

# ISLAMIC BOARDING SCHOOL AND AUTISM: BRINGING A JUST RELIGIOUS EDUCATION FOR CHILD WITH AUTISM AND SPECIAL NEEDS

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## A B S T R A C T

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Indonesia constitution has guarantee rights of education for every single child without any discrimination. Education rights is a basic right and embedded to Indonesian people. Unfortunately, it's implementation quite of best practice since some child discriminated in the field of education for some reason. One of the discriminated is child with autism and special needs. There was lack of empathy to educate child with autism and special needs cause of negative stereotype surround their personality. People in our society tends to underestimate and skeptical to their ability for receiving a lesson or education. But, some group realize their ability and tried to educate them with specific methods. Although there was group tried to provide an education for child with autism and special needs, but it was still lack of intention in religious education. Therefore, taking a case of Autism Islamic Boarding School "al-Achsaniyyah" in Kudus, Central Java, this article tried to explore how an Islamic education institution provide and guarantee an education for child with autism and special needs, especially in religious education. In this Islamic Boarding School, curriculum for student made according to the needs of each student. Student was categorize into three types; zero independent, middle independent, and independent. It implicated to methods of education for student which classified into two models; one by one model and classical model. In sum, Autism Islamic Boarding School "al-Achsaniyyah" exist to bring a just education for child with autism and special needs, especially in religious education for purpose to make their life more independent in the society. This Islamic boarding school provide an education base on student interest and talent, so teachers must adapt with student behavior in delivering material of educations.

**KEY WORDS :** Islamic boarding school, autism, special needs, education rights, religious education, independent life.

## INTRODUCTION

Disability is one of humanitarian issue in Indonesia. Negative stigma toward people with disabilities still attached in Indonesian society became a problem and it will impact on people treatment in the society. Among various types of disability, people with mental retardation assumed least accepted in society since widespread assumption on their capability in maintain eagerness and interaction with others. Shelway and Ashman (1998: 431) noted that majority in community, people with HIV/AIDS, intellectual disability, psychiatric illness, and cerebral palsy were the least accepted group.

In responses to the disability issues, the important things are rising awareness and empathy towards persons with disability in the society. One way to develop it is through education and religion approach. Religion teach its adherent with norms and ethic in social relation among peoples, while education play it role in educating people, parents, students with positive attitude toward people with disabilities. We can note that religious education in Indonesia strongly connected with existing Islamic boarding school (pesantren). Islamic boarding school is an old Islamic education institution system in Indonesia where kyai set as leader and central figure of knowledge. Kyai also reflecting the values within Islamic boarding school.

Previous studies show that disabilities are a broad issue and still exist in society. For example: the specific disabilities treated in the society based on Islamic law, it became the good example to be implemented in inclusive society. Ali Altaf Mian (2012) studying more specific about mental disability in Islamic law according to Hanafi's school. The medieval Hanafi's school determine mental disability into two concepts as the capacity to receive obligation and the capacity to perform obligation. The capacity to receive obligation provide a concept of asylum and it's advanced to prophetic care toward mentally disabled, while the capacity to perform obligation is started when they began conscious and the period before awake was exempt from the duty.

On other side, education is an important factor in rising awareness on disability. Education milieu for student with disabilities influenced by teachers and parent attitude. A. Brooke Blank and J. David Smith (2009) exploring the image and teaching about disabilities in three major world religions practiced in United States; Judaism, Christianity, and Islam. This article engages in the debate how the special educator in multicultural world should understand the religious views toward disability. With understanding three major world religion in disability issue, educator can be working with the diversity of religious belief among children with disabilities in class. Furthermore, they also can influence parents to take a part in religious and spiritual experience of their children in their houses.

Then, Islamic education material for student with autism in inclusive pre-school (PAUD) has studied by Akhmad Rusmanuddin (2012). He shows

that Islamic education material is simple and limited to introduction of Hijaiyah alphabet, mandatory worship, and religious norm. The success of Islamic education in inclusive pre-school education supported by teaching methods, such as playing methods, storytelling methods, demonstrations and conversation. Meanwhile, main obstacles due to limited time for study and student focus while studying.

