

## PROFILE OF THE MEANINGFUL LIFE OF STUDENTS WITH SPECIAL NEEDS FROM THE PERSPECTIVE OF AL ISLAM GUIDANCE BASED

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**Abstract:** This research is motivated by the phenomenon of students' low ability to find meaning in life through an attitude of habituation of gratitude through the essence of practicing the phrase hamdalah. Through this, students who were previously in a state of emptiness in life can be influenced by the ability to accept their condition and optimize their potential and advantages. The low meaning of inclusive students refers to a condition where students with special needs (inclusive students) feel less involved, less appreciated, or less find meaning in the learning process or social interactions in the school environment. This can happen due to various interrelated factors, both from the side of students, teachers, the school environment, and the community. Based on the results of the study, Improvisation of the meaning of inclusive students is a strategic effort to improve the quality of the learning experience of students with special needs, so that they feel more appreciated, involved, and have a role in the school environment.

**Keywords:** *The Meaning of Life for Students with Special Needs*

### Introduction

Children with special needs are children who experience limitations such as mental retardation, learning difficulties or attention disorders, emotional or behavioral problems, physical, communication, autism, traumatic brain injury, hearing impairment, visual impairment, and children who have special talents, (Halidu, S, 2022). Children with special needs require specific attention, approaches, and support that are tailored to their needs. This aims to enable them to develop their potential, abilities, and skills optimally. This support can be in the form of inclusive education services, therapy, medical assistance, and an environment that supports their social, emotional, and academic development. With the right approach, children with special needs can not only adapt to their environment but also have the opportunity to achieve success in various aspects of life. The importance of collaboration between parents, educators, professionals, and the community is key to helping these children grow into independent and productive individuals.

No individual wants to be born with a certain condition or have a disability, as well as parents who certainly hope that their children will be born in normal conditions. The birth of children with special needs does not consider economic status or family background. These children have developmental disabilities and learning needs that vary, which are generally caused by three factors: the environment, the child's own internal condition, or a combination

of both. In this book, the focus of the discussion is limited to children with special needs with permanent conditions. (Liza et al., 2024).

Simply put, children with special needs are those who experience developmental disabilities that are different from children in general. Many of them experience certain delays, disorders, or risks in their development, so they need special treatment or intervention to achieve optimal potential. Public perception of children with special needs still varies, influenced by factors such as work, education and social status which influence their understanding and concern. Having a child with an abnormal condition is not the hope of parents, because every parent longs for a child who is physically and mentally healthy. The initial reaction that often arises when parents find out their child has special needs is a feeling of surprise, shock, and even rejection of the fact.

The phenomenon of children with special needs in viewing their lives is a complex and highly individual issue. Each child has unique experiences and outlooks on life. However, there are some common patterns that can be identified, including: Acceptance. Many children with special needs are eventually able to accept their condition as part of their identity, which helps them live their lives more positively, Challenges. They face various difficulties, such as discrimination, limited access, and obstacles in carrying out daily activities, which can affect their emotional well-being and self-esteem, Desire for independence. Just like other individuals, they have hopes of living independently and contributing to society. Frustration can arise if their abilities are limited by the environment or negative attitudes of others, Need for support. Support from family, friends, and the community is very important, whether in the form of practical, emotional, or social assistance. This support can help them reach their maximum potential, Feel different: Many children with special needs feel different from others, which can lead to feelings of loneliness or isolation. However, these feelings can also be a source of strength and shape their identity.

Like other individuals, children with special needs have the potential to find meaning in life. Although they face challenges, they also have strengths and unique qualities that can bring happiness and fulfillment. With the right support, they can achieve goals, experience happiness, and live meaningful lives. Every individual, including children with special needs, deserves to feel valuable and have a purpose in life.

However, if the community still tends to be less concerned or has a negative view of children with special needs, then the existence of special schools (SLB) as a means of education becomes less effective. If the surrounding environment is reluctant to interact or pay attention to children with special needs, then their chances of being accepted in the workforce or in society will be increasingly difficult. Support from the environment is very important to ensure that they can participate and be properly accepted in society..

The problems faced by children with special needs tend to increase along with pressure from the social environment. This happens because of the wrong view of society towards children with special needs (Oliver, 2018). This view shows that society itself creates obstacles for children with special needs through pressure and attitudes that limit them.

