Learning Arabic For Children With Special Needs

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Abstract
Learning Arabic for children with special needs challenges requires a flexible and creative approach. The complexity of grammar and the breadth of vocabulary are often additional hurdles for students with special needs. Therefore, it is essential to design teaching strategies tailored to students' characteristics and individual needs. This study reviews effective teaching methods like visual media, multisensory approaches, and personalized learning. Support from families and cooperation with education professionals are essential in creating an inclusive and supportive learning environment. This study uses a qualitative method to deeply understand the problems of Children with Special Needs learning Arabic. Data was collected through interviews, observations, documentation, and FGDs, then analyzed descriptively with an inductive approach through the stages of reference collection, data analysis, explanation of findings, and conclusion drawing. By understanding the specific needs of students, teachers can develop a comprehensive lesson plan. With innovation and dedication in teaching methods, it is hoped that every ABK student can achieve their best ability in learning Arabic. This research aims to offer insights and practical guidance for educators in overcoming existing challenges while improving the learning experience of students with special needs. Research shows that learning Arabic for Children with Special Needs needs an adaptive approach with the help of visual, audio, and interactive methods to improve understanding and motivation to learn.
Keywords: Learning Arabic; Children; Special Needs

INTRODUCTION

Arabic is one of the major languages in the world, spoken by millions of people in various countries, especially in the Middle East region and parts of North Africa. Arabic has many different dialects, which can sometimes differ significantly from one another. However, there are also internationally recognized Arabic standards, such as Modern Standard Arabic (MSA), which are used in the media, literature, and official situations. Arabic language proficiency covers four main aspects: listening, speaking, reading, and writing. Listening skills refer to a person's ability to actively receive, understand, interpret, and respond to messages received through hearing. This is an important skill in interpersonal and professional communication. Meanwhile, the proficiency of speaking in Arabic is an important skill to master for anyone who wants to understand and communicate in Arabic fluently.

For non-Arabic students, Arabic as a foreign language or second language certainly provides obstacles and difficulties in the teaching and learning process. The obstacles faced by students vary, ranging from the differences in the characteristics of Arabic and Indonesia, to the interest and enthusiasm of the students themselves in

learning Arabic. Given these obstacles, Arabic teachers must be able to teach material appropriately and accurately. Mastery of material is an important part for teachers, as well as the ability to categorize and choose methods and media to be used. With the right selection of methods and media, students will feel comfortable learning Arabic so that it will increase their enthusiasm and make them happy to learn Arabic. More than that, Arabic is used by the Quran as a source and guideline for Muslims. Therefore, it is appropriate for all students, especially those who are Muslims, to be able to learn it.

Students in schools do not all have the same power and ability to be willing and able to learn Arabic. There are those who have a perfect physique and a high willingness to learn Arabic, but there are also those who have a low willingness to learn it even with a perfect physique. Among the students, there are also those who have an imperfect physique, but they have a high willingness to learn Arabic or commonly known as *Autistic*. Autism is a neurodevelopmental condition that affects the way a person interacts, communicates, and behaves. This condition is often referred to as Autism Spectrum Disorder (ASD) because it includes a wide range of variations and severities(Faizy et al., 2023).

In the context of learning Arabic, students with the condition of Children with special needs face unique challenges and require a special approach. Arabic language skills involving complex grammatical structures and a broad vocabulary are often an additional obstacle for ABK who may already face difficulties in other aspects of learning. In addition, conventional teaching methods are often inadequate to meet their individual learning needs, so more flexible and adaptive learning strategies are needed.(Nuryadin et al., 2024) Approaches that involve visual aids, hands-on interaction, and adapting materials to fit students' specific abilities and needs can help address these challenges. Through understanding and applying appropriate methods, educators can create an inclusive and effective learning environment for all students, including those with special needs.

Therefore, teachers must be more diligent in their efforts to adjust teaching methods and provide the necessary support. It includes an in-depth understanding of the specific needs of each ABK student as well as the development and implementation of learning strategies that can facilitate their understanding of the Arabic language. Teachers need to collaborate with special education experts and parents to create comprehensive and integrated learning plans, and use a variety of tools and technologies that can enrich students' learning experiences. With dedication and innovation in their approach, teachers not only help ABK students overcome language challenges, but also contribute to the creation of a more inclusive and equitable educational environment for all students.

