

Application Of the Expository Learning Method In Understanding The Perception Of Hijaiyah Letter Forms In 'Mild Mentally Retarded' Students at SLB YPLB-LB Hegar Asih Cipaganti Bandung

Zul Andrivat¹, Aan Hasanah², Badrudin³, Dewi Sadiyah⁴

^{1,2,3,4}UIN Sunan Gunung Djati Bandung, Indonesia

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ABSTRACT

This study was motivated by students with mild intellectual disabilities' limited ability in recognize and understand the shapes of Hijaiyah letters at SLB YPLB-LB Hegar Asih Cipaganti Bandung. These difficulties were related to limitations in visual perception and the lack of learning methods suited to students' characteristics and needs. The study aimed to examine the application of the Expository Learning method in improving students' understanding of Hijaiyah letter forms in Islamic religious education. This research employed a qualitative case study approach involving a small group of students with mild intellectual disabilities. Data were collected through classroom observations, teacher interviews, and documentation of learning activities. The findings showed that the Expository Learning method positively supported students' ability to recognize, name, and write Hijaiyah letters more accurately than before its implementation. Improvements were observed qualitatively through increased student focus, more active teacher-student interaction, and students' ability to distinguish letter shapes step by step during learning activities. The use of visual media, structured explanations, and repetition exercises helped students better understand and memorize Hijaiyah letters. Overall, the method created a more organized and meaningful learning process for students with mild intellectual disabilities.

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Corresponding Author:

Zul Andrivat

UIN Sunan Gunung Djati Bandung, Indonesia

Email: zulandrivat468@gmail.com

1. INTRODUCTION

Education for students with mild intellectual disabilities, often referred to as mild mental retardation, presents its own challenges, particularly in developing their ability to understand more abstract concepts, including the perception of the shape of the hijaiyah letters. Students with mild intellectual disabilities have an IQ ranging from 50 to 70 [1]. They tend to experience delays in cognitive development and have difficulty understanding

more complex information. Even so, they still can learn, but they require a more tailored approach and more time to understand the material presented [2].

The profile of students with mild intellectual disabilities indicates that they have the potential to understand practical, concrete matters [3]. For example, they can learn basic skills that apply in everyday life, such as gross motor skills, number recognition, and basic shapes. However, they have difficulty understanding more abstract concepts and require simpler and more repetitive explanations. In the context of learning the hijaiyah letters, for example, students with mild intellectual disabilities will face difficulties in understanding and remembering the shape of the letters if presented without the right approach.

It is important to understand that although students with mild intellectual disabilities have limitations in cognition, they can still develop their Perception abilities by using appropriate methods. One approach is the Expository Learning method. In the context of normal children's learning, this method serves as a tool for transferring knowledge from teacher to student. However, in students with mild intellectual disabilities, this method needs to be adjusted to meet their needs [4]. The application of a simple, structured Expository Learning method, involving multiple modalities, will be more effective in helping students with mild intellectual disabilities understand the shape of the hijaiyah letters.

For normal children, Expository Learning [5] can run smoothly because they can absorb information easily through more abstract means, such as lectures or verbal instructions. However, for students with mild intellectual disabilities [6], this method needs to be adjusted to account for their learning modalities, namely Visual, Auditory, Kinesthetic, and Tactile (VAKT) [7]. By utilizing this modality, students with mild intellectual disabilities can more easily grasp information as they are more likely to learn in a concrete, multisensory way. For example, using images, sounds, movements, and touch, students can better understand the shapes of the hijaiyah letters and improve their perception of them.

It is also important to understand that Perception is a mental process that involves sensing and processing information [8]. For normal children, Perception of the shape of the hijaiyah letters can be understood in an easier way because they can directly connect the shape of the letter with the sound or meaning. However, for students with mild intellectual disabilities, this Perception process is often hampered because they are not always able to process information in the same way [9]. Therefore, this study will focus on how students with mild intellectual disabilities perceive the shape of hijaiyah letters, providing a more concrete, multisensory approach that suits their characteristics.

In general, students with mild intellectual disabilities tend to understand information more easily when presented directly and through more of their senses. Therefore, the Expository Learning method applied to students with mild intellectual disabilities must involve more than simply transferring knowledge from teacher to student. Instead, this method must be adapted to better accommodate students' sensory needs in a more structured manner and tailored to their abilities. An approach that relies on visual, auditory, kinesthetic, and tactile learning will provide a more comprehensive learning experience and can help students better understand the shape of the hijaiyah letters.