So far, children with special needs are often viewed as individuals who have physical and mental limitations, are useless, are a burden, and always need help and compassion. This negative view is influenced by the culture that is still strong in society. For example, there are

still many families who consider having a child with special needs a disgrace. As a result, these children are often isolated at home, not given the opportunity to socialize or get a decent education, which has a negative impact on their psychological condition and future. To overcome this problem, the author proposes a guidance program based on Islam and religious values.

When humans are able to surrender their lives to God, they tend to be positive about everything that happens, both happy and sad. Religion is believed to be a guide that guarantees the welfare of human life both physically and mentally. If we look deeper, religious teachings function to guide humans towards the ultimate goal of life, namely the welfare of the world and the hereafter. From a psychological perspective, remembering God through religious rituals can foster awareness that God is always present and knows all human actions, both visible and hidden. Religious guidance has an important role in helping children with special needs (ABK) find the meaning of life. (Ragil, T. 2022). Religion provides guidance for finding the purpose of life, building inner peace, and providing moral support. One form of service that aims to help individuals live according to God's teachings is Islamic religious guidance. Musnamar stated that the main goal of Islamic guidance is to help individuals become whole human beings and achieve happiness in the world and the hereafter.

### **Literature Review**

In the Big Dictionary of Psychology, the term meaning is defined as meaning or significance. Frankl (in Koeswara, 1992) stated that the meaningfulness of life describes the extent to which a person realizes the importance of his existence from a personal perspective. Frankl emphasized that the desire for pleasure and power is basically derived from the desire for meaning, where pleasure is the result of fulfilling the meaning of life. Bastaman (2007) added that every individual wants to be a dignified person, useful to themselves, their family, their environment, their society, and valuable in the eyes of God. The main motivation of humans is the desire to live a meaningful life, which drives them to do various activities.

The concept of meaning in life is very relevant for children with special needs (ABK). However, understanding and achieving the meaning of life in ABK is often influenced by various factors such as health conditions, social environment, and the support received. These factors affect how ABK views life, their feelings about themselves, and their ability to set goals and achieve.

Support from family, educators, peers, and the community plays an important role in helping children with special needs find meaning in life. (Masitah, 2021) Positive and inclusive social relationships can increase self-confidence, self-esteem, and feelings of acceptance. This will motivate them to actively participate in social life and develop their best potential. (Irawati, 2024) Therefore, it is important for educators and the community to create an environment that supports the development of children with special needs, and provide them with the opportunity to face challenges with confidence. By understanding the factors that influence the meaningfulness of children with special needs, we can provide more effective support and help them live more meaningful and satisfying lives.

Research on the meaning of life in ABK is still relatively limited, but several important findings have been identified:

### **1. Factors Affecting Meaningfulness of Life**

The meaning of life for children with special needs (ABK) is influenced by various factors that interact with each other and shape their perception of life. The main factors that affect the meaning of life for ABK include:

- a. **Social Support:** The quality of relationships with family, friends, and community has a major impact on how children with special needs experience meaningfulness in life. Positive and inclusive social support can boost self-confidence, provide a sense of acceptance, and enhance their life satisfaction. When children with special needs feel supported and valued, they are more likely to feel that their lives have purpose and meaning.
- b. **Inclusive Education:** An inclusive educational environment, which accommodates the individual needs of children with special needs, is essential to their development. In an inclusive environment, children with special needs not only have the opportunity to learn academically, but also to develop social, emotional, and interpersonal skills. Participation in activities with peers helps them feel accepted, reduces social isolation, and gives them a sense of meaning through achievements in learning and social relationships.
- c. **Physical and Mental Health:** Good physical and mental health are fundamental factors in supporting children with special needs experience meaningfulness. When children with special needs are physically and mentally healthy, they have more energy and ability to participate in daily activities and achieve their personal goals. Physical and mental well-being also allows them to cope with challenges more effectively, strengthening their sense of independence and self-confidence.
- d. **Spirituality.** For some ABK, the spiritual aspect can provide a very important depth of meaning to life. Connecting with spiritual or religious values can give them a greater sense of purpose, as well as inner peace. Spirituality often helps ABK face life's difficulties and challenges with a more positive perspective and gives them the strength to keep going, even in difficult times.

