

Fulfillment of the Rights of Children with Special Needs: A Positive Law and Islamic Law Perspective - A Case Study in West Java

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ABSTRACT

This study aims to analyze the fulfillment of the rights of children with special needs (ABK) from the perspectives of positive law and Islamic law, as well as to identify the challenges encountered in its implementation. The research uses a normative juridical approach with a descriptive-analytical method, combining the analysis of laws and regulations, legal theory, and the concept of Sharia. Data collection techniques include literature study, observation, and interviews with relevant parties. The results show that both positive law and Islamic law emphasize the importance of protection and fulfillment of ABK rights, including rights to education, health, and non-discriminatory treatment. However, significant challenges are found in implementation, such as social stigma, lack of facilities, and low public awareness. Other obstacles include limited government budget allocation and inadequate infrastructure in various regions. This study recommends improving public education, fostering synergy among stakeholders, and providing inclusive facilities to ensure the optimal fulfillment of ABK rights.

Keywords: Children with Special Needs (ABK), Positive Law and Islamic Law, Rights Fulfillment, Inclusive Education

INTRODUCTION

The fulfillment of the rights of children with special needs is a significant issue that requires serious attention in modern society. Children with special needs face not only physical or mental challenges but also social stigma, limited access to public services, and a lack of public awareness regarding the importance of legal protection for them. Basic rights guaranteed by positive law, such as education, health, and social protection, are often not fully realized. According to Law No. 8 of 2016 on Persons with Disabilities, children with special needs have the same rights as other children, including the right to receive inclusive education and adequate legal protection (Ministry of Law and Human Rights, 2016). However, the reality on the ground reveals that several barriers still hinder the implementation of these policies.

From the perspective of Islamic law, children with special needs are regarded as individuals with special rights that must be protected. Principles in Islamic law, such as justice, mercy, and protection of the vulnerable, form the basis for fulfilling their rights. For example, in the concept of maqashid sharia, the protection of life (hifz al-nafs) and lineage (hifz al-nasl) is a relevant priority in this context (Al-Attas, 2001). Furthermore, the hadiths of Prophet Muhammad SAW emphasize the importance of treating children, including children with special needs, with love and care. This perspective aligns with positive law's approach, which strives to create equal access and social justice for all citizens.

Previous research indicates that despite the existence of adequate regulations at the national level, implementation is still far from ideal. Handayani and Suharto (2020) in their study identified that one of the main obstacles in fulfilling the rights of children with special needs is the lack of public understanding of the importance of inclusivity. Additionally, bureaucratic complexity and insufficient budget allocation often hinder the implementation of government programs. On the

other hand, research by Alim and Sari (2021) found that Islamic law offers a comprehensive mechanism for protecting the rights of children with special needs, but its application is often influenced by diverse local interpretations.

From an international perspective, the Convention on the Rights of Persons with Disabilities (CRPD), ratified by Indonesia through Law No. 19 of 2011, serves as an important framework for protecting the rights of children with special needs. The CRPD emphasizes that all countries must ensure accessibility, equal opportunities, and the elimination of discrimination against persons with disabilities, including children (United Nations, 2006). However, reports from UNICEF (2018) indicate that the implementation of this convention still faces significant challenges, particularly in developing countries like Indonesia. These challenges include the lack of disability-friendly infrastructure, insufficient training for educators, and low levels of public awareness.

This study aims to analyze the fulfillment of the rights of children with special needs from the perspectives of positive law and Islamic law. The study is expected to make a significant contribution both academically and practically. Academically, this research aims to fill the gap in legal studies that integrate the perspectives of positive law and Islamic law. Practically, the findings of this study are expected to provide recommendations to policymakers, civil society organizations, and other stakeholders to improve the protection of the rights of children with special needs.

Theoretically, this study is based on several key theories. First, the theory of social justice proposed by Rawls (1999), which emphasizes the importance of the fair distribution of basic rights to all individuals, including vulnerable groups such as children with special needs. This theory provides a philosophical foundation for policies oriented toward equality and inclusion. Second, the theory of *maqashid sharia*, which offers guidance in developing Islamic law that is relevant to the needs of modern society. According to Al-Attas (2001), *maqashid sharia* includes five main objectives: the protection of religion, life, intellect, lineage, and property. In the context of children with special needs, the protection of life and intellect becomes the primary focus in ensuring their rights are fulfilled.