Furthermore, students with mild intellectual disabilities also require more frequent repetition in the learning process, as well as more time to understand and remember the material. Therefore, it is important to use an approach that provides sufficient space for them to practice and repeat the learning material. In this case, the VAKT modality-based approach is particularly suitable, as it offers a more diverse learning experience and enables students to understand concepts in different ways. For example, using picture cards depicting the shapes of the hijaiyah letters and their corresponding sounds can strengthen students' understanding of the letter shapes.

Expository learning methods tailored to the needs of students with mild intellectual disabilities can create a more inclusive and effective learning environment. By considering students' individual characteristics, such as cognitive limitations and multisensory needs, learning can be more meaningful and improve their understanding of the material presented. This study aims to identify how the application of expository learning methods tailored to students' modalities can help them understand the hijaiyah letter forms.

In expository learning, teachers present lesson material systematically, logically, and coherently so that students can understand concepts and information. The primary focus is on students' cognitive understanding of the learning material.

The structure of this method consists of three main stages: an introduction, a presentation, and a conclusion. These three stages are designed to facilitate a gradual and continuous learning process.

In the introductory stage, the teacher builds students' motivation and readiness to learn. The teacher also links the material to be learned with the students' prior experiences or knowledge.

The delivery stage is the core of this method, in which the teacher directly delivers information or concepts. Explanations are delivered through lectures, demonstrations, and relevant learning media. The teacher plays an active role in controlling the flow and content of the lesson. Clarity, sequence, and logic in delivery are crucial to ensuring student understanding, especially for children with special needs.

In teaching the Hijaiyah alphabet, an expository structure allows teachers to present material sequentially, starting with the basic letter shapes, pronunciation, and writing. This is particularly helpful for students with mild intellectual disabilities, as it prevents confusion.

This method also allows for simultaneous visual and verbal reinforcement. Teachers can point out letter shapes as they state their names and sounds, thereby facilitating students' visual-auditory perception. Another characteristic of expository learning is the lack of active student involvement in independent exploration. Students spend more time listening and observing.

A consistent delivery structure is crucial, especially in special education. Students with special needs require repetition and consistency to internalize information. Teachers can also provide concrete examples in delivering material. For example, in teaching the hijaiyah letter "Ba," teachers demonstrate its shape, pronounce its sound, and provide examples of words that begin with "Ba." The learning process takes place in a structured

atmosphere. Teachers usually allow time for directed practice after presenting the material so that students can review and strengthen their understanding.

In special needs settings, expository learning allows teachers to adapt their delivery to students' cognitive abilities. The material is simplified but still follows a logical sequence. In addition to direct delivery, this method can be enhanced with visual aids such as letter cards, illustrated whiteboards, or simple digital media. This supports students with mild intellectual disabilities in perceiving letter shapes. Expository learning also provides students with opportunities to ask questions after the material is presented. Teachers can respond to student questions using simple, easy-to-understand language.

After delivering the material, teachers typically continue with a short exercise or assessment. This assessment aims to measure students' understanding of the material presented directly. In practice, this method requires teachers to be prepared to design systematic teaching materials, including selecting appropriate media and developing coherent learning steps.

This study also aims to delve deeper into the challenges faced by students with mild intellectual disabilities in understanding the perception of hijaiyah letter forms and to examine how the Expository Learning method can help overcome these obstacles. By providing an approach that suits their learning style, it is hoped that students with mild intellectual disabilities will more easily understand and recognize the hijaiyah letter forms, thereby enabling them to participate more effectively in learning.

Along with the development of inclusive education, this research also contributes to the understanding of how more tailored learning methods can help students with mild intellectual disabilities overcome their learning difficulties. [10] 'Perception and Personality', *Journal of Economics and Business*, 2008. This is important because it provides space for students with mild intellectual disabilities to develop according to their abilities, without feeling hindered by the limitations they have. By adopting a more inclusive approach and using appropriate modalities, education for students with mild intellectual disabilities can be more effective and support their development [11].

Finally, this study hopes to provide deeper insight into the use of the Expository Learning method in the context of learning for students with mild intellectual disabilities, especially in understanding the shape of the hijaiyah letters [12]. Through this study, it is hoped that more effective ways can be found to improve students' understanding of the hijaiyah letters, as well as optimize their potential in learning. With a more tailored approach, it is hoped that education for children with mild intellectual disabilities can be more inclusive and meaningful.