### **2. The Challenge of Finding the Meaning of Life for Children with Special Needs**

Challenges in Finding Meaning in Life Children with Special Needs often face a number of challenges that can hinder their achievement of meaningful life. Some of the main challenges they face include:

- a. **Stigma and Discrimination:** Social stigma and discrimination experienced by Children with Special Needs can have a significant impact on their self-esteem. When Children with Special Needs are considered different or treated unequally, they often feel isolated and undervalued in society. These experiences can exacerbate feelings of inferiority and prevent them from developing their full potential, as well as reducing their overall quality of life.
- b. **Physical and Mental Limitations:** Physical and mental limitations experienced by Children with Special Needs can limit their ability to participate in various activities, both in the school environment, family, and community. These limitations can reduce

their opportunities to achieve personal achievement, interact with peers, and explore various opportunities that can provide meaning in their lives. Without the right support, these challenges can be a major barrier to them in achieving their life goals.

- c. **Lack of Access:** One of the major challenges faced by children with special needs is the lack of access to adequate health, education, and rehabilitation services. This limited access can hinder their development, whether physically, mentally, or socially. Without adequate services, children with special needs may struggle to overcome the obstacles they face, which can ultimately reduce their chances of developing optimally and finding meaning in their lives.

Addressing these challenges requires a more inclusive and empathetic approach from communities, educators, families, and governments. By addressing these barriers, children with special needs can be given greater opportunities to achieve meaningful and fulfilling lives.

### **3. The Importance of Finding Meaning in Life for Children with Special Needs**

Finding meaning in life for children with special needs is very important because it provides various benefits that can support their development, both emotionally, socially, and cognitively. Some of the reasons why this is so crucial are:

- a. **Improving Quality of Life:** Meaning in life gives children with special needs the drive and motivation to live their lives more positively. By having a clear goal, they are better able to overcome the various challenges they face, both in everyday life and in the education process, thus improving their overall quality of life.
- b. **Improving Emotional Well-Being:** Having meaning in life can strengthen self-confidence and provide a sense of security. Children with special needs who feel that their lives have a meaningful purpose tend to be more resilient to stress and anxiety, and are better able to manage their emotions. This helps create more stable emotional well-being.
- c. **Improving Independence:** Finding meaning in life allows children with special needs to be more independent and responsible for their decisions. By understanding their values and purpose in life, children with special needs can learn to make wiser choices and face the consequences of those choices with confidence, which in turn strengthens their sense of responsibility towards themselves and their surroundings.

By finding meaning in life, children with special needs can develop a sense of self-confidence, purpose, and mental resilience that will help them adapt better to social and educational life, and reach their full potential.

### **4. Strategies to Help People with Special Needs Find Meaning in Life**

- a. **Collaboration with Professionals:** Building close collaboration between therapists, teachers, psychologists, and other health workers to design intervention plans that are tailored to the unique needs of people with special needs. This collaboration ensures a holistic and integrated approach, providing appropriate support across all aspects of their lives, from developing social skills to managing health conditions.
- b. **Building Positive Relationships:** Encouraging people with special needs to build healthy and deep relationships with their families, friends, and communities. The emotional and social support provided by those closest to them is essential in building

a sense of self-worth, self-confidence, and social engagement that will give meaning to their lives.

- c. Inclusive Education: Providing access to quality and inclusive education for all children, without exception. Education that supports diversity allows people with special needs to learn in an environment that takes into account their special needs, facilitates cognitive and social development, and provides opportunities to interact with supportive peers.
- d. Goal Setting: Helping people with special needs to set realistic, measurable, and achievable goals. By discussing their interests and aspirations, educators and parents can guide children with special needs in setting goals that give them a sense of accomplishment and motivation, which will strengthen their sense of meaning in life.
- e. Positive Reinforcement: Giving praise, appreciation, and recognition for every achievement that children with special needs achieve, both big and small. This positive reinforcement not only encourages children with special needs to keep trying, but also increases their self-confidence and belief that they are able to overcome the challenges in their lives.

With these strategies, children with special needs can be encouraged to find and feel meaningful in their lives, so that they can develop into individuals who are confident, independent, and have a clear purpose in life.

## Method

The research method used is a descriptive qualitative research method where data is collected through a literature review. The literature used in the research that has been used is scientific journals related to critical thinking and group discussion learning methods. Data collection is done by browsing articles from electronic journals, namely through Google Scholar which can strengthen the results of the analysis.

