the synthesis process. As this study employed a Systematic Literature Review (SLR) design, conventional instrument validation and reliability procedures commonly used in empirical quantitative studies, such as Cronbach’s alpha, were not applicable. Instead, methodological rigour was ensured through the application of PRISMA guidelines, predefined inclusion and exclusion criteria, systematic screening procedures and thematic synthesis.

Data extraction was conducted systematically using predefined themes including study design, participants, focus of awareness and key findings. Following the extraction process, thematic analysis was carried out to identify recurring patterns, similarities and differences across the selected studies. The themes were developed inductively through repeated reading and comparison of findings from the reviewed articles. As a result, five major themes were generated, namely awareness of learner diversity, pedagogical adaptation, communication and accessibility, reflective professionalism and institutional support.

TABLE 2: Year of Article Publication

Year of Publication	Number of Articles/Journals
2021	6
2022	7

2023	6
2024	8
2025	3

Overall, the findings indicate that studies related to teachers’ awareness in Qur’anic instruction for students with special educational needs have shown a gradual increase between 2021 and 2024. The highest number of studies was recorded in 2024, suggesting growing scholarly attention towards inclusive Islamic education and Qur’anic instructional practices for students with SEN. However, the number of studies specifically focusing on KAFA teachers remains limited.

TABLE 3: Article Search Engines

Search Engine	Number of Articles (n)
Scopus	7
Web of Science (WoS)	5
Google Scholar	12
MyCite / Local Journal Portals	6

The findings also show that Google Scholar contributed the highest number of retrieved studies, followed by Scopus and local journal portals. This indicates that research related to inclusive Qur’anic instruction and teacher awareness is still widely disseminated through local and regional publications rather than high-impact indexed databases.

TABLE 4: Systematic Literature Review (SLR) Analysis

No .	Author and Year	Study Design	Study Context	Focus of Awareness	Key Findings
1	Hamzah, M. I., Mohd Yassin, M. H., Tahar, M. M., Harun, Z., Abd Rahman, M. J., Ensima Abdullah, N. K., Bari, S., Abdul Razak, M. A. & Abu Samah, A. (2021).	Quantitative	Secondary school teachers	Teacher awareness	Teachers showed moderate awareness and skills in handling diverse MBK needs, but limited special education training and lack of inclusive teaching experience reduced their confidence and effectiveness in implementing inclusive classroom practices.
2	Norhisham, M., Mazlan, N. & Mohd Nawi, N. (2025).	Qualitative	Secondary school teachers	Teacher awareness	Mainstream teachers showed high readiness in teaching MBPK, consistent with previous studies on inclusive education. However, limited knowledge of inclusive pedagogy and difficulties managing diverse student needs still affected effective classroom implementation.
3	Day, S. A. & Ling Soon, V. K. (2024).	Qualitative	Primary school teachers	Teacher awareness	Mainstream teachers showed high readiness in knowledge, skills and perceptions towards inclusive education, consistent with previous studies on teacher preparedness. However, limited training and exposure to MBPK management still affected effective implementation.
4	Md Rashid, S. M. & Mazlan, N. (2025).	Qualitative	Higher education setting involving Islamic Studies students	Teacher awareness	Adaptive learning models, Braille application and VAK learning styles improved Qur'anic learning access for OKU students, consistent with previous studies on inclusive and multisensory learning. However, suitable facilities, teaching materials and institutional support remained essential for effective implementation.
5	Isa, Z. B. M. (2023).	Qualitative	Islamic Education teachers	Teacher awareness	Moderate teacher readiness and limited time, teaching aids, and training reduced the effectiveness of Qur'anic instruction for students with SEN, consistent with previous studies.