Nonetheless, nothing is impossible, as diligent teachers will continue to try different strategies to ensure every student, including those with special needs, can reach their maximum potential. An openness to experiment with innovative learning methods, as well as the ability to tailor approaches based on student progress and response, is key in overcoming the various obstacles that exist. Dedicated teachers will continue to look for ways to motivate and support students, even in the face of adversity, with the belief that every effort made is an investment in their educational success. Through determination and perseverance, teachers can create a learning environment that not only supports academic growth but also increases the confidence and independence of ABK students in learning Arabic.

Therefore, in this study, the author explain the Arabic language teaching strategy for children with disabilities so that they can provide insight and knowledge in facing the existing challenges. This study aims to explore various approaches that are relatively effective, as well as identify techniques that can be adapted to meet the individual needs of students with special conditions.

METHOD

This research uses scientific methods to obtain data that aims to describe, prove, develop, and find knowledge and theories to understand, solve, and predict the problems faced by Children with Special Needs in learning Arabic. The approach used is literature research, which is an effort to collect information relevant to the topic being researched from various sources, such as research journals, books, and the internet regarding learning Arabic for children with special needs Or rather, the method used is qualitative. Research approaches used to understand social phenomena from the perspective of participants in depth. This research emphasizes on subjective processes, meanings, and experiences that cannot be measured with numbers.(Safrudin et al., 2023)

The approach used is literature research, which is an effort to collect information relevant to the topic being researched from various sources, such as research journals, books, and the internet regarding learning Arabic for children with special needs. Data were collected through techniques such as in-depth interviews, participatory observations, documentation studies, or focused group discussions (FGDs), and analyzed descriptively with an inductive approach. (Haki et al., 2024)

The data analysis technique includes several steps: 1) collecting references related to the research theme, 2) analyzing the data obtained, 3) explaining the findings, and 4) drawing conclusions. This research is classified as qualitative research, focusing on learning Arabic for children with special needs and strategies that can be applied. From the analysis of the data, effective and varied methods were found to teach Arabic to children with special needs.

RESULT AND DISCUSSION
Arabic Language For Students With Special Needs

Indonesia has a law on equality in access to education and teaching, including children with special needs. The law mandates and ensures that education must be equal to providing equal opportunities, which is stated in law No. 18 of 2016. Among the teaching methods that can be used is inclusive education. However, there are still many teachers who do not have a good understanding of how to manage inclusive education.(Ratzlaff, 2023)

Children with special needs is a more inclusive and sensitive term than "Children with Extraordinary Needs" (ALB), reflecting the understanding that each child has unique needs that must be met. The characteristics of ABK vary widely, so they require educational approaches and methods that suit their specific needs. In practice, children often receive education in Special Schools (SLB) that are specifically designed to support their needs.(Nila Ainu Ningrum, 2022). To manage children with special needs in the context of inclusive education in Indonesia, a special approach is needed. Inclusive education has various definitions. According to Stainback and Stainback, an inclusion school is a school that accepts all students in the same class. The school offers an educational program that is appropriate and challenging, but tailored to each student's

abilities and needs. In addition, the school also provides assistance and support from teachers to ensure the success of the children.(Ainu Ningrum, 2022). Children with social communication disorders experience challenges in understanding and using language both verbally and nonverbally in social contexts. This difficulty can include various aspects, such as understanding friends' jokes, other people's feelings and thoughts, and what the interlocutor is saying.

Social communication disorders can vary in severity, ranging from minor problems to significant disturbances. Treatment of this disorder often involves communication therapy, which aims to develop the child's social and communication skills. This therapy typically includes practical exercises, support in social situations, and techniques to improve language understanding and social interaction.(Rusma Yulidawati et al., 2023). More than that, related to learning Arabic for Shiva who have special needs, more efforts are needed. Learning Arabic for children with special needs requires an approach that is tailored to the specific needs and challenges they face. Arabic, like other languages, has its own challenges, especially for learners who are not familiar with its structure or phonetics, especially for students with special needs.