The data analysis technique in this study includes 3 stages, namely organize, synthesize, and identify. In the first stage, namely organize, the author organizes and reviews the literature that will be used so that it is relevant to the problems being studied. At this stage, the author searches for ideas, objectives and conclusions, from several literatures starting from reading the abstract, introduction, methods and discussions and grouping literature based on certain categories. Second, synthesize, namely uniting the results of the organization of literature into a summary so that it becomes a cohesive whole, by looking for relationships between literature. Third, identify, namely identifying controversial issues in the literature. The content of the controversy in question is an issue that is considered important to be discussed or analyzed, in order to get an interesting and up-to-date writing.

## Result and Discussion

Mayaza (2011) explains that the meaning of life is measured using the Meaning of Life Scale which includes several main aspects, namely: 1. Purpose of Life. This aspect is related to the extent to which a person has a clear goal and meaningful direction in his life.

Individuals who have a purpose in life tend to feel more motivated and focused in living their lives. 2. Understanding Life. This aspect reflects the extent to which a person understands and accepts his life experiences, including the values and events that occur. This understanding helps individuals see the meaning behind the various situations they experience. 3. Achievement of Meaning. This aspect is related to the extent to which a person feels that his life has a positive, valuable, and meaningful impact, both for himself and others. This achievement can be in the form of contributions, goal achievement, or meaningful relationships. These three aspects are interrelated in shaping a person's view of the meaning of life. The higher the score on each aspect, the greater the sense of meaning and satisfaction in life felt by the individual.

Meaningfulness of life is measured using a scale with several aspects, namely: (a) meaning of life, which includes everything that is the goal of life, the extent to which a person feels that his life has a purpose, value, and meaning that provides direction and satisfaction in living life, (b) life satisfaction, which measures the extent to which a person feels satisfied with the overall condition of his life, including goal achievement, emotional well-being, and fulfillment of life's needs, and (c) freedom of will, which measures the extent to which a person feels he has control over the choices and actions in his life, as well as the freedom to determine the direction of his life according to his desires and personal values..

Students with special needs often face difficulties in finding meaning in life due to external and internal factors that limit them. Therefore, it is very important for society, educators, and parents to provide holistic and inclusive support so that students with special needs can achieve their goals and feel that their lives have meaning. According to Frankl (Schultz, 1991), individuals who have meaning in life will be responsible for the direction of their lives, have an optimistic attitude, remain persistent, and be able to recognize their potential and shortcomings.

People with disabilities who have meaning in life can solve their life problems responsibly, remain existent and optimistic, and have the opportunity to realize their desires through activities that provide life satisfaction and the freedom to be creative according to personal interests and abilities. Bastaman (1996) stated that the meaning of life and the desire to live meaningfully are the main motivations for humans to achieve a meaningful life. Crumbaugh and Maholick (Koeswara, 1987) explained that the meaning of life is the extent to which individuals feel that their lives have meaning. The meaning of life includes everything that is considered important, has special value, and is made the goal of life by the individual (Bastaman, 1996). Morrison (2007) describes the meaning of life as a condition that shows the extent to which a person has felt and experienced the meaning of his life's existence according to his personal perspective.

According to Frankl (Koeswara, 1987), the meaning of life is influenced by religious life and secular philosophical views, work activities, appreciation of life as a form of beauty, love for others, and life experiences. Bastaman (1996) added that factors that influence the meaning of life include human quality, social interaction (encounter), and fulfillment of life values in facing, accepting, and finding meaning from suffering. Bastaman (1996) explained that individual success in developing a meaningful life experience can be achieved by realizing and actualizing the potential of human quality through various activities that focus

on fulfilling the meaning of life. The actualization of these potentials is directly related to the discovery of the meaning of life and the form of self-acceptance. Self-acceptance allows individuals to develop themselves according to their desires and commit to values that are considered important and meaningful, because each individual is responsible for developing themselves and finding the meaning of their life. (Mavianti, M., & Harfiani, R, 2020).