This study try to identify the empirical perspective through case study on autism student in Autism Islamic Boarding School al-Achsaniyyah, Kudus. Autism as one part of disabilities spectrum became a concern of that Islamic boarding school. As the one and only Islamic boarding school for autistic student in Indonesia, al-Achsaniyyah boarding school reflect how children with autism should be treated and educated properly based on religion. Moreover, this Islamic institution education with boarding school system is an example for autism education where attitude and awareness according to religious teaching promoted. Therefore, this study attempt to answer research question as follows; a) how Autism Islamic boarding school al-Achsaniyyah provide and guarantee an education for child with autism and special needs, especially in religious education, b) what is models and methods used to educate child with autism in Autism Islamic boarding school al-Achsaniyyah.

This research use case study as research method. According to Yin (2015: 1), case study is one of research methods in social sciences. The data was collected through four ways; 1) interview, interview is essential source information for case study (Yin, 2015: 108). Interview held with key informant; kyai as leader of Islamic boarding school. Teacher, therapist, and staff interviewed to support the main data. Interview held in February and March 2017. 2) Direct observation. Observation plays it role as another evidence for case study (Yin, 2015: 112). Some activity in al-Achsaniyyah became an object of interview, such Ahad Pon teaching, study activity at class, and student and staff interaction outside class. 3) Documentation. Document administration, booklet, website, and articles about al-Achsaniyyah used as document material to support the evidence. 4) Archive records. Some recording about student activity by al-Achsaniyyah and recording report by television program used to support the evidence. Field research for this study was conducted during February and March 2017 in Autism Islamic Boarding School al-Achsaniyyah.

## **A Brief History of Autism Islamic Boarding School al-Achsaniyyah**

Islamic boarding school or well known in Bahasa as “pesantren” is an education institution where student studied Islamic education with boarding system. The student studied and live in dormitory to gain knowledge from kyai and ustadz. Kyai is central figure in Islamic boarding school because his position as source of knowledge for student. Therefore, student in Islamic boarding

school honor and respect kyai with full recognition. This chapter depict an overview the history of Autism Islamic Boarding School al-Achsaniyyah in Kudus. As the one and only Islamic boarding school for autistic student in Indonesia, the existence of al-Achsaniyyah is a part of history of Islamic education institution who put an attention to children with autism.

In a small town in Central Java, a famous town with cigarette and well known as city of kretek, there are a unique Islamic boarding school or pesantren. It was named as al-Achsaniyyah. Located in the east part from center of Kudus city, this pesantren is rather different with other pesantren in Indonesia. Al-Achsaniyyah only accept autistic children for their student, so the name of this pesantren is “Pondok Pesantren Autis al-Achsaniyyah”. This pesantren was built and lead by a young kyai, M. Faiq Afthoni, M. Ac. MCH (39 years old).

According to him, al-Achsaniyyah was start their activity since 2007 by building a dormitory on wakaf property 3.800m<sup>2</sup> in width on behalf H. Kusmin in Pedawang village, Bae subdistrict, Kudus regency, Central Java. In the beginning, Kyai M. Faiq Afthoni has desire to build a modern Islamic boarding school in Kudus like Gontor, therefore the name for his pesantren for the first time is “Pondok Pesantren Modern al-Achsaniyyah”. But, his encounter with children with autism motivate himself to concern with them and rename it with “Pondok Pesantren Autis al-Achsaniyyah. He omits the word “modern” and add “autis” in labeling his pesantren. Then, this pesantren focus on student with autism education and train them to be independent facing this live. His reason to build special pesantren for children with autism is basically that a lot of them are derelict in the street and did not receive proper treatment. Then, there is still lack of attention from Islamic education institution toward children with autism.

Another uniqueness from Autism Islamic Boarding School al-Achsaniyyah is no signpost from the main street to pesantren. There is also no big sign reflecting al-Achsaniyyah, but only a big writing “Pesantren Tepat Teknologi Islam”. There is only a small writing “Pesantren Autis al-Achsaniyyah” in front of lobby’s receptionist room. Kyai M. Faiq Afthoni said that this thing is not to hide the existence of pesantren with autism student from public, but in order to show that people looking for al-Achsaniyyah not because Kyai M. Faiq Afthoni. They looking for al-Achsaniyyah as pesantren and foundation where children with autism educated with Islamic value and teachings. Then, Kyai M. Faiq Afthoni explain that using label as “Pesantren Tepat Teknologi Islam” refer to specific techniques in line with Islamic teaching in treating and educating children with autism. It also implies the methods and technique in delivering material of education and religious material to empower children with autism became independent and they able to contribute themselves in society later on after graduate from al-Achsaniyyah.