This study also refers to previous relevant research. For example, research by Nasution (2014) highlights the importance of integrating Islamic law and national law to create an inclusive legal framework for children with special needs. Meanwhile, research by Wijaya (2019) shows that inclusive education can be an effective solution to improve accessibility and equality for children with special needs, but its implementation requires strong commitment from the government and society.

Additionally, this study pays special attention to the challenges and obstacles faced in policy implementation. For example, a survey conducted by BPS (2020) revealed that less than 50% of schools in Indonesia have adequate facilities for children with special needs. This indicates that although regulations exist, implementation at the grassroots level still faces various challenges. From an Islamic law perspective, obstacles often arise from a lack of understanding among scholars and society regarding the broader concept of *maqashid sharia*. For instance, many still adhere to traditional interpretations that tend to limit the role of children with special needs in society (Alim & Sari, 2021).

By understanding the various dimensions surrounding this issue, this study is expected to provide a comprehensive overview of the fulfillment of the rights of children with special needs.

Through an approach that integrates the perspectives of positive law and Islamic law, this study is expected to serve as a foundation for efforts to reform policies that are more inclusive and just.

LITERATURE REVIEW

A. Positive Law: Regulations for the Fulfillment of the Rights of Children with Special Needs

The fulfillment of the rights of children with special needs in Indonesia is regulated through Law No. 8 of 2016 on Persons with Disabilities. This law emphasizes that every child with special needs has the right to inclusive education services, access to healthcare, and protection from all forms of discrimination (Ministry of Law and Human Rights, 2016). This regulation reflects Indonesia's commitment to the principle of social justice, as emphasized in Article 28B, paragraph (2) of the 1945 Constitution, which states that every child has the right to survival, growth, and development (Nurhidayat, 2020). However, the BPS (2020) report shows that only 45% of schools in Indonesia have facilities that are friendly to children with special needs, indicating a gap between regulations and field implementation.

In the context of global policies, the ratification of the Convention on the Rights of Persons with Disabilities (CRPD) through Law No. 19 of 2011 strengthens the national legal framework for the protection of persons with disabilities, including children (United Nations, 2006). The CRPD requires member states to provide accessibility, inclusive education, and effective legal protection. However, a UNICEF (2018) study indicates that despite Indonesia adopting this framework, local-level policy implementation still faces technical challenges, such as the lack of trained human resources and adequate infrastructure.

Several studies reveal that structural and social barriers are major obstacles to the fulfillment of the rights of children with special needs. For example, Handayani and Suharto (2020) highlight that social stigma against persons with disabilities in Indonesia remains strong, leading to their marginalization in various aspects of life. Furthermore, inadequate budget allocations hinder the implementation of government programs. Based on this analysis, a more holistic approach is needed to bridge the gap between policy and implementation, including increasing public awareness and strengthening institutional capacity (Wijaya, 2019).

B. Islamic Law: Maqashid Shariah in the Fulfillment of the Rights of Children with Special Needs

In Islamic law, maqashid shariah provides the primary framework that underscores the importance of protecting individual rights, including those of children with special needs. The principles of maqashid shariah include the protection of religion (hifz al-din), life (hifz al-nafs), intellect (hifz al-aql), lineage (hifz al-nasl), and property (hifz al-mal) (Auda, 2008). In this context, maqashid shariah provides a normative foundation to ensure

that vulnerable groups, such as children with special needs, receive equal rights. For instance, the protection of life encompasses access to healthcare and safety, while the protection of intellect is relevant to the right to inclusive education (Nasution, 2014).

As explained by Alim and Sari (2021), Islamic law emphasizes the principles of social justice and compassion in dealing with children with special needs. Numerous hadiths of Prophet Muhammad SAW emphasize the importance of paying attention to the needs of vulnerable individuals, including children. In several Muslim communities, Islamic law has even become the main framework for protecting their rights, particularly in countries with a legal system based on sharia (Ali, 2016). However, local interpretations of Islamic law often influence its implementation, which can reduce the effectiveness of protection.