The Islamic approach offers holistic guidance to help children with special needs (ABK) find the meaning of life through spiritual values, morals, and self-potential development, (Anurogo, 2003). This strategy focuses on strengthening faith, self-acceptance, and moral and social support. The following are strategies that can be applied:

### **1. Instilling Faith and Devotion to Allah SWT**

Instilling faith and devotion to Allah SWT in students with Special Needs (ABK) is a fundamental step in helping them find the meaning of life. This strategy not only builds a strong spiritual relationship with the Creator, but also helps ABK students accept themselves, live life optimistically, and have clear goals. The following are practical approaches that can be applied: a. Introducing ABK students that Allah is the Almighty Creator who created each of His creatures with their own purposes and advantages. b. Teaching the tahlil sentence (La ilaha illallah) and its meaning in a simple and easy-to-understand way according to the students' abilities. c. Instilling an understanding that every limitation that is possessed is part of the destiny of Allah SWT which is full of wisdom d. Teaching the concept of tauhid (belief that Allah is One) and the belief that every individual, including ABK, is a perfect creation of Allah according to His will. e. Instilling an understanding that life in the world is a test and that every limitation has wisdom and value in the sight of Allah SWT. f. Accustoming ABK to pray, remember Allah, and read the Qur'an according to their abilities, as a form of approaching Allah SWT. g. Accustoming ABK students to carry out obligatory worship such as the five daily prayers with guidance and adjustments according to their abilities. h. Teaching daily prayers, such as prayers before eating, prayers when waking up, and other prayers through creative methods such as songs, pictures, or movements. i. Introducing light practices that are easy to do, such as remembering Allah (Subhanallah, Alhamdulillah, Allahu Akbar) and small alms according to their abilities. j. Providing direct examples from teachers, parents, and the surrounding environment in implementing Islamic morals, such as speaking softly, being honest, patient, and helping others. k. Accustoming an environment full of affection and mutual respect so that ABK students feel loved and appreciated as part of the Muslim community. l. Helping students focus on their strengths, not their limitations, by motivating them that everyone has a special role before Allah. m. Involving students with special needs in religious activities such as celebrating Islamic holidays (Eid al-Fitr, Eid al-Adha), activities at the mosque, or religious study groups with necessary adjustments. n. Helping students feel like they have a role in the Muslim community through activities such as charity, praying together, or reading the Qur'an according to their abilities. o. Guiding students with special needs to pray and surrender to Allah when facing difficulties or limitations, so that they feel they have a strong support. Instilling the value of tawakkal, namely the belief that Allah will provide the best way out for every problem faced

## 2. Providing an Understanding of the Wisdom Behind Exams

Providing an understanding of the wisdom behind exams to Special Needs (ABK) students is an effort to help them accept their condition and find the meaning of life from an Islamic perspective. This approach teaches that every challenge and limitation they experience has a good meaning and purpose set by Allah SWT. The following are strategies that can be carried out: a. Instilling an understanding that exams are a sign of Allah SWT's love for His servants and are a way to increase a person's level of faith. b. Conveying the word of Allah in QS. Al-Baqarah: 286: "Allah does not burden a person except according to his ability." This verse strengthens ABK students that every test they face must be according to their abilities. c. Conveying the story of Prophet Ayyub AS who remained patient and grateful even though he was tested with a serious illness, so that Allah finally gave him healing and blessings. d. Telling the struggle of Prophet Musa AS who faced limitations in speaking, but was still able to carry out a great task as a messenger of Allah. e. Using interesting story methods, such as puppets, pictures, or short videos so that ABK students can more easily understand the values of the story. a. Instilling the belief that every difficulty or limitation is part of a life test given by Allah to test the patience and sincerity of His servants. b. Helping ABK understand that Allah does not burden someone beyond their ability, as stated in QS. Al-Baqarah: 286. c. Conveying inspiring stories from prophets and Islamic figures who faced difficult tests, such as the story of Prophet Ayyub AS who patiently faced his illness. d. Guiding students to focus on their strengths and abilities, not just on their limitations. Inviting students to recognize their potential and give appreciation for the efforts and small achievements they have achieved. e. Instilling an optimistic attitude that limitations are not a barrier to achieving happiness and meaningful life