Referring to Zamakhsari Dhofier (2011:79-99) argument on element of pesantren such as 1) kyai, 2) santri or student, 3) mosque, 4) dormitory, and 5) teaching of classical book, it can be concluded that al-Achsaniyyah is a pesantren or Islamic boarding school. That element as Zamakhsari Dhofier propose is suitable with the condition of al-Achsaniyyah Islamic Autism Boarding School. Al-Achsaniyyah is led by a young kyai, M. Faiq Afthoni and there are santri or student who live in dormitory while studying in pesantren. Then, Usman bin Affan's mosque located in this pesantren as place of Islamic activity and religious activity. This mosque used as place for big activity involving all members of pesantren. Student with autism in al-Achsaniyyah live in dormitory during their study and they are separated by gender, male dormitory and female dormitory. Although in this pesantren did not teach classical book for the student, but they studied basic Islamic education, such as reciting al-Qur'an, memorizing juz amma, practice of praying and other. These materials given according to their ability in receiving lesson from the teacher. For note, al-Achsaniyyah focus on how student can study and practice daily praying properly appropriate with their ability and capability.

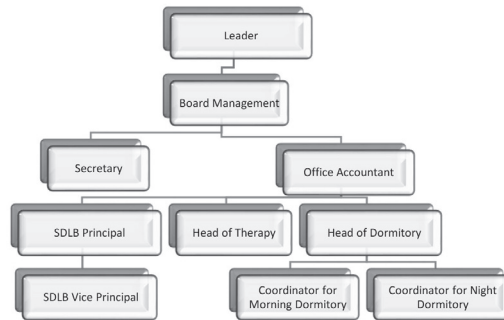
Autism Islamic Boarding School Al-Achsaniyyah has vision and mission regarding children with autism. The vision of al-Achsaniyyah is became autonomous and excellent in faith and piety. Meanwhile, there are five missions of al-Achsaniyyah such as; 1) creating children with specific need became devout and pious to Allah Swt., 2) improving and developing potential and ability of children with specific need, 3) shifting society paradigm and view toward children with specific need in inclusive community and became an entrepreneurship base for every child, 4) giving security and comfortable situation to children with specific need in term of motivation, 5) invest a feeling of togetherness among children and giving motivation each other thought school program (al-Achsaniyyah Booklet).

Legally, Autism Islamic Boarding School al-Achsaniyyah has received a legal documentation from three government institution. It declares that activities in al-Achsaniyyah is legal and protected by law. This is to ensure for parents and student with autism in al-Achsaniyyah that the existence of pesantren is legal. These are legalization issued by government institution:

- a. Religious department with letter number Kd.11.19/3/PP.00.7/3640/2013
- b. Social department of Kudus regency with letter number 460.2168/05.02/2013
- c. Education and sport department of Kudus regency with letter number 421.1/1152/03/02/2014.

From the beginning, the leader of Autism Islamic Boarding School al-Achsaniyyah tried to implement a good management. The purpose of establishing good management in al-Achsaniyyah is to avoid dependent on single actor which is kyai. He was worried if al-Achsaniyyah dependent

only with him as leader, it will impact on sustainability of pesantren when he passed away. Then, how about student with autism if it is happened? So, a good management of pesantren must be settle to run it although there is no longer lead by Kyai M. Faiq Afthoni. This is a chart of management in Autism Islamic Boarding School al-Achsaniyyah:



Source: Al-Achsaniyyah Islamic Boarding School's document.

### Kyai and Values about Child with Autism in al-Achsaniyyah

As a special Islamic boarding school for autistic children, al-Achsaniyyah specifically talked about the values of autistic student based on Islamic teachings. Those values are alive, practiced and implemented in the Islamic boarding school environment and became al-Achsaniyyah's characteristic. The values of autistic children proposed by Kyai M. Faiq Afthoni as the leader of al-Achsaniyyah is reflected in some words which he expressed when referring to autism students. Here is the term for autistic children who are live in Autism Islamic Boarding School al-Achsaniyyah:

- a. Noble child. The glory given by God Almighty. God has guarantee a heaven for them while other human beings do not receive that guarantee.
- b. Special child. They called a special child because each child has different characteristic from each other. Among the autistic children are hyperactive, very quiet, slow learner, and so on.
- c. Children who have advantages. The advantages possessed by children with autism are rarely realized by parents. These advantages if optimized properly can be a provision of their self-help in the future.
- d. Children without sin. As a child with developmental abnormalities of the nervous system, children with autism are sometimes unable to control their actions. Therefore, the requirement as mukallaf/have obligation to perform worship to Allah is not fulfilled. So, their actions are not considered as a sin.
- e. Antique and unique student. The uniqueness of these autistic student reflected when they do not even call kyai as kyai, but with other calls, such as Mr. president, om, pak dhe, and so on.