This research will help educators, parents, and education practitioners understand how the adapted Expository Learning method can make a greater contribution to the educational development of students with mild intellectual disabilities and create a more positive and effective learning experience for them.

2. METHOD

According to Rahardjo, as quoted in [13], a research method is a means to obtain tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to

continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose according to the existing phenomenon. Budiharto, as quoted by [14], states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This research was conducted related to the application of the expository learning method in understanding the perception of the shape of the hijaiyah letters of "mild mentally retarded" students at SLB YPLB-LB Hegar Asih Cipaganti Bandung. The research method used in this study is a case study. Case studies, according to Nursalam in [15], are research that include an assessment aimed at providing a detailed description of the background, nature, and character of a case; in other words, case studies focus on a case intensively and in detail. Research in the method is carried out in depth on a situation or condition in systematically starting with observations, data collection, analysis, and reporting results.

The approach used in this research is qualitative. According to Iskandar in [16], a qualitative approach is one in which qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in [17] explains the qualitative research approach as a process of inquiry and understanding grounded in methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to [18], this approach aligns with the study's primary objective, which is to describe and analyze the application of the expository learning method in understanding the perception of the hijaiyah letterforms of mildly mentally retarded students at the Hegar Asih Cipaganti Special Needs School (SLB YPLB-LB) in Bandung. Therefore, this method can explain the research problem [19].

According to Yin [20], the purpose of case study research is not merely to explain what the object being studied is like, but also to explain the circumstances and how the case could have occurred. Meanwhile, Waluya [21] states that the purpose of case studies is to develop in-depth knowledge of the object under study, indicating that this study is exploratory in nature.

Bogdan and Taylor in [22] explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports from respondents' views, and conducted studies in natural situations, specifically related to the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "mildly mentally retarded" students at SLB YPLB-LB Hegar Asih Cipaganti Bandung.

Technique can be seen as a means of carrying out technical work carefully, using the mind to achieve goals. Although the study is an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the application of the expository learning method in understanding the

perception of the shape of the hijaiyah letters of "mildly mentally retarded" students at SLB YPLB-LB Hegar Asih Cipaganti Bandung, and others [23].

Because it relies on library materials as its data sources, this research uses library research methods. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online [24].

Finding information from data sources requires data collection techniques. Amir Hamzah in [25] claims that data collection is the process of gathering information related to the topic under study. The author uses library research methods to collect data. Specifically, the author begins with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share views on the application of the expository learning method in understanding the perception of the hijaiyah letter shape of "mildly mentally retarded" students at SLB YPLB-LB Hegar Asih Cipaganti Bandung.

Furthermore, Amir Hamzah in [26] states that data collection is defined as various efforts to gather facts related to a topic of discussion that is being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to [27], data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Observation is part of the direct research process on the phenomena to be studied [28]. With this method, researchers can see and directly feel the atmosphere and conditions of the research subjects [29]. The things observed in this study are the application of the expository learning method in understanding the perception of the shape of the hijaiyah letters of "mildly mentally retarded" students at the SLB YPLB-LB Hegar Asih Cipaganti Bandung.

The interview technique in this study is a structured interview, namely an interview conducted using established standard guidelines; questions are arranged according to information needs, and each question is designed to elicit empirical data [30].

Documentation is a data collection technique through existing written documents or records [31]. Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in [32], the documentation method is a way of collecting information or data by examining archives and documents. Furthermore, [33] states that the documentation strategy is also a data collection technique proposed for research subjects. The data collection method using this documentation method is carried out to obtain data about the condition of the institution (research object), namely the application of the expository learning method in understanding the perception of the shape of the hijaiyah letters of "mildly mentally retarded" students at SLB YPLB-LB Hegar Asih Cipaganti Bandung.

Moleong [34] explains that the collected data were analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. [35] explain that data reduction involves filtering relevant information, presenting data in a systematic narrative, and drawing conclusions based on research

findings. To ensure data validity, this study used source triangulation, namely, comparing information from sources. According to Moleong [36], source triangulation enhances the validity of research results by comparing multiple perspectives on the phenomenon under study.

Muhadjir in [37] stated that data analysis is an activity of conducting, searching for, and systematically compiling records of findings through observations and interviews, so that the researcher focuses on the research being studied; after that, the researcher prepares a finding material for others, edits, classifies, and presents it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in [38] consists of data collection, data reduction, data presentation, and conclusion.