6	Musaddin, N. H. & Zulkifli, H. (2023)	Qualitative; document analysis	KAFA teachers in Tilawah al-Quran instruction	Awareness towards teaching methods in Qur'anic instruction	Talaqqi Musyafahah was identified as the most effective method in teaching Tilawah al-Quran, consistent with previous studies on interactive Qur'anic learning. However, its implementation was limited by large class sizes and time constraints
7	Othman, M. S., Mohd Jamil, M. R., Nek Rakemi, N. M. H. & Md Zalli, M. M. (2025).	Literature review	Malaysian in-service teachers in inclusive school	Teacher awareness	Teachers showed high readiness in inclusive teaching, particularly in teaching skills, resources and action plans, consistent with previous studies on inclusive education. However, limited training, collaboration gaps and challenges in managing diverse classroom needs still affected effective implementation.
8	Samat, M. Z. A., Mohamed Yusof, A. & Mohd Raus, N. (2024).	Qualitative	hearing-impaired students	Teacher awareness	The Tahfiz Akhyar method improved Surah al-Fatihah memorisation among hearing-impaired students, consistent with previous studies on repetition and visual-based learning. However, short-term memory limitations and communication challenges required continuous repetition, sign language use and engaging teaching materials.
9	Bachore, M. M., Dagaga, E. G. & Lerebo, T. D. (2024).	Qualitative	Secondary school teachers	Teacher awareness	Teachers showed some awareness of reflective practice, consistent with previous studies on reflective teaching. However, limited practical understanding and weak implementation, particularly reflection-for-action, reduced the effectiveness of reflective teaching practices
10	Özüdoğru, M. (2021).	Qualitative; content analysis	students in a higher education	Reflective awareness among higher education students	Reflective writing activities improved pre-service teachers' understanding and reflective thinking, consistent with previous studies on reflective learning. However, reflection and critical reflection levels remained limited, as most reflections stayed at

					descriptive rather than analytical levels.
11	Rabiatuladawiyah Binti Saleh (2021)	Quantitative	students with learning disabilities (MBK)	Effectiveness of Haraki method in Quran learning for MBK	The Haraki method was more effective than the Iqra' method in improving Qur'anic reading skills among students with learning disabilities, likely due to its interactive and movement-based approach. This finding is consistent with previous studies emphasising the importance of adaptive and engaging teaching methods for students with SEN.
12	Halim, M. N. A., Pisol, M. I. M., Rosli, H. F., Rashed, Z. N., Harun, Z., & Raus, N. A. M. (2023)	Qualitative conceptual study	Quran learning model for people with disabilities (OKU)	Awareness towards inclusive Quran learning support	A structured Qur'anic learning model improved learning access for OKU students, consistent with previous studies on adaptive and inclusive Qur'anic education. However, suitable facilities, support systems and specialised teaching approaches remained essential for effective implementation.
13	Sabaruddin, S. N. A. & Remly, M. R. (2024).	Qualitative; case study	Quran memorisation (tahfiz) learning for visually impaired individuals	Awareness towards Quran teaching techniques	Repetition, voice intonation and individual memorisation improved Qur'anic memorisation among visually impaired students, consistent with previous tahfiz studies. However, only two techniques differed from non-disabled students, showing that most tahfiz methods remained similarly effective.
14	Salleh, H. M., Ali, A., Yip, N. M. & Afizul, A. N. (2021)	Qualitative; focus group discussion (FGD)	KAFA teachers in Selangor	Awareness towards teacher training needs	KAFA teachers required continuous training to improve teaching effectiveness, consistent with previous studies on teacher professional development. However, many teachers still lacked formal training and specialised skills, particularly in special education.
15	Dzulkifli, I., Suhid, A., Mohd Fakhruddin, F. & Ahmad, N. A. (2021).	Action/descriptive study	Deaf students in the Special Education Integration Program (PPKI)	Activity-based teaching in Quran instruction	Activity-based teaching improved Qur'anic learning among deaf students, consistent with previous studies on adaptive and student-centred learning. However, differences in hearing ability and