Challenges in Learning Arabic for Non-Native Speakers

Arabic is one of the Semitic languages, characterized by its unique structure and writing system. For non-Arabic speakers, learning the language often presents significant challenges due to fundamental differences in grammar, phonology, and vocabulary compared to their native tongues. In addition, the variation between Modern Standard Arabic and regional dialects further increases the complexity of the learning process. The common difficulties of Arabic faced by students can be described as follows: (Siti Alfiatul Jannah , Faisol Nasar Bin Madi, 2024)

1. Alphabet and Writing

   Arabic Alphabet: Arabic uses an alphabet that is different from the Latin alphabet. There are 28 letters that have different shapes depending on the position in the word (beginning, middle, end, or separate). In addition, not all letters have their equivalents in the mother tongue, so it is necessary to teach such letters, such as letters (ذ، ع، غ). Right-to-Left Writing: Arabic is written from right to left, which can be challenging for those who are used to the left-to-right writing system.

2. Phonology and Pronation

   Unique Phonemes: Arabic has some sounds or phonemes that are not present in other languages, such as the letters ع ('Ain) and ق (Qaf). This voice can be difficult to pronounce for new learners. Phonology in Arabic is the study of Arabic sounds and how they are used and arranged in the language. Arabic has a complex and interesting phonological system, with some distinctive features that distinguish it from other languages such as Short length in reading. Short Length of Voice: There are differences in the length and shortness of vowel pronunciation that can affect the meaning of the word, so it requires extra attention.

3. Syntax and morphology

   Poly-Synthesis: Arabic uses word patterns (wazan) that can change the meaning of root words by adding prefixes, suffixes, or changing the form of words. This system allows Arabic to generate multiple vocabulary from a single root word, making it highly efficient and expressive. For example, from one root word can be born verbs, nouns, actors, places, tools, and passive forms just by following a certain pattern. This

makes Arabic one of the languages that have a high level of poly-synthesis, as it is able to convey various complex meanings through variations in word forms without having to add many additional words. (Bobeck, 2025). Morphology: The structure of words in Arabic often involves complex morphological changes, including the use of various forms of verbs and nouns. Case: There is a system of cases (nominative, genitif, accusative) that affect the end of a word in a sentence, although it is used more often in formal and literary language.

The grammatical system of Arabic is a complex structure that includes morphology, syntax, and case usage. At the morphological level, Arabic relies on root words consisting of three or four letters to form words through various patterns or *wazns*, such as verb patterns and adjectives. The verb structure includes the past, present, and future tenses, as well as changes according to the subject in terms of gender and number. This change from one form to another or *derivation* has a standard provision in *the science of sharf* which is commonly known as *isytiqoq.*(Luthfan & Hadi, 2019).

Nouns, or isims, are subject to case changes such as nominative, genitif, and acusative that affect harakat at the end of the word. In syntax, sentences follow a subject-verb-object (SVO) pattern, but can vary depending on the context and function of the sentence. This system makes the Arabic language have a very organized structure and requires a deep understanding to use it appropriately.

4. Dialect

Dialect Variations: Arabic has a variety of dialects that reflect the cultural diversity of the Arab world. The Levant, Egypt, Khaleeji, Maghreb, Sudanese, and Yemen dialects each have their own distinctive characteristics. While these differences can make communication difficult, Arabic speakers are often able to adapt and understand each other thanks to their ability to adapt to dialect variations. This can make it difficult for learners due to variations in vocabulary and pronunciation.(Sofa & Sugianto, 2024)

5. Harakat Usage (Vowel Mark)

The use of *harokat* in Arabic has various unique aspects, especially in the context of the Qur'an, poetry, and education. In the Qur'an, *harocat* ensures accurate reading and precise meaning of the text, avoiding the ambiguity that may arise from writing without vowels. (Huwaina Rabithah Nur et al., 2023) In poetry, *harokat* is often used creatively to emphasize rhythm or melody, giving an additional feel to literary works. Meanwhile, in educational materials, *harokat* helps beginners understand pronunciation and word structure, facilitating the process of learning to read Arabic more easily.(Nasir et al., 2019)