3. RESULTS AND DISCUSSION

Learning Application Method: Expository Learning in understanding the perception of the shape of the hijaiyah letters in students with Mild Mental Retardation at the Hegar Asih Cipaganti Special Needs School for Children in Bandung.

In the context of special education, especially for students with mild intellectual disability, the learning policies implemented must consider students' cognitive and social-emotional characteristics. Based on research conducted at SLB YPLB-LB Hegar Asih Cipaganti Bandung, the Expository Learning method has been selected as one of the learning policies due to its suitability to students' abilities and needs. This method is implemented systematically through learning and implementation that emphasize direct delivery of material by teachers, use a concrete, structured approach, and are adapted to the developmental conditions of students who experience delays in understanding and adjustment.

The school's learning policies are designed to provide a stable, familiar learning environment for students, with teachers at the center of information and guiding the learning process. This approach is crucial, given that students with mild intellectual disability tend to have difficulty processing abstract information and require extensive repetition to grasp concepts, such as the hijaiyah letter shapes. Therefore, the school emphasizes the importance of consistent, repetitive learning and the simplified delivery of material, enabling students to grasp the learning message better. In practice, teachers teach the hijaiyah letter shapes using simple lectures, complemented by concrete media such as letter cards, whiteboards, and letter-thinning exercises to strengthen students' visual and motor skills.

Furthermore, the school has established a policy that the learning process must be conducted in a calm, patient atmosphere, and conducted individually or in small groups. This is done to minimize distractions and to provide students with space to understand the material without pressure. Teachers are provided with internal training in expository learning techniques appropriate to the field of special education, including how to build effective two-way communication, reinforce positive responses, and provide clear, easy-to-understand instructions.

This policy focuses not only on teachers as the primary implementers, but also involves parents and home learning facilitators. Schools maintain regular communication with parents to report on their children's progress and provide suggestions for follow-up learning outside of school hours. In this regard, synergy between teachers and families is crucial in ensuring that expository learning is sustainable and meaningful for students. This approach emphasizes that the expository learning policy extends beyond the delivery of material in the classroom, but also forms part of the process of developing gradual, consistent, and in-depth learning habits.

The implementation of an expository-based learning policy at the Hegar Asih Cipaganti Special Needs School (SLB YPLB-LB) in Bandung also demonstrates the institution's awareness of the importance of regularly evaluating and monitoring student learning outcomes. Evaluations are conducted through daily assessments, both verbally and through direct practice, such as pointing to letters mentioned by the teacher, imitating letter shapes on the blackboard, and reciting the hijaiyah letters one by one. Teachers use data from these evaluations to adjust subsequent teaching strategies and design reinforcement or remedial materials for students who have not yet achieved the targeted basic competencies. This is part of an adaptive policy that considers the personal development of everyone.

Overall, the Expository Learning method learning policy implemented at SLB YPLB-LB Hegar Asih Cipaganti Bandung reflects the institution's commitment to creating a conducive, directed, and inclusive learning atmosphere for students with special needs. With the support of mature learning, consistent implementation, and continuous evaluation, this method has had a positive impact in improving students' understanding of basic religious material, especially in mastering the hijaiyah letter forms, which are an important foundation in learning to read the Qur'an. This approach, which prioritizes regularity, patience, and individual understanding, shows that learning policies designed with special needs in mind can be an effective means of realizing a meaningful and effective educational process for each student.

Learning Methods: Expository in understanding the perception of the shape of the hijaiyah letters in students Mild Mentally Retarded at the Hegar Asih Cipaganti Special Needs School for Children in Bandung.

The implementation at SLB YPLB-LB Hegar Asih Cipaganti Bandung regarding the application of the Expository Learning Method in understanding the Perception of the Hijaiyah letter shape for Mildly Mentally Retarded students began with the principal issuing a letter of assignment to the management team consisting of teachers, IT specialists, and other staff to handle the implementation of this method. This team is responsible for designing and implementing the learning process according to the students' needs. The tasks this team must carry out include forming a management team, dividing tasks, coordinating with teachers, collecting data on the Perception of the Hijaiyah letter shape, analyzing teaching results, and conducting evaluations and continuous development.

The distribution of work responsibilities begins with the team leader, who divides tasks among team members based on needs. Several team members are responsible for preparing facilities and infrastructure, setting up networks, assisting with socialization

among teachers and students, implementing learning methods, developing learning materials, and publishing evaluation and development results. The development mechanism for coordinating work between team members is carried out with a clear division of tasks, working according to the stages that have been prepared, and each team member has the same goal, namely, ensuring the effective implementation of the Expository Learning Method in improving the understanding of the Perception of the Hijaiyah letter shape in Mild Mentally Retarded students.