					multiple disabilities required teachers to use individual and group-based approaches.
16	Pamungkas, B., Wahab, R. & Suwarjo. (2023).	Descriptive	students with hearing impairment in an Islamic boarding school setting.	Awareness of hearing-impaired students' learning needs	Sign language and staged learning approaches improved Quran and Hadith learning for students with hearing impairment, consistent with previous studies on visual-based instruction. However, sentence complexity and communication barriers required teachers to simplify content and adapt learning according to students' cognitive abilities.
17	Norddin, M. F., & Wan Muda, W. H. N. (2025).	Qualitative (Systematic Literature Review)	Islamic Education among students with special educational needs (SEN) in Malaysia	Awareness towards significance of Islamic education for SEN	Islamic Education strengthens inclusive education and teacher competency for students with SEN, consistent with previous studies on adaptive teaching and educational support.
18	Zulkifli, H., Mohd Rashid, S. M., Mohamed, S., Toran, H., Mohd Raus, N. & Suratman, M. N. (2022).	Literature review	Quran teaching and learning for children with learning disabilities	Teacher awareness	Limited teacher knowledge, teaching aids and parental support reduced the effectiveness of Qur'anic learning for children with learning disabilities, consistent with previous studies. However, digital and sensory-based approaches were identified as important elements for improving inclusive Qur'anic education
19	Aly, H. N. & Bustomi. (2022).	Concept paper	Quran literacy development for students with special educational needs (SEN) in an Islamic education	Awareness towards Quran literacy for students with special needs	The Iqro and BISINDO methods improved Quran literacy among students with hearing impairments, consistent with previous studies on sign language-based learning. However, limited PAI teachers, specialised teaching methods and learning resources reduced the effectiveness of implementation.

20	Rashid, S. M. M., & Jamil, N. R. M. (2025)	Qualitative case study	Islamic Education teachers teaching Tilawah al-Quran to hearing-impaired students	Professional competency in Quranic instruction	Teachers' professional competency improved the effectiveness of Qur'anic instruction for hearing-impaired students, consistent with previous studies on inclusive Islamic education. However, limited special education training and pedagogical skills remained major challenges.
21	Hussin, H. M., & Ghani, K. A. (2022)	Qualitative case study	Islamic Education teachers teaching Iqra' to hearing-impaired students in Kelantan	Teachers' knowledge and teaching skills in Iqra' instruction	Teachers' knowledge and teaching skills improved Iqra' instruction for hearing-impaired students, consistent with previous studies on adaptive and student-centred learning. However, limited multimedia use and lack of specialised special education training still affected teaching effectiveness.
22	Ishak, S. K. (2023)	Quantitative survey	KAFA teachers in Perak	Awareness towards teaching methods and teaching management	KAFA teachers frequently used imitation and talqin methods to improve teaching effectiveness, consistent with previous studies on traditional Qur'anic instruction. However, teaching resources and professional competency remained at a moderate level, limiting more effective classroom practices.
23	Samat, M. Z. A., Mohamed Yusof, A., Mohd Raus, N. & Abu Bakar, A. I. (2023).	SLR (PRISMA)	hearing-impaired students in Islamic Education.	Awareness towards issues and challenges of hearing-impaired students in Islamic Education	Limited teaching aids, weak memory and communication barriers reduced the effectiveness of Islamic Education for deaf students, consistent with previous studies on hearing-impaired learners. However, sign language and activity-based approaches were identified as important strategies for improving learning engagement and understanding
24	Harun, S., Hussin, Z., & Sulaiman, A. M. (2021).	Literature review	Student with special need	Teacher awareness	Inclusive teaching models improved Islamic Education practices for students with special needs, consistent with previous studies on inclusive pedagogy. However, mainstream teachers still faced challenges in pedagogical