In Indonesia, Islamic law often runs alongside positive law. A study by Nasution (2014) shows that the integration of maqashid syariah and national regulations can strengthen the existing legal framework. For example, the application of zakat or almsgiving can be used to support inclusive education programs for children with special needs. With this approach, Islamic law not only serves as a moral framework but also as a practical solution to address the various social and economic challenges faced by vulnerable groups.

C. Policy Implementation: Challenges and Obstacles.

Despite the availability of regulatory and normative frameworks, the implementation of policies for fulfilling the rights of children with special needs often faces several challenges. A UNICEF (2018) report notes that the main barrier is the lack of disability-friendly infrastructure, particularly in remote areas. For example, many educational facilities do not have basic accessibility features such as ramps or lifts, making it difficult for children with special needs to participate in formal education. Furthermore, the low level of public awareness regarding the importance of inclusivity remains a significant obstacle (BPS, 2020).

In local studies, Handayani and Suharto (2020) found that social stigma against persons with disabilities continues to be a major challenge in Indonesia. This stigma originates not only from the general public but also from educators who are inadequately trained in handling children with special needs. This situation is compounded by the lack of training programs for teachers to support inclusive education. This research highlights the importance of a holistic intervention that involves the government, society, and non-governmental organizations to overcome these barriers.

Additionally, inadequate budget allocations are another factor hindering policy implementation. Wijaya (2019) notes that most of Indonesia's education budget is still not directed to optimally support inclusive programs. This leads to disparities in the provision of services, particularly in rural areas. Therefore, a more inclusive policy approach, oriented

towards local needs, is necessary to ensure that the rights of children with special needs are effectively fulfilled.

METHODS

The method used in this research is a normative juridical method, which involves studying and analyzing law as a set of rules or a system of normative legal principles in the field of law. This study is descriptive-analytical, aimed at uncovering relevant legislative regulations and examining the legal theories that are the subject of the research, as well as analyzing the implementation of these laws in society. Data collection techniques include field research accompanied by an examination of primary legal materials in the form of legislative provisions, as well as secondary legal materials such as textbooks, writings by experts, and other academic opinions. Data exploration also involves information from various parties, including SDN Weru Kidul Cirebon, SD IT Al Biruni Bandung, Inclusive Formal Educational Institutions in Bogor, and other institutions in the province of West Java. The collected data is then analyzed using a qualitative normative technique through methods of interpretation, correlation, and comparison with relevant legal materials.

RESULTS AND DISCUSSION

A. The Existence of Children with Special Needs in Social and Educational Environments

The social environment plays a crucial role in determining the acceptance and development of children with special needs. These children often face various obstacles, both from the family and the community. According to Hidayati and Setyawan (2020), social acceptance is a key factor that affects their self-confidence. An inclusive and welcoming environment helps them actively participate in social life. Conversely, stigma and discrimination tend to worsen the psychological condition of children with special needs, potentially hindering their emotional and social growth.

Children with special needs require supportive social interactions to build self-confidence and communication skills. Research by Suryani (2021) shows that communities that accept children with special needs can positively impact their social development. Peer support has also been shown to reduce the sense of isolation often experienced by children with special needs. With social support, these children can feel accepted and valued as part of society.

Inclusive education is a key element in supporting children with special needs to reach their full potential. According to a UNESCO report (2020), inclusive education aims to ensure that every child, including those with special needs, has equal opportunities to receive education. In the educational context, an inclusive school environment not only supports the academic needs of children with special needs but also helps them develop social skills through interaction with their peers.

The inclusive education model provides benefits for children with special needs in various aspects. Research by Yulia and Rahmawati (2019) shows that inclusive education helps children with special needs not only understand lesson materials but also develop empathy in other children. In this context, teachers play a crucial role in creating an inclusive learning environment and fostering positive interactions among students. Special training for teachers is essential to support the effective implementation of inclusive education.

Family support is also an essential element in ensuring that children with special needs can thrive in both social and educational environments. Research conducted by Prasetyo and Putri (2021) revealed that families providing emotional support and motivation to children with special needs can help these children face challenges both at school and in society. Parents who are actively involved in the education process of children with special needs tend to create a harmonious relationship between the child and their surroundings.