The implementation of the Expository Learning Method also includes assigning tasks to managers to support this activity, with a budget adjusted to the school's capabilities. Although there is a work plan to implement this method, limited human resources (HR) are a major challenge to in full realization. This is in accordance with the opinion of [39], who stated that implementing a technology-based education system (such as E-learning and other teaching methods) requires collaboration among software, hardware, and HR teams skilled in managing and using these tools efficiently. The following is an illustration of Teacher and Student Responses to learning responses.

Implementation of the Method Expository in understanding the perception of the shape of the hijaiyah letters in studentsMild Mentally Retardedat the Hegar Asih Cipaganti Special Needs School for Children in Bandung.

The implementation of the Expository Learning Method in Understanding the Perception of the Hijaiyah Letter Form in "Mild Mentally Retarded" Students at the YPLB-LB Hegar Asih Cipaganti Bandung Special Needs School was carried out based on the following steps:

The implementation of the Expository Learning method at SLB YPLB-LB Hegar Asih Cipaganti Bandung is carried out with a focus on helping students with special needs, such as Mild Mentally Retarded, in understanding the form of the Hijaiyah letters. This method was chosen because it provides a systematic, structured explanation of the material to be studied, which is particularly necessary for students with cognitive limitations. In its implementation, the teacher begins the lesson by explaining the meaning of the Hijaiyah letters and their function in Arabic. The Hijaiyah letters themselves consist of 28 letters used in reading the Qur'an. Each letter has a distinctive shape and sound that students must recognize and understand.

Furthermore, some students have difficulty remembering the order or sequence of the Hijaiyah letters. As a solution, teachers provide more concrete materials, such as clear images and visualizations, and divide learning sessions into shorter periods to maintain student focus. Each lesson is interspersed with individual and group exercises to help students better understand and master the Hijaiyah letter forms.

Overall, the Expository Learning method has proven to be highly effective in teaching students with mild mental retardation to understand the Hijaiyah letters. Skilled teachers can provide clear, structured explanations and support learning with engaging media, such as pictures and visualizations, to help students identify and write the Hijaiyah letters. Although there are challenges in managing attention and understanding, through

this method, students can gain a better knowledge of the Hijaiyah letters, which are an important foundation in learning the Qur'an and Arabic.

Learning Monitoring Method: Expository Learning in understanding the perception of the shape of the hijaiyah letters in students Mild Mentally Retarded at the Hegar Asih Cipaganti Special Needs School for Children in Bandung.

Monitoring plays a crucial role in every educational process, especially in learning contexts involving students with special needs, such as those with mild intellectual disability. Monitoring serves not only as a tool for controlling program implementation but also as a means of ensuring quality and improving the learning process.

In implementing the Expository Learning method in teaching the hijaiyah letters at the YPLB-LB Hegar Asih Cipaganti Bandung Special Needs School, monitoring was conducted to ensure the learning process adhered to the lesson plan. Monitoring also focused on whether the teacher's expository method could help students effectively and sustainably understand the visual form of the hijaiyah letters.

The monitoring method in the application of Expository Learning in the learning of the hijaiyah letter forms to mild mentally retarded students at the SLB YPLB-LB Hegar Asih Cipaganti Bandung was carried out in a directed and continuous manner. This monitoring was carried out by the principal, class teachers, and special assistant teachers through direct observation, analysis of learning outcome documents, and learning reflection notes.

However, monitoring results indicate that not all teachers can optimally implement the expository approach. Some teachers still have trouble conveying material clearly and engagingly, particularly in adapting visual approaches for students with mild cognitive disabilities. Therefore, regular training and technical guidance are essential to ensure that the teaching approach used is appropriate for students with special needs.

Follow-up on monitoring results aims to improve the overall quality of hijaiyah learning implementation. One of the main steps taken is providing additional training for teachers in using visual media and more interactive expository techniques, such as educational hijaiyah games or tablet-based learning applications.

In addition, teachers are encouraged to reflect on their teaching and develop lesson improvement plans based on observations. The school also developed an expository-based hijaiyah learning guide that includes strategies for delivering material, sample activities, and specific achievement indicators for students with special needs.

Specifically, the monitoring results are used to improve the quality of learning strategies, enhance supporting media, and strengthen teacher cooperation to create a learning environment that is fun, adaptive, and respects the unique abilities of each student.