6. Vocabulary and Expressions

Arabic can be used both orally and in writing. According to Bloomfield, spoken language is the essence of a language. This is understandable considering that in the history of human civilization, spoken language was often the main form of communication, even before the invention of the writing system. Spoken language as a verbal system is more often used in interactions between individuals in society because this method allows for faster delivery of messages and is easier for the audience to understand. However, in Arabic, there are additional challenges such as vocabulary that does not always have a direct equivalent in other languages and idioms that can be difficult to translate. In addition, some words in Arabic have

multiple or contextual meanings that require a deep understanding to be translated appropriately.(Faliqul Isbah, 2023)

7. Cultural Aspects

Arabic is not only a means of communication, but also a reflection of the rich Arabic culture. It preserves a literary heritage and classical poetry, plays a major role in religious practice as the language of the Qur'an, and reflects cultural values through idioms and distinctive vocabulary. Regional dialects indicate local diversity, while proverbs and proverbs reflect cultural wisdom. Arabic also plays an important role in education, film, and music, helping to preserve Arab identity and cultural heritage.(Rifana, 2024)

Approaches And Strategies Teaching Arabic to Children With Special Needs

Learning Arabic for children with special needs requires an approach tailored to their specific needs and challenges. Here are some techniques, strategies, and methods that can be applied:

1. **Individual Approach**

An individualized approach is a method or strategy that emphasizes understanding and handling the unique needs, abilities, and characteristics of each individual. In education, an individualized approach refers to methods and strategies designed to meet the unique needs and characteristics of each student. The individualized approach has a very important role in teaching because this method is designed to accommodate individual differences between students. By applying this approach, teaching can be tailored to the needs and abilities of each student, thus allowing each student to develop their potential to the fullest and optimally.(Amin et al., 2024) In the learning process, the individual approach is a method used by teachers to support students by designing learning activities that are in accordance with the abilities and potentials of each student. This approach involves open communication between teachers and students, with the aim of creating a comfortable and free learning atmosphere, so that a harmonious relationship is established in the teaching-learning process.(Mulyati et al., 2021). Steps that can be taken by an educator in teaching Arabic to children with disabilities in the initial approach are:

a. Initial Assessment: Conduct an evaluation to understand the child's level of language proficiency, special difficulties, and learning needs. The initial assessment of Arabic aims to evaluate students' basic abilities in the language through several key aspects: vocabulary comprehension, grammar, reading, writing, speaking, and listening. It involves testing mastered vocabulary, mastery of grammar rules, comprehension of reading texts, writing skills, speaking fluency, and comprehension of spoken language. With these assessments, teaching can be tailored to meet the needs and ability levels of students effectively. This initial assessment is carried out so that we can know where the students' difficulties are so that they can maximize learning. Arabic language teaching is based on the knowledge of educators who already know where the weaknesses of students are and will try their best to use their time and ability to find soulusi from their weak points. Here are the steps in the initial assessment:

1) Basic Skills Assessment: test students' basic knowledge of Arabic letters, pronunciation, and vocalization (*harokat*). How students should pronounce correctly and precisely, such as ع the letter that is not found in the mother

tongue. Such letters must be the focus of educators so that they can be pronounced properly

2) Vocabulary Test: measure students' understanding of basic vocabulary. Give a test that includes common words, everyday phrases, and their ability to use those words in sentences. Such as about color (احمرن، أبيض، أصفر) or about family (أب، أم، عم) and so on.

3) Listening and Speaking Skill Assessment: Invite students to participate in listening and speaking activities to evaluate their ability to understand and produce Arabic orally, such as providing stimulus in the form of questions that must be answered and responded to by students. Such as asking for names, addresses, parents' names and so on

4) Evaluation of Reading Comprehension: Give a short text in Arabic and ask students about the meaning, main idea, and important details of the text to assess their reading comprehension.

5) Writing Skills Assessment: Ask students to write simple sentences or paragraphs in Arabic to evaluate their abilities in sentence structure, grammar, and spelling.