Social stigma towards children with special needs remains a significant challenge in building an inclusive social environment. A study by Nugraha and Amalia (2020) identifies that one of the main causes of this stigma is the lack of public understanding of the potential of children with special needs. Many people believe that children with special needs are just a burden to their families without considering the talents and abilities they possess. Therefore, educating the public about children with special needs is an important step in creating a more inclusive environment.

Children with special needs not only have the right to be accepted in the social environment but also have equal rights to receive education. Based on Law No. 8 of 2016 on Persons with Disabilities, every child with special needs has the right to receive proper education, equal treatment, and respect for their dignity (Ministry of Law and Human Rights, 2016). In practice, this requires synergy between the government, schools, and the community to ensure that these rights are truly fulfilled.

The integration of children with special needs into regular educational environments still faces various challenges, including the lack of supporting facilities. Research by Suryanto (2020) shows that many inclusive schools in Indonesia are not equipped with adequate facilities and infrastructure to support the needs of children with special needs. This becomes one of the main obstacles in the effective implementation of inclusive education. Investment in educational infrastructure and teacher training should be prioritized to ensure that children with special needs can learn in a supportive environment.

Public awareness and adequate support from various stakeholders can be key to improving the existence of children with special needs in social and educational environments. By creating an inclusive environment, children with special needs can develop their potential to the fullest and contribute positively to society.

B. Classification and Characteristics of Children with Special Needs

Children with special needs (ABK) are individuals who have needs that differ from those of typical children, whether physically, mentally, intellectually, emotionally, or socially. They require specialized approaches to reach their full potential. According to Sari and Gunawan (2020), ABK includes children with physical or mental disabilities that significantly affect their development, either permanently or temporarily. This definition aligns with the concept of inclusive education, which emphasizes the importance of providing special attention to children with different needs.

The classification of children with special needs is varied and includes several categories. Based on Government Regulation No. 17 of 2010, ABK includes the blind (*tunanetra*), deaf (*tunarungu*), speech-impaired (*tunawicara*), intellectually disabled (*tunagrahita*), physically disabled (*tunadaksa*), mentally impaired (*tunalaras*), children with learning difficulties, slow learners, children with autism, and children with exceptional talents or intelligence (Ministry of Education and Culture, 2010). This classification shows that the needs of each child with special

needs can vary greatly, requiring individualized approaches for each type of special need. For example, blind children require learning materials based on Braille, while children with intellectual disabilities need more intensive guidance to understand basic concepts.

The characteristics of children with special needs also vary depending on the type of disability. Blind children, for example, face visual impairments that require them to use other senses to acquire information. According to Supriyadi (2021), blind children often have more acute tactile and auditory senses compared to other children. Meanwhile, children with hearing impairments face communication barriers that affect their social interactions. The use of sign language or hearing aids becomes an important part of their learning process (Herlina, 2020).

Children with autism have unique characteristics, particularly in terms of social interaction and behavior. They often exhibit repetitive behaviors and have difficulty understanding the emotional expressions of others. A study by Nugroho and Lestari (2021) revealed that children with autism require a structured and routine learning environment to help them feel safe and comfortable. Behavioral therapy-based approaches are commonly used to support their social and emotional development.

Children with exceptional talents or intelligence, also categorized as ABK, have different needs compared to other children. They require higher academic challenges to prevent boredom and maintain learning motivation. According to Rahayu and Setiawan (2019), these children often possess extraordinary potential in specific fields such as art, music, or science. However, they are also vulnerable to emotional pressure if their needs are not properly addressed.

The specific needs of children with special needs must be understood and met for them to develop optimally. This includes the need for appropriate educational facilities, such as disability-friendly classrooms, adaptive curricula, and trained teachers to provide guidance. In a study by Widiastuti and Kurniawan (2020), it is mentioned that inclusive schools should provide facilities that support learning for all categories of ABK, including learning aids such as computers with special software or visual materials for children with intellectual disabilities.

In addition to facilities, the role of teachers in understanding the characteristics of children with special needs is crucial. Teachers need to have in-depth knowledge about the needs of each type of ABK and be able to create a supportive learning environment. Research by Pratama and Dewi (2021) shows that teacher training in handling children with special needs can improve the effectiveness of learning and help these children feel more accepted in the school environment.

Families also play a key role in supporting the development of children with special needs. Emotional support, supervision, and collaboration with schools are essential in meeting the child's needs. A study by Utami (2021) shows that children with special needs who receive full support from their families tend to have better social adaptation skills. Collaboration between families, schools, and communities is an important element in creating an inclusive environment that supports the development of children with special needs.