Through planned monitoring and appropriate follow-up, learning the hijaiyah letters using the expository method is expected to improve students' perceptual understanding of letter forms, an important part of the ability to read the Qur'an, which is part of the educational curriculum at SLB.

Supporting and Inhibiting Factors in the Implementation of Expository Learning Methods in understanding the Perception of the shape of hijaiyah letters to StudentsMild Mentally Retarded at the Hegar Asih Cipaganti Special Needs School for Children in Bandung.

In the application of the Expository Learning method to teach hijaiyah letters to students with special needs, especially mild mentally retarded students at SLB YPLB-LB Hegar Asih Cipaganti Bandung, there are two important elements that influence the success of the process: supporting factors and inhibiting factors.

However, in practice, the monitoring process has not been fully planned and systematic. The lack of supervision in implementing this expository method has created several obstacles, delaying students' understanding of the hijaiyah letter forms. One of the main obstacles is teachers' limited competence in applying simple technology and a lack of understanding of specific pedagogies relevant to students with special learning needs.

Other obstacles stem from suboptimal external support, such as limited attention from foundations in procuring digital hijaiyah learning aids, and the lack of ongoing training programs for teachers in the use of teaching media that support the expository method. Furthermore, limited access to hijaiyah literature and learning resources designed inclusively for students with mild intellectual disability also poses a challenge.

Therefore, schools must design a more structured monitoring strategy to detect these obstacles early and formulate appropriate follow-up actions. This way, students' understanding of the hijaiyah letters such as ج (jim), ز (zai), or س (sin) will not just be memorized, but truly ingrained through visual and meaningful perception of their forms, tailored to their abilities.

Impact of Implementing the Method Expository Learning in understanding the perception of the shape of the hijaiyah letters in studentsMild Mentally Retarded at the Hegar Asih Cipaganti Special Needs School for Children in Bandung.

From the educator's perspective, the use of this system provides significant effectiveness and efficiency, particularly in the learning process, teaching implementation, and evaluation of learning outcomes. Teachers have more flexible, faster access to student data, learning outcomes records, and evaluation tools, such as a digital question bank, although further development is needed to cover specific topics, such as recognizing hijaiyah letter forms in the context of special needs.

Referring to [40] opinion, the quality of learning is not only measured by the results, but also the process that includes learning, implementation, assessment, and monitoring of learning activities. In the context of students with special needs, especially those with mild intellectual disability, the quality of learning should emphasize adaptive methods, including an expository approach that emphasizes clear instructions, structured repetition, and consistent visualization of the hijaiyah letter forms.

A quality educational process requires a variety of integrated supporting components. This includes teaching materials designed to meet the core objectives of learning the hijaiyah alphabet, teachers' readiness to deliver the material using appropriate expository methods, and a learning environment that supports conducive learning.

Thus, the success of learning the hijaiyah alphabet in madrasahs or special education schools (SLB) depends heavily on the synchronization of teacher resources, learning methods, technological readiness, and active student involvement. All these elements must collaborate to create an inclusive, enjoyable learning environment that facilitates a holistic understanding of the meaning and form of the hijaiyah alphabet.

4. CONCLUSION

The findings of this study indicate that the Expository Learning method supported students with mild intellectual disabilities in recognizing and understanding Hijaiyah letter forms. The learning process was implemented systematically through structured explanations, visual media, repetition activities, and guided practice, all adjusted to students' cognitive abilities and learning needs. Visual aids such as letter cards, posters, and whiteboards helped students improve their visual perception and ability to distinguish Hijaiyah letter forms more accurately. In addition, repeated instruction and direct teacher guidance strengthened students' memory and fine motor skills during the learning process.

This study also highlights practical implications for special education teachers. Teachers are encouraged to use structured, multisensory instructional strategies when teaching Hijaiyah letters to students with mild intellectual disabilities. The use of simple explanations, visual reinforcement, repetition, and step-by-step guidance can create a more effective and meaningful learning environment. In addition, collaboration between classroom teachers, assistant teachers, and support staff is important to ensure that learning activities are adapted to students' individual needs and abilities.

However, this study has several limitations. The research involved a small number of participants and employed a qualitative design, limiting the generalizability of the findings to broader educational contexts. In addition, the study focused primarily on descriptive observations without objective quantitative measurements of student progress. Therefore, future studies are recommended to use classroom action research, experimental designs, or mixed-methods approaches to objectively and comprehensively measure students' improvement in Hijaiyah letter recognition.

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