6) Identification of Special Needs: Observe and identify areas where students may need additional support, such as speaking skills, reading comprehension, or grammar. In this assessment, the teacher will find out which students need to get material enrichment and different methods in delivering lessons.

7) Initial Feedback: Provide constructive feedback to students based on the results of the initial assessment, and use this information to design a learning plan that fits their needs.

b. Custom Learning Plan: Tailor the learning plan to individual needs. For example, if the child has difficulty with verbal communication, focus on body language and the use of images. Language learning plans for Children with special needs should be tailored to their individual needs, with a multisensory approach that involves visual, auditory, and kinesthetic methods to facilitate comprehension. It is important to set clear and measurable goals, and use materials and activities that are adapted according to the child's abilities. Periodic evaluation and adjustment of learning strategies are essential, in addition to collaboration with professionals and parental support, to ensure optimal language development in a supportive and welcoming environment.

c. Teaching Media and Techniques

1) Use of Visual and Audio Media: Use images, videos, and audio to help children understand Arabic vocabulary and structure. This media can facilitate understanding and memory. Visual is a learning process that relies on the sense of sight (eyes) to help children better understand and remember information conveyed by teachers. This visual learning style can support students in developing visualization skills, creativity, and visual thinking skills. By using visual media, teachers can increase student interaction with the material, thus making the learning process more active and interesting. Teachers need to adjust the visual media used to the needs of students in the classroom, including children with special needs.(Makupiola & Aziz, 2024)

2) Multisensory Techniques: Involve several senses in the learning process, such as the use of props, hand activities, or interactive games. The multisensory

method is a learning approach that utilizes various senses to convey material. This method is based on the principle that students will be more effective in learning if information is presented through various modalities. Modalities that are usually used include visual (sight), auditory (hearing), kinesthetic (movement), and tactile (tactile). By using the multisensory method, it can trigger new interests and motivations, stimulate learning activities, and have a positive psychological impact on students. This can ultimately increase students' concentration and understanding of the subject matter.(A D Syaputri and F U Ritonga, 2023)

2. **Family and Environmental Engagement**
   a. Collaborate with Families: Involve parents or caregivers in the learning process by providing guidance and materials that they can use at home. Collaboration with families in teaching Arabic to Children with special needs is essential for learning success; Families need to be provided with training on effective teaching methods adapted to the child's needs, as well as engage in joint activities such as reading books and playing Arabic games at home, while providing regular feedback to adjust strategies and provide additional resources that support the learning process in a supportive environment.
   b. Supportive Environment: Create a supportive environment in a school or learning place with adequate facilities and materials. A supportive environment for teaching Arabic for children with special needs should be designed to meet each student's unique needs by providing a quiet and organized space, as well as learning materials that are appropriate to their abilities. This includes the use of tools such as images, videos, and technological devices that make it easier to understand. Additionally, the environment should encourage social engagement by providing opportunities for positive and supportive interactions, as well as providing consistent emotional support to help students feel safe and motivated in their learning process.

3. **Methods and Materials**
   a. Simple and Clear Language: Use simple and clear language in teaching. Avoid complex phrases or idioms that may be difficult to understand. Teaching children with special needs requires a simple and clear approach to help them learn more easily. It is important to use language that is easy to understand, so that instructions and information can be well received. For example, instead of using long, complicated sentences, use short, direct sentences, such as "Grab a blue ball" instead of "Try to grab a blue ball from the shelf." In addition, use pictures or real objects to explain concepts, so that children can see and understand better. A consistent routine also helps children feel more comfortable and know what to expect. By giving time, patience, and praise for each progress, as well as engaging in fun activities, the learning process becomes more effective and enjoyable for children with disabilities.
   b. Repetition and Practice: Provide opportunities to practice and repeat the material. Repeated practice can help strengthen understanding and skills. Repetition and practice are important keys in the learning of children with special needs because they help strengthen their understanding and skills. By repeating the material often and doing exercises, children can more easily remember and master new concepts. For example, if your child is learning to recognize colors, practicing regularly

with various activities such as playing with colors or using color cards can deepen their understanding. This process also provides an opportunity for the child to correct mistakes and improve skills gradually. Consistent repetition and structured exercises help create a stable routine, so that children feel more confident and comfortable in their learning process. Repetitions and Exercises can be done in several forms, such as