- f. Children of heaven. The emergence of this title is based on three arguments believed by Kyai M. Faiq Afthoni: 1) these children is la ya'qil/has no intelligent, 2) bighairi mukallaf /this child has no law to Allah, 3) bighairi hisab /this child in Judgment Day will not be reckoning by Allah.

Those values are alive and became characteristic of Autism Islamic Boarding School al-Achsaniyyah. Therefore, he transmitted these values to the staff at al-Achsaniyyah to evoke their heart in interaction with autistic children. Kyai as a leader and central figure in Islamic boarding school plays an important role in transmitting values about autistic children. The transmission took place among management staff to raise awareness and perspective on autism students.

### **Education and Religious Right for Child with Autism in al-Achsaniyyah**

Talking about human rights, people with disabilities also have inherent human rights. In this case, children with autism as part of a broad spectrum of disabilities, they have rights that must be fulfilled and protected from discrimination. These rights are attached to persons with disabilities because they are born as human beings, moreover their status in the category of children bring an implication to protection the rights of child. Basic rights or human rights internationally agreed in a declaration among nations. UDHR (Universal Declaration on Human Rights) is agreed by nations to protect basic human rights from any violations. Therefore, violations toward that declaration is violation to consensus among nations in this world. This declaration clarify that human rights is universal and belong to anyone no matter who they are and where they are live in.

There are 30 basic rights in that universal declaration ranging from civil and politic rights and health rights (United Nation, 2017). But, only two rights become focus in this article are education rights and religious rights. The existing of UDHR lead to another international agreement with specific focus, such us Convention on Child Right 1989 and Convention on Right of Person with Disabilities 2006. These conventions explicitly mention protection to basic right by bound the members to obey it. The states who ratified this convention must applied it in their national law.

Indonesia as one of state who ratified that two conventions has implemented it in their national law as protection to child rights and persons with disabilities rights. Ordinance Number 23 Year 2002 on Child's Protection clarify that Indonesian government put their notion on children's right from any violation, discrimination, and crime. Meanwhile, Ordinance Number 8 Year 2016 on Persons with Disabilities is a good progress in law protection toward persons with disabilities in Indonesia. This ordinance clarifies that persons with disabilities are part of Indonesian citizens who guaranteed their

live as citizen before the law. It also mentions basic rights for persons with disabilities in detail. There are 22 (twenty-two) basic rights ranging from right to live to free from any discrimination and exploitation. This ordinance also put special attention toward children with disabilities, section 5 article 3 declare that children with disabilities has additional right such us fulfillment of specific need and social assistance.

According to Akhmad Soleh (2016: 24), persons with disabilities are technical term refer to whom has physical and non-physical difference. Persons with disabilities categorize into three; 1) person with physical difference, including blind people, deaf, mute; 2) person with non-physical difference, including insane, autism, and hyperactive; 3) person with multiple difference, they are who has more than one difference. Child with autism include the board spectrum of disabilities since they have non-physical limitedness in long term and they have difficulties in building relation and interaction with others. Moreover, they also categorize in education period so they have right to education. Education as main pillar in shifting paradigm in Indonesian society have to provide just and qualified education for all Indonesian children without distinction. But, the fact shows that children with disabilities such us children with autism often discriminated and lack of opportunity to obtain good education.

Article 10 in Ordinance Number 8, Year 2016 on person with disabilities clearly state education right for them. Same opportunity to obtain good education is key factor in implementation of education. Government as executive have to provide same access to education for all including persons with disabilities, in this article is child with autism. But, various problem encounters in implementing this policy into reality. In Indonesian education system, education for people with disabilities classified into two models. First, inclusive model where children with disabilities studied together with non-disabilities student in regular school. Inclusive school admitted as form of same opportunity for children with disabilities to obtain good education. Two, special education where student with disabilities studied in specific system according to their disabilities. This system only accommodate student with disabilities, so curriculum, methods, teachers, and place has certain peculiarities. In Indonesia, this special education system for student with disabilities well known as “Sekolah Luar Biasa” (SLB). Following are Sekolah Luar Biasa (SLB) for specific disabilities:

- a. SLB A for visual disability student
- b. SLB B for hearing disability student
- c. SLB C for intelligentsia disability student
- d. SLB D for physical disability student
- e. SLB E for emotional disability student
- f. SLB G for student with multiple disabilities (Susanti, 2015).