					knowledge, communication and classroom management in inclusive settings.
25	Selvam, D. A. P. (2024).	Qualitative; interviews & observation	students with hearing impairment in the Special Education Integration Program (PPKI).	Teacher awareness	Diverse teaching techniques, classroom management and total communication methods improved learning effectiveness for hearing-impaired students, consistent with previous studies on adaptive special education practices. However, limited teacher skills, teaching resources and parental support remained major challenges in implementation.
26	Ab Rahman, A., Hashim, A. & Ishak, H. (2021)	Qualitative/ conceptual	students with special educational needs	teaching practice awareness	Islamic Education teachers played an important role as murabbi in guiding children with special needs, consistent with previous studies on teacher personality and spiritual guidance. However, limited pedagogical knowledge, patience and special education skills remained major challenges in effective teaching practices.
27	Dzulkifli, I. & Mohd Fakhruddin, F. (2024)	Quantitative questionnaire	students with special educational needs	Teacher awareness	Teacher professionalism and pedagogical competency improved the effectiveness of Islamic Education for students with SEN, consistent with previous studies on inclusive teaching. However, differences in teacher specialisation remained major challenges.
28	Zulkifli, M., Hussin, H. & Mohamad, S. (2024)	Literature review	students with special educational needs	Teacher awareness	KKQ teachers' competency in pedagogical, content and curriculum knowledge improved the effectiveness of Qur'anic teaching, consistent with previous studies on teacher professionalism. However, limited ICT proficiency and weaknesses in Tajweed and instructional strategies still affected teaching quality.
29	Fadillah, R., Susanti, M., Monica, M., & Reena, S. (2024)	Qualitative	students with special needs (mentally)	Islamic Education	Limited facilities and teacher expertise reduced the effectiveness of Islamic Religious

			disabled & blind) in a special school	teaching practices	Education, consistent with previous studies. However, blind students demonstrated better achievement than students with intellectual disabilities.
30	Muhamad, N., Mohd Nawi, M. Z. & Daud, N. (2021)	Quantitative; questionnaire	students with autism	Teacher awareness	Teachers showed moderately high skills and positive attitudes towards multimedia use in Qur'anic instruction for autistic students, consistent with previous studies on technology-based learning. However, weaknesses in applying multimedia elements and limited ICT readiness reduced the effectiveness of implementation.

Overall, most reviewed studies focused on teachers' awareness of pedagogical adaptation, inclusive instructional practices and the challenges of teaching students with special educational needs. The findings consistently indicate that teachers generally demonstrate positive attitudes and awareness towards inclusive Qur'anic instruction. However, limitations in specialised training, instructional resources and systematic support remain significant challenges affecting the implementation of effective teaching practices.

9. RESEARCH FINDINGS

The synthesis generated five major themes related to inclusive Qur'anic teaching practices. These themes were: awareness of learner diversity, awareness of pedagogical adaptation, awareness of communication and accessibility, reflective professional awareness and awareness of institutional and training support. These themes indicate that teachers' awareness is not limited to knowledge of students' disabilities, but also involves the ability to translate such awareness into instructional planning, communication strategies, teaching adaptation and continuous professional reflection.

This section presents the findings derived from the Systematic Literature Review of 30 selected studies that examine teachers' awareness in teaching the Qur'an to students with SEN. The analysis was organised according to the three

research objectives, namely the characteristics of previous studies, the focus and scope of the reviewed literature, and the key findings related to teachers' awareness in inclusive Qur'anic instruction. The analysis of findings was conducted systematically based on the predetermined research objectives, namely to identify the characteristics of empirical studies, the focus and scope of previous research discussions, and the key findings related to KAFA teachers' awareness in the context of Qur'anic instruction for students with SEN. The organisation of findings according to these objectives aims to ensure clear alignment between the research objectives and the outcomes of the literature review analysis.

Objective 1: Characteristics of Previous Studies on Teachers' Awareness in Qur'anic Instruction for Students with Special Educational Needs

Based on the analysis of the selected empirical studies, the findings indicate that research on KAFA teachers' awareness in teaching the Qur'an to students with SEN employs a variety of methodological approaches, with quantitative and qualitative approaches identified as the most dominant (Creswell, 2014; Ngien Hock Wuong, Murugan Rajoo & Noor Azah, 2022). Quantitative studies typically aim to assess the levels of awareness, readiness, and professionalism among KAFA teachers through the use of questionnaire instruments, while qualitative studies focus on

exploring teachers' real-life experiences in implementing Qur'anic instruction for students with special educational needs (Creswell & Poth, 2018).