1) *Visual Vocabulary Repetition:* for children who need visual support, using pictures and vocabulary cards can be very helpful. For example, if your child is learning vocabulary about food, such as "تفاح" (apple), "موز" (banana), and "برتقال" (orange), pictures of each fruit can be used. Repetition is done by asking the child to match the picture with the right words over and over again. For example, your child may be asked to show a picture of "تفاح" every time the teacher mentions the word, as well as say the word "تفاح" every time they see a picture.

2) *Interactive Workouts with Physical Activity:* children with special needs often respond well to physical activity. For example, in a vocabulary learning session about objects in the room, the teacher can spread pictures of objects such as "سرير" (mattress), "مكتب" (table), and "كرسي" (chair) in the room. The children were asked to move in the direction of the picture mentioned by the teacher. This activity not only helps them learn vocabulary but also engages them physically, which can increase their engagement and attention.

3) *Practice Using Assistive Devices:* aids such as learning apps or audio devices can help children with autism in language practice. For example, using an app that provides listening exercises with sounds and pictures can make it easier for them to understand new vocabulary. Children can listen to words such as "كتاب" (book) or "مدرسة" (school) repeated and see the corresponding picture, and then do the exercise by touching the correct picture when they hear the appropriate word.

4) *Writing with Help:* for children who have motor or coordination difficulties, writing exercises can be done with the help of tools such as an erasable whiteboard, or by using technology such as tablets with a stylus. For example, children can write simple words such as "بيت" (house) or "ماء" (water) on the blackboard with the help of a teacher, who then repeats the writing and pronunciation of the words several times to strengthen their memory.

4. Use of Technology

a. Educational Apps: take advantage of apps and software designed for language learning. Many apps provide interesting interactions that can be accessed easily. The use of technology in teaching children with special needs offers many benefits by providing customized and interactive learning methods. For example, educational apps designed specifically for children with disabilities often have features that make it easier to understand, such as clear visuals, supportive audio, and repetitive exercises.(Sunan et al., 2024) Technology also allows the use of alternative communication devices, such as tablets with image-based communication apps, which can help children who have difficulty speaking to communicate more effectively. Additionally, technology can create a fun and engaging learning environment through educational games and simulations that stimulate curiosity. By leveraging technology intelligently, educators and parents

can increase child engagement, accelerate learning, and provide better support according to their individual needs.(Dezy Purwitaning Rahayu, 2022). Visual media is very effective in teaching Arabic vocabulary to children with special needs because it can help them understand and remember new words more easily. Using pictures, picture cards, or picture books that feature Arabic words along with clear illustrations makes it easier for children to associate words with concrete objects or concepts.(Khoirot et al., 2023) For example, a card that shows a picture of "فيل" (fil) with an elephant next to it makes it easier for children to remember and understand the meaning of the word. Additionally, short videos or animations that showcase words in the context of everyday use can reinforce their understanding in an engaging and dynamic way. With visual media, learning Arabic becomes more interactive and fun, so that children with disabilities can master new vocabulary faster.(Asrullah et al., 2023). It should be understood that the media functions as a tool in supporting the learning process for teachers in transferring information according to the needs of students. In other words, the media has a very important role in teaching and learning activities. Some of the benefits of media include:(Mardianah Haris, 2021)**.**

1) Increasing students' interest in learning
2) Facilitate the delivery of information in the learning process
3) Encourage motivation to obtain a wider range of information.

Therefore, the position of the media in supporting the success of learning goals is so important, educators must always *update* existing technology. In addition, the completeness of facilities and infrastructure must also be considered so that between the needs of technology or media can run and be supported by the completeness of the facilities and infrastructure.