The classification and characteristics of children with special needs highlight the importance of a holistic approach in supporting them. A deep understanding of their needs can help all parties involved, including families, schools, and communities, to create an inclusive and welcoming environment for children with special needs.

C. Fulfillment of the Rights of Children with Special Needs in the Perspectives of Positive Law and Islamic Law

Positive law in Indonesia has given special attention to the fulfillment of the rights of children with special needs as part of efforts to uphold social justice. Based on Law Number 8 of 2016 on Persons with Disabilities, children with special needs have the same rights as other children, including the right to education, health, accessibility, and protection from discrimination (Ministry of Law and Human Rights, 2016). This regulation emphasizes that every child with special needs is entitled to receive adequate facilities according to their needs. However, the implementation of this law still faces technical challenges, such as a lack of infrastructure and low public understanding of the importance of equal rights (Suharto & Wijaya, 2020).

Islamic law, as one of the sources of law in Indonesia, also places significant emphasis on the protection of children with special needs. In the perspective of *maqashid syariah* (the objectives of Islamic law), protection of the soul (*hifz al-nafs*) and intellect (*hifz al-aql*) is a fundamental principle supporting the fulfillment of their rights (Auda, 2008). Islamic law views every individual, including children with special needs, as having the same right to life, development, and protection without discrimination. In this context, Islamic teachings also emphasize the importance of compassion and empathy as moral foundations in treating children with special needs (Nasution, 2015).

The Indonesian government's policies in supporting the rights of children with special needs have been formulated through various regulations. In addition to Law Number 8 of 2016, the government ratified the Convention on the Rights of Persons with Disabilities (CRPD) through Law Number 19 of 2011. This ratification reflects Indonesia's commitment to ensuring accessibility, inclusive education, and respect for the dignity of children with special needs (United Nations, 2006). Research by Fitria and Lestari (2021) notes that the implementation of these policies still requires strengthening, particularly in providing facilities and infrastructure that meet the needs of children with special needs.

In Islamic law, there are several hadiths that teach the importance of caring for vulnerable groups, including children with special needs. The Prophet Muhammad SAW said that every individual has equal rights in the sight of Allah SWT, and a person's dignity is not measured by their physical condition, but by their piety (*taqwa*) (Hadith Riwayat Ahmad). This principle aligns with the concept of social justice in Islamic law, which prioritizes equal treatment for every individual, including those with physical or mental disabilities (Alim & Rahman, 2020).

From the perspective of positive law, children with special needs are seen as a group that must be protected through a human rights-based approach. A study by Nugroho and Yulianti (2020) revealed that although laws have provided guarantees of protection, their implementation is often limited to the central level and has not fully reached remote areas. Therefore, synergy between the central and regional governments is required to ensure that the rights of children with special needs are fully met.

In Islamic law, the concepts of *zakat* (almsgiving) and *sedekah* (charity) can be practical solutions to support the fulfillment of the needs of children with special needs. Well-managed *zakat* funds can be used to finance education and healthcare for these children (Rizky, 2019). Additionally, the principle of distributive justice in Islamic law teaches that resources should be allocated equitably to ensure that vulnerable groups receive adequate attention.

Public awareness of the rights of children with special needs is also a critical element in achieving social justice. A study by Hanafi and Sudarmawan (2021) shows that the low level of public awareness often becomes the main obstacle in implementing inclusive policies. Islamic law provides moral guidance for society to be empathetic and caring towards children with special needs, which can expedite their integration into social life.

The role of the family in supporting the fulfillment of the rights of children with special needs cannot be overlooked. In the perspective of Islamic law, the family is considered the first institution responsible for the well-being of children. Parents are obliged to provide full attention to their child's needs, including those of children with special needs. Research by Azizah and Rahmi (2021) notes that families who understand and support the needs of children with special needs are more likely to help these children achieve their full potential.

The fulfillment of the rights of children with special needs in the perspectives of positive law and Islamic law shows that these two approaches complement each other. Positive law provides a strong regulatory framework, while Islamic law offers a moral and spiritual foundation that strengthens the commitment of society to protect and fulfill the rights of children with special needs.