The findings also indicate that case study and survey research designs are frequently employed to enable researchers to gain a deeper understanding of the teaching context. In terms of data collection instruments, semi-structured interviews are identified as the primary tool in qualitative studies, followed by classroom observations and document analysis such as Daily Lesson Plans (RPH), teaching modules, and teachers' written reflections. The use of multiple instruments reflects researchers' efforts to obtain a more comprehensive understanding of inclusive teaching awareness from the perspectives of cognition, attitudes, and instructional practices.

In addition, the analysis found that most empirical studies involve relatively small and limited sample sizes, yet are contextualised and in-depth in nature (Cohen, Manion, & Morrison, 2018). The study samples typically consist of KAFA teachers, Islamic Education teachers, and special education teachers who are directly involved in teaching students with special educational needs, either in special classes or inclusive classroom settings. This indicates that previous studies place greater emphasis on understanding the realities of teachers' instructional practices rather than on broad generalisation of findings.

The dominance of small-scale and context-specific studies may also indicate that research on inclusive Qur'anic instruction is still developing conceptually and methodologically. While contextual studies provide valuable insights into teachers' lived experiences, the limited number of large-scale and intervention-based studies restricts broader generalisation and empirical validation of effective instructional practices. This pattern also suggests that current research tends to prioritise exploratory understanding over longitudinal evaluation of teachers' professional growth and instructional adaptation. Therefore, future studies should incorporate longitudinal and mixed-method approaches to strengthen the empirical

understanding of teachers' reflective awareness and inclusive Qur'anic instructional practices.

Objective 2: Focus and Scope of Previous Studies on Teachers' Awareness in Qur'anic Instruction for Students with Special Educational Needs

The findings from the literature review analysis indicate that the focus and scope of empirical studies on KAFA teachers' awareness are centred on several interrelated aspects (Abdullah et al., 2021; Ismail & Rahman, 2022). Among the most dominant focuses is teachers' awareness of the diversity of students with SEN, including their understanding of differences in cognitive abilities, communication, behaviour, and learning styles within the context of Qur'anic learning. Previous studies have examined the extent to which KAFA teachers understand students' needs and the implications of these differences for the planning and implementation of Qur'anic instruction.

In addition, the scope of discussion also emphasises KAFA teachers' pedagogical awareness, particularly in relation to the use of flexible, structured, and appropriate teaching strategies tailored to the abilities of students with SEN. Among the commonly discussed strategies are the use of visual teaching aids, repetition, student-centred activities, and the adaptation of content and pacing in Qur'anic instruction. The findings indicate that although teachers are aware of the importance of pedagogical adaptation, the implementation of such strategies largely depends on individual teachers' experience and the level of support received (Azman et al., 2021; Latif & Omar, 2023).

In addition, several studies also focus on KAFA teachers' reflective awareness, which refers to teachers' ability to evaluate and improve their instructional practices based on experience and students' responses. This scope of discussion indicates that reflective awareness is a crucial element in enhancing the quality of Qur'anic instruction for students with special educational needs (Rahman et al., 2022). The research focus also encompasses awareness of the professional roles of KAFA teachers, including their responsibilities as educators, facilitators, and "*murabbi*" in shaping the

spiritual and personal development of students with special educational needs.

Overall, the reviewed studies show that teachers' awareness has been discussed through several related but fragmented dimensions. These include awareness of student diversity, the need for differentiated instruction, communication access, use of teaching aids, reflective practice and the role of institutional support. However, these dimensions have rarely been integrated into a single framework that specifically explains how KAFA and Islamic Education teachers can develop awareness and translate it into inclusive Qur'anic instructional practices.