In line with special education, Autism Islamic Boarding School al-Achsaniyyah organize special education in elementary level. Special school for student with autism is categorized in SLB (Sekolah Luar Biasa) F. Student of al-Achsaniyyah who counted in school's age has opportunity to enroll in special elementary school (SDLB). Associated with education rights, the students at Autism Islamic Boarding School al-Achsaniyyah studied formally in SDLB-Sunan Kudus located in the boarding school environment. However, students who are already classified as independent are given an opportunity to attend formal school outside the Islamic boarding school. Al-Achsaniyyah staff is on duty to dropping off and pick up students who attend public schools every day. From the case study of Autism Islamic Boarding School Achsaniyyah, it appears that the Islamic boarding school tried to provide the best formal education for the students by allow them to study inside or outside Islamic boarding school.

In addition to education rights, another basic right for autistic children is religious rights and right to perform worship in accordance with their beliefs. Autism Islamic Boarding School al-Achsaniyyah is a place for autistic student to study about Islamic education. The student also practices what they learn about religious worship as implementation of their religious duty as Muslim. Indirectly, this boarding school has fulfilled religious rights and the right to get religious education for autistic children at the same time.

Children with autism with their embedded characteristic always follow instruction and leading from their teacher and mentor. It means that their habit built from education and lesson they accept. Therefore, the existence of Autism Islamic Boarding School al-Achsaniyyah is good phenomenon in religious right fulfillment for children with autism. They have opportunity to pray and practice religious teaching according to what they believe. Pesantren as Islamic education institution teach the student about religious materials and religious education as their provisions in this live. Most of student purpose to study in pesantren is to strengthen religious knowledge and faith same as student purpose in al-Achsaniyyah.

In other side, one motive of Kyai M. Faiq Afthoni to build Islamic boarding school for children with autism is fear of Christianization. He said that fear of Christianization toward student with autism because the lack of Islamic education institution focuses on treating them, so they study in non-Islamic institution. While the Muslim autism student studied in non-Islamic institution, they will imitate their teacher and practice non-Muslim activities. This is what Kyai Faiq Afthoni fear about. He questioning "where the role of Muslim leader in this case?". Therefore, the existence of Autism Islamic Boarding School al-Achsaniyyah provide a lesson and direct teaching about Islamic material to student with autism and at same time it provides a place where they can actualize and practice their religious teaching without negative stigmatization from other.

With the patience of kyai, teacher, and staff in al-Achsaniyyah, student with autism success in studying religious practice such us, praying, ablution, reciting al-Qur'an, memorizing sort surah of al-Qur'an. In sum, children with autism will developed and educated according where they live in and what they learn about. When student with autism live in and learn in the milieu of Islamic environment such us Autism Islamic Boarding School al-Achsaniyyah, they will grow with Islamic education and able to practice Islamic teaching.

### **Autism Islamic Boarding School al-Achsaniyyah and Models of Education**

Islamic boarding school is an educational institution that teaches Islamic education to its student in dormitory (pondok). The student learns and live in the dormitory to gain knowledge from kyai and ustadz who teach them during in Islamic boarding school. Kyai is an important figure and he was a source of knowledge for the student. Different from other boarding schools in general, students at Islamic boarding schools al-Achsaniyyah have its own peculiarities that they are autistic students.

According to the founder, KH. M. Faiq Afthoni, Autism Islamic Boarding School al-Achsaniyyah has been started since 2007. The encounter and calling of the heart of Kyai M. Faiq Afthoni with autistic children and special needs has moved himself to rename his boarding school with the name "Pondok Pesantren Autis al-Achsaniyyah". He omitted the word "modern" and added the word "autism" in renaming the Islamic boarding school.

In general, students at Autism Islamic Boarding School al-Achsaniyyah classified into three groups;

- 1) zero (not independent, student those who still need intensive mentoring),
- 2) medium (student those who already able to communicate and do activities with mentoring from teacher),
- 3) independent (student those who can already communicate with staff and others although still under supervision).