D. Challenges and Obstacles in Fulfilling the Rights of Children with Special Needs

The fulfillment of the rights of children with special needs (ABK) faces significant challenges from various perspectives, including family, society, and government. One of the main obstacles is the lack of public understanding regarding the potential and rights of children with special needs. A study by Andriani and Suryanto (2021) shows that social stigma remains the biggest barrier in creating an inclusive environment. Society tends to view children with special needs as unproductive individuals, leading to discrimination and marginalization.

Family factors also play a critical role in determining the access and opportunities for children with special needs to obtain their rights. Research by Pratiwi and Nugroho (2020) found that many families with children with special needs still lack an understanding of their child's specific needs, both in terms of education and social integration. This situation is often exacerbated by economic factors, which limit the family's ability to provide necessary therapy, education, or support facilities. Additionally, a lack of emotional support from the family can affect the child's self-confidence and development.

Challenges in fulfilling the educational rights of children with special needs are also a serious issue. Many inclusive schools in Indonesia still lack adequate facilities to support the learning needs of children with special needs. A study by Yuniar and Prasetya (2021) notes that most schools lack trained educators capable of handling children with special needs. The lack of teacher training makes it difficult for them to understand the appropriate teaching methods for each type of disability. This situation hinders children with special needs from accessing appropriate education tailored to their needs.

In society, another obstacle is the low level of awareness and participation in supporting children with special needs. Some people still believe that children with special needs should only receive services in special schools (SLB) and do not need to be included in regular education. This view often limits opportunities for children with special needs to interact with their peers, preventing them from learning social skills. Research by Hanafi and Wulandari (2020) emphasizes that the role of society is crucial in creating a welcoming and inclusive environment for children with special needs.

From the government's perspective, the limited allocation of funds to support education and health services for children with special needs is a major challenge. Despite regulations that address the rights of children with special needs, such as Law Number 8 of 2016, their implementation is often suboptimal. According to a report by the Ministry of Education and Culture (2020), many regions still lack specialized facilities, such as therapy rooms or learning aids, to support children with special needs. This is one of the reasons why participation rates of children with special needs in formal education are low.

Another obstacle is the lack of synergy between the central and regional governments in implementing policies. While the central government has established various programs to support children with special needs, such as inclusive education and social rehabilitation programs, the implementation of these programs at the regional level is often hindered by a lack of human resources and infrastructure. A study by Ridwan and Saputra (2021) found that many local governments have not fully understood their responsibilities in supporting the fulfillment of the rights of children with special needs.

Support from non-governmental organizations (NGOs) and local communities is also an essential element in addressing these challenges. Organizations such as Save the Children and UNICEF have been actively promoting inclusive education in Indonesia. However, reaching communities in remote areas remains a significant challenge. According to a UNICEF report (2021), many children with special needs in rural areas are not enrolled in schools due to limited facilities and long distances.

The fulfillment of the rights of children with special needs is also influenced by cultural perspectives in each region. In cultures where disability is considered a family shame, children with special needs are often hidden or denied opportunities to socialize. Research by Andika and Kurniasih (2020) shows that education about the importance of inclusivity needs to be adapted to local cultural contexts for effective results.

These challenges indicate that fulfilling the rights of children with special needs requires collective efforts from various parties. Synergy between families, society, government, and international organizations is crucial in creating an inclusive environment that supports children with special needs in accessing their rights.

CONCLUSION

The conclusion of this study emphasizes that the fulfillment of the rights of children with special needs (ABK) is a collective responsibility involving families, society, and the government. Children with special needs have the same rights to education, protection, and equal life opportunities as outlined in both positive law and Islamic law. However, challenges such as social stigma, inadequate facilities, and a lack of understanding from various parties remain significant obstacles. The implementation of policies supporting children with special needs, such as inclusive education and adequate health services, requires synergy among various community elements. The perspective of Islamic law, through the concept of *maqashid syariah*, strengthens the moral and spiritual commitment to ensuring the rights of children with special needs, aligning with the normative framework provided by positive law. To create an inclusive and supportive environment, it is necessary to enhance public education, improve facilities, and provide special training for

educators. With solid cooperation, children with special needs can develop optimally, contribute to society, and lead dignified lives in accordance with their human rights.

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