5. **Social and Emotional Approach**
   a. Build Confidence: Provide positive encouragement and praise to help your child feel more confident in learning a language. Building confidence in children with special needs requires a thoughtful and consistent approach, as their confidence is often affected by the unique challenges they face. To support their confidence development, it is important to create an inclusive and positive environment, where they feel valued and accepted. Providing opportunities for them to explore their interests and talents, as well as acknowledge their accomplishments, will help strengthen their confidence. (Khoirunisa et al., 2024) Additionally, an approach that involves open communication and emotional support from family, teachers, and peers can strengthen their belief in themselves. By building understanding relationships and providing appropriate encouragement, we can help children overcome obstacles and reach their full potential.(Muzakkir et al., 2020).
   b. Social Activities: Invite children to participate in social activities that use Arabic in a fun context, such as games or group activities. Inviting children with special needs in social activities in learning Arabic, such as games, can create an inclusive and enjoyable learning experience. Interactive games, such as "Guess the Word" or "Match Pictures with Vocabulary," not only make learning Arabic more interesting, but also provide an opportunity for children with disabilities to practice the language in a supportive social situation.(Aziz & Hasan, 2023) These activities allow them to learn while playing, reduce anxiety, and improve their

language skills naturally. Additionally, participating in group games encourages them to interact with peers, build confidence, and strengthen social skills. By creating a fun and supportive learning environment, we help children feel more engaged and motivated in the Arabic learning process.

6. **Collaborate with Professionals**
   a. Therapy and Support: work closely with a speech therapist or specialized education specialist to develop appropriate strategies and techniques. Collaboration between parents, therapists, and education experts is essential in supporting the development of children with special needs. By working together, all three parties can develop a holistic and integrated approach to meet each child's unique needs. Therapists can provide insight into specific interventions needed to address specific challenges, while education experts can design learning strategies that fit the child's needs and learning styles. Parents, as the party who knows the child best, can convey important information about progress and behavior change at home. The synergy between these three parties ensures that children receive consistent and effective support, both in the home, school, and therapy environment, so that they can reach their maximum potential and feel more integrated in society.(Collier et al., 2015). Learning Arabic for children with special needs can achieve significant results when accompanied by experienced experts and professionals. With guidance from trained Arabic teachers and educational therapists, children can receive instruction tailored to their specific needs, including adaptive teaching strategies and effective communication methods.(Harimi & Ambarwati, 2021) These professionals are able to design a curriculum that accommodates different learning styles and challenges, as well as provide appropriate support in overcoming difficulties that may arise. This approach not only makes it easier to understand Arabic, but also increases children's confidence and motivation to continue learning. Through the continuous support of experts, children can experience meaningful progress in their mastery of the Arabic language while feeling supported and understood throughout the learning process.(Muntakhib & Ta'rif, 2023)
   b. Teacher Training: ensure that teachers or teachers have training in teaching children with special needs and understand effective strategies. Arabic teachers who teach children with special needs must keep their knowledge of the latest teaching strategies to ensure effective and inclusive learning. The world of education continues to develop with new approaches that can improve the learning experience of children with disabilities, such as the use of educational technology, game-based learning methods, and alternative communication techniques.(Fitri & Abduh, 2024) By following the latest training and understanding the latest developments in special education, teachers can adapt their methods to meet the individual needs of students, provide more relevant material, and create a more supportive learning environment. This update helps teachers to design more targeted and effective strategies, so that children with disabilities can learn Arabic in a way that suits their strengths and challenges. With the right approach, children with special needs can learn Arabic in a way that suits their needs, facilitating better communication and language skills that are useful in everyday life.

CONCLUSION

Learning Arabic for children with special needs requires a specially designed approach to meet a variety of individual needs. Teaching methods should be adaptive and include the use of various aids such as visual, audio, and interactive materials to facilitate better understanding. The use of various techniques, such as educational games, pictures, and assistive technology, can help children overcome challenges in learning Arabic. This approach ensures that the learning process becomes more engaging and effective, as well as increases children's motivation to learn. In addition to tailored teaching methods, creating an inclusive and supportive learning environment is a key to success. A safe and friendly environment will help children with special needs feel comfortable and confident while learning. The involvement of parents and educators is also very important, as they can provide additional support, monitor children's development, and adjust learning strategies according to children's progress and needs. Collaboration between the school and the family ensures that the child receives consistent and holistic support, which in turn facilitates progress in learning Arabic.

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