Objective 3: Key Findings and Research Gaps Related to Teachers' Awareness in Inclusive Qur'anic Instruction

Based on the synthesis of findings from previous studies, the overall results indicate that the level of KAFA teachers' awareness in teaching the Qur'an to students with special educational needs is generally at a moderate level (Abdullah et al., 2021; Ismail & Rahman, 2022). Most teachers demonstrate positive attitudes and empathy towards these students and are aware of the importance of adapting Qur'anic instruction according to students' abilities. However, such awareness has not yet been fully translated into systematic and consistent instructional practices.

Among the key findings identified is the lack of specialised training in the field of special education and Qur'anic pedagogy for students with SEN, which affects KAFA teachers' confidence and ability to implement inclusive instruction. In addition, constraints such as limited teaching time, insufficient teaching aids, and restricted institutional support were also identified as factors influencing teachers' level of awareness and instructional practices.

Nevertheless, the findings also indicate that KAFA teachers' reflective awareness has the potential to act as a catalyst for improving Qur'anic instructional practices. Teachers with higher levels of reflective awareness are found to be more sensitive to students' needs, more willing to evaluate the weaknesses in their teaching practices, and more

open to adopting more appropriate instructional approaches. Therefore, previous studies consistently emphasise the need for continuous support, professional training, and more structured pedagogical competency development to strengthen inclusive teaching awareness in teaching the Qur'an to students with special educational needs (Mustafa & Ismail, 2023).

The findings also indicate that there is still a lack of studies that specifically examine KAFA teachers as the main target population. Most studies focus on Islamic Education teachers, special education teachers or inclusive classroom settings. In addition, limited studies have examined the impact of structured training, specific teaching modules or intervention programmes on enhancing teachers' awareness in Qur'anic instruction students with SEN. This gap highlights the need for future research to develop and validate a structured awareness model that is suitable for the KAFA and Islamic Education teaching contexts.

10. DISCUSSION

This section discusses the findings of the Systematic Literature Review on KAFA teachers' awareness in teaching the Qur'an to students with SEN. It also explains the implications of these findings for instructional practices and future research. The discussion also takes into account the limitations of previous studies that may influence the understanding of KAFA teachers' level of awareness.

Patterns of Empirical Studies and Their Implications for Understanding KAFA Teachers' Awareness

The discussion reveals that most empirical studies on teachers' professional understanding are conducted within limited contexts and on a small scale. This pattern suggests that the issue is mainly explored through individual teaching experiences and localised classroom contexts. While such small-scale studies provide deeper insights into the realities of Qur'anic instruction for students with SEN, they also indicate that research in this area remains at an exploratory stage.

In addition, the use of questionnaires and interviews as the primary instruments in previous studies indicates that teachers' professional understanding is largely assessed based on self-perception (Ismail, 2022). This suggests that teachers may interpret their professional roles differently. Therefore, this discussion suggests that teachers' professional understanding should be understood as a dynamic construct that evolves with experience, training, and the support received, rather than as a fixed level that can be measured statically. This reflects Schön's (1983) perspective that professional awareness develops progressively through reflective engagement with classroom experiences rather than through static pedagogical knowledge alone. Similarly, Mezirow (1991) explains that teachers' awareness becomes more meaningful when educators critically reassess their assumptions and instructional decisions based on practical teaching experiences.

In addition, the discussion indicates that there is still a lack of studies that comprehensively integrate multiple data collection methods. Studies that combine classroom observations, teacher reflections, and continuous evaluation of teaching practices are expected to provide a clearer understanding of how reflective understanding truly influences the implementation of Qur'anic instruction for students with SEN.

KAFA Teachers' Awareness of the Diversity of Students with Special Educational Needs in Qur'anic Instruction

The discussion of findings also indicates that inclusive teaching awareness of the diversity of students with SEN is a key issue frequently addressed in previous studies. Teachers generally recognise that these learners require more flexible instructional approaches. This awareness is crucial, as learning the Qur'an involves not only cognitive aspects but also students' emotional, behavioural, and motivational dimensions (Noraini et al., 2022).