The number of student in al-Achsaniyyah in 2017 is 92 students with the ratio of male 60% and female 40%. Of the number of students is 40% funded by boarding school with the priority of residents around Kudus, while 60% of the cost of self-supporting. In Autism Islamic Boarding School al-Achsaniyyah, the student practice diet and acupuncture therapy. The student practices a diet program, they avoid food containing gluten, such us milk, cheese, and noodles. According to the leader of pesantren, these foods is not good for them and usually effect to their emotional and mental stability.

Specifically, Autism Islamic Boarding School al-Achsaniyyah only accept students with autism. As mentioned above that student in al-Achsaniyyah classified into three group, so students in al-Achsaniyyah educated through two educational models:

1. Classical (Large Class). This classical model is applied with a one-person teacher teach some students in one class or group. Although it calls by classical, it is not mean that all lesson activities held in class but flexible according to student and teacher decision and location. Classical model applied usually for new student in first 3 month in the process of adaptation. This class also used to overview and evaluate student talent, interest, and ability. Moreover, this class also place to develop student ability in communication and socialization with other student where most of them has problem of communication and interaction in society.
2. One on One Class (Small Class). This one-on-one class model has special characteristics of one teacher or ustadz teach one student in private. During one hour lesson, student will study with one teacher and one hour later she/he will study with another teacher and so on. For instance; during 8:00-9:00 am student A studying with teacher A, then during 9:00-10:00 student A studying with teacher B, and so forth. This class is look alike with private course for student with autism in al-Achsaniyyah. Material course for this class is suit with characteristic of student, so teacher must know well their student character. The material includes religious material or science material such us praying, memorizing surah in al-Qur'an, biology, counting, geography, and natural science. This class held in closed space where one student placed in one room.

Both learning methods above have a special title in this Islamic boarding school al-Achsaniyyah, that is therapy. But the purpose of therapy in this Islamic boarding school is to distinguish it from the formal education class in SDLB (Elementary School Extraordinary) which is also held in this Islamic boarding school. In Autism Islamic Boarding School al-Achsaniyyah, religious teaching materials include:

- a) practice of worship; ablution, prayer, and practice of oration,
- b) reciting al-Qur'an,
- c) memorizing the short surah of Juz Amma,
- d) memorizing the daily prayers (doa),
- e) sirah nabawiyah/stories of the prophets and apostles.

If children with autism and special needs are often referred to as wong gendeng, wong edan and wong cacat or other negative name, then it takes a positive way to change the mindset and paradigm that has been embedded in the community. The leader of Autism Islamic Boarding School al-Achsaniyyah tried to express his ideas and the values he believed about autistic children. He called them as unique, special, and exceptional children. They are special children in the view of Islam. The existence of a religious foundation in treating autistic and special needs children more humanly will bring more optimal impact in the effort on shifting mindset and negative paradigm in

society. Moreover, it brings a just education for them since they able to study and gain knowledge as their basic rights.

## C O N C L U S I O N

The issues surrounding disability are very complex and diverse along with non-singular disabilities. One type of disability is autism. Autism is a condition of a person experiencing neurobiological development abnormalities and it can't be cured in the long term. So, they experience interference in social interaction, behavior, communication and language, emotion and sensory perception. Among the efforts to raise awareness and empathy for children with autism is through education and religious approaches.

Based on the exploration in Autism Islamic Boarding School al-Achsaniyyah, it can be found that the values of autistic children extracted by Kyai M. Faiq Afthoni from Islamic teachings such as; noble children, special children, children who have advantages, children without sin, antique and unique student, and children of heaven. These values are transmitted by kyai as leaders to the staff and local residents to build an Islamic educational institution that is friendly for autistic children.

As the one and only Islamic boarding school focus on children with autism, al-Achsaniyyah has provide a place where children with autism guaranteed their rights, particularly education and religious right. Autistic student in al-Achsaniyyah able to study formally in SDLB (special elementary school)-Sunan Kudus or in regular school outside pesantren. It because student in al-Achsaniyyah classified into three group; 1) zero independent, 2) middle independent, 3) independent. This classification impact on the model of education applied to each student. In general, these two models of education applied in al-Achsaniyyah; first, one on one model where student studied privately with one teacher during lesson's hour. Second, classical model where student studied in group with teacher. Student in al-Achsaniyyah did not only studied science material but also religious material. They also able to practice what they learn about in pesantren. Thus, Autism Islamic Boarding School al-Achsaniyyah bring a just education for children with autism, particularly religious education. This education is not only theoretical in class but practiced in their daily life in pesantren.

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