However, the discussion finds that awareness of student diversity is not always accompanied by a deep understanding of how to adapt instruction accordingly. In many studies, teachers recognise the need to modify their teaching

approaches, yet such changes are often implemented minimally and inconsistently. This situation indicates that teachers' reflective awareness has not yet fully progressed towards transformative instructional practice. According to Mezirow (1991), critical reflection is essential for enabling educators to move beyond surface-level awareness and develop meaningful pedagogical changes based on students' actual learning needs. Therefore, reflective awareness among KAFA teachers still requires structured support and continuous professional guidance to be translated into more effective instructional practices.

In addition, the discussion highlights that teaching the Qur'an to students with SEN requires a high level of patience and commitment. Reflective understanding of this aspect helps to cultivate empathy and a strong sense of responsibility; however, without adequate training and resources, such awareness is difficult to sustain in the long term (Latif & Omar, 2023).

KAFA Teachers' Reflective Awareness and Its Relationship with Instructional Improvement

The discussion of previous research findings indicates that KAFA teachers' reflective awareness plays a significant role in enhancing the quality of Qur'anic instruction for SEN students. Teachers who engage in reflective practice tend to evaluate the effectiveness of their teaching and make adjustments based on their experiences and students' responses (Hashim et al., 2020; Rosli & Zulkifli, 2021). This reflective practice enables teachers to adjust instructional approaches according to students' needs.

This finding is consistent with the reflective awareness theory proposed by Donald Schön (1983), which emphasises that professional awareness develops through continuous reflection on teaching experiences and classroom practices. In the context of Qur'anic instruction for SEN students, teachers' awareness is shaped not only by pedagogical knowledge, but also by reflective evaluation of students' responses and learning difficulties. This perspective is further supported by Jack Mezirow (1991), who explains that critical reflection enables educators to reassess existing

assumptions and improve instructional practices based on experience.

However, the discussion also finds that reflective practices among KAFA teachers are not yet implemented systematically. Reflection is often carried out informally and depends largely on individual teachers' initiative. This suggests that reflective awareness needs to be supported through structured training and clear guidance so that reflection becomes an integral part of KAFA teachers' professional practice, rather than merely a personal endeavour (Mustafa & Ismail, 2023).

In addition, the discussion suggests that KAFA teachers' reflective awareness not only contributes to improving instructional practices but also assists teachers in managing stress and challenges when teaching SEN students. With structured opportunities for reflection, teachers are better able to evaluate their teaching experiences more positively and build self-confidence (Latif & Omar, 2023).

Implications of KAFA Teachers' Awareness on Instructional Practices and System Support

The discussion of the study's findings indicates that inclusive teaching awareness cannot be viewed in isolation from the existing system support. Although teachers demonstrate awareness and positive attitudes, the lack of institutional support—such as specialised training, teaching modules, and instructional materials—may hinder the effective implementation of Qur'anic instruction for SEN students. Therefore, this discussion emphasises that teachers' professional readiness should be strengthened through continuous support at both institutional and administrative levels. From the perspective of reflective awareness theory, institutional support plays an important role in sustaining teachers' reflective practices and professional growth. Schön (1983) emphasises that reflective practice develops more effectively when teachers are supported through continuous professional learning opportunities and collaborative instructional environments.

In addition, the discussion highlights that the professional development of KAFA teachers

needs to be planned in a structured and targeted manner. General training programmes are found to be less effective in enhancing teachers' awareness of the needs of SEN students. In contrast, specialised and practice-oriented training is more effective in helping teachers build confidence and develop the necessary skills for Qur'anic instruction.

Research Gaps and Future Research Directions

Based on the overall discussion, several research gaps remain in the field of inclusive teaching awareness in teaching the Qur'an to SEN students. One key gap is the limited number of studies that specifically focus on KAFA teachers as the primary target group. In addition, research examining the impact of specific training programmes or interventions on enhancing inclusive teaching awareness is still scarce. Future longitudinal studies are needed to examine how teachers' awareness evolves in relation to teaching experience, professional training and institutional support. This aligns with reflective awareness theory, which views professional awareness as a developmental process shaped through continuous reflection, experience and contextual support. Therefore, future studies should examine how reflective awareness can be strengthened systematically within KAFA and Islamic Education contexts and contribute to the development of a more comprehensive and practical model of inclusive teaching awareness within the context of Qur'anic instruction for students with SEN.

Limitations of the Review

This systematic literature review has several limitations that should be acknowledged. First, the reviewed studies were largely focused on the KAFA and Islamic Education context, which may limit the generalisability of the findings to broader educational settings. Second, the findings may not fully represent the awareness and instructional practices of all teachers, as most studies involved specific groups of Islamic Education, KAFA or special education teachers within localised contexts. In addition, the majority of the selected studies were conducted within the Malaysian educational context, which may influence the transferability of

the findings to other countries or educational systems. Furthermore, the number of empirical studies specifically examining inclusive teaching awareness in Qur'anic instruction for students with SEN remains limited. Therefore, the findings of this review should be interpreted within the scope and context of the selected studies.

Nevertheless, although this review is centred on Islamic Education and KAFA settings, the findings still provide relevant implications for broader inclusive education practices, particularly in relation to teacher awareness, pedagogical adaptation, reflective practice and instructional support for students with SEN.

Proposed Conceptual Direction for KAFA and Islamic Education Teachers' Awareness Model

Based on the synthesis of previous studies, teachers' awareness in Qur'anic instruction for students with SEN may be conceptualised through five interrelated components. The first component is cognitive awareness, which refers to teachers' understanding of students' disabilities, learning profiles and Qur'anic learning needs. The second component is pedagogical awareness, which involves teachers' ability to adapt methods, materials, repetition, pacing and assessment according to students' abilities. The third component is communication awareness, which includes the use of accessible communication approaches such as visual support, sign language, Braille Qur'an, assistive technology and multisensory strategies. The fourth component is reflective awareness, which refers to teachers' ability to evaluate their own teaching practices and improve them based on students' responses. The fifth component is institutional awareness, which highlights the need for training, teaching modules, administrative support and collaboration with special education experts, parents and relevant agencies. These components may serve as the foundation for developing a structured teacher awareness model for inclusive Qur'anic instruction in KAFA and Islamic Education contexts.

11. CONCLUSION

This Systematic Literature Review examined previous studies related to teachers' awareness in Qur'anic instruction for students with SEN, with particular attention to the KAFA and Islamic Education contexts. The review of 30 selected studies shows that teacher awareness is a multidimensional construct involving learner diversity, pedagogical adaptation, communication accessibility, reflective practice and institutional support. Although previous studies indicate that teachers generally demonstrate positive awareness towards students with SEN, the translation of such awareness into systematic and consistent Qur'anic instructional practices remains limited.

The findings further suggest that the existing literature is still fragmented, as many studies focus separately on teacher readiness, teaching methods, reflective practice, communication challenges and inclusive education. Studies that specifically examine KAFA teachers as the main research population remain limited. In addition, there is a lack of intervention-based and longitudinal studies that evaluate how professional training, specialised modules and institutional support influence teachers' awareness and instructional practices over time. Therefore, future research should focus on developing and validating a structured KAFA and Islamic Education teacher awareness model that is contextually appropriate, practically usable and responsive to the learning needs of students with SEN. Such a model would contribute to strengthening inclusive Qur'anic instruction and supporting a more equitable Islamic education system.

12. ACKNOWLEDGEMENTS

The authors would like to express their appreciation to Universiti Kebangsaan Malaysia (UKM) for the financial support provided through Research Grant No. GG-2024-081, and to the Faculty of Education, UKM for the publication support.

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