## 3. Developing Potential and Independence Through Islamic Values

Developing the potential and independence of Special Needs (ABK) students through Islamic values aims to guide them to be able to recognize their abilities, optimize their talents, and live independently in accordance with religious teachings. This approach combines Islamic character education with practical skills development that supports the growth of ABK students. a. Tawakkal Concept (Submitting to Allah): Teaching ABK students that all efforts must begin with good intentions and be accompanied by tawakkal to Allah SWT. This builds self-confidence that Allah will provide ease in all their efforts. b. QS. At-Talaq: 3: "And whoever puts his trust in Allah, Allah will suffice (his needs)." c. Emphasizing that limitations are not obstacles, but challenges that can be faced with effort, prayer, and the belief that Allah has given each individual advantages d. Guiding ABK to develop skills and talents according to their interests and abilities, as a form of self-actualization in order to fulfill Allah's mandate. e. Providing basic skills training such as eating independently, dressing, maintaining personal hygiene, and completing simple tasks. These activities can be adjusted to the abilities of each student. f. Encouraging independence in learning and worship, such as teaching how to perform ablution, pray, read daily prayers, and dhikr. This helps them become more independent individuals spiritually and physically. g. Encouraging ABK to participate in worship activities, such as praying, giving alms, and helping others according to their abilities, so that they feel

they have a role and contribution in life. h. Emphasizing that every good deed, no matter how small, has a reward value in the sight of Allah SWT. Providing opportunities for ABK students to participate in Islamic activities according to their interests and talents, such as memorizing the Qur'an, calligraphy, nasyid, or other practical skills. i. Teaching Islamic values through interesting methods, such as inspiring stories about Islamic figures who have successfully faced life's challenges, so as to motivate students to develop their potential. j. Providing appreciation for the efforts and achievements of ABK students, both small and large, as a form of positive reinforcement. This is in line with Islamic values that teach to respect and encourage each other. k. Instilling that every success is a gift from Allah SWT and should be appreciated. This will form a humble attitude and self-confidence in students

#### **4. Forming And Instilling Noble Morals**

Salsabila, R. (2023) explains that developing the potential and independence of Special Needs (ABK) students through Islamic values aims to guide them to be able to recognize their abilities, optimize their talents, and live independently according to religious teachings. This approach combines Islamic character education with practical skills development that supports the growth of ABK students. a. Teach ABK students to develop good morals according to the guidance of the Prophet Muhammad SAW, such as honesty, patience, humility, and helping each other. b. These moral values will help ABK students become individuals who are respected by their surroundings and are able to adapt better. c. Teach noble moral values such as patience, gratitude, honesty, and helping each other as a guide for daily behavior. d. Cultivate husnudzon behavior (thinking well) towards oneself, others, and Allah's provisions, so that ABK can accept their condition with an open heart. e. Provide examples through positive behavior from family, teachers, and the surrounding community. f. Teaching ABK students to develop good morals according to the guidance of the Prophet Muhammad SAW, such as honesty, patience, humility, and helping each other. g. These moral values will help ABK students become individuals who are respected by their surroundings and are able to adapt better.

#### **5. Building Social Support Based on Islamic Values and Instilling the Concept of Ukhuwah Islamiyah (Brotherhood in Islam)**

This concept of ukhuwah encourages peers, teachers, and the community to accept the presence of students with special needs and interact with empathy and affection. Building strong social support for students with special needs (ABK) with an Islamic values approach aims to create an inclusive, loving, and respectful environment. (Nst, F. A. N. A, 2022) This social support can come from family, friends, teachers, and the community, who play a role in helping students with special needs feel accepted, appreciated, and have a role in community life a. Encourage the family and community environment to provide emotional and social support based on affection and concern. b. Building a friendly and inclusive community, such as involving ABK in religious activities at the mosque or religious study group, so that they feel accepted and appreciated. c. Inviting the community to understand the obligation to honor and respect ABK as part of the Muslim community, as commanded in QS. Al-Hujurat: 13). d. Value of Togetherness: Teaching ABK students and their surroundings about the importance of brotherhood and

togetherness in Islam. This includes attitudes of helping, loving, and supporting each other regardless of differences or limitations. e. QS. Al-Hujurat: 10: "Indeed, the believers are brothers, so make peace between your two brothers and fear Allah that you may receive mercy." f. Involving ABK students in religious activities such as religious studies, congregational prayers, and other Islamic social activities to build a sense of togetherness and belonging in the community. These activities not only provide spiritual experiences but also teach healthy social interactions and strengthen support from those around them. g. Teaching Islamic manners such as greeting, respecting others, helping each other, and being kind to others. These values help ABK students interact with their surroundings in a positive and confident manner. h. QS. An-Nisa: 36: "Worship Allah and do not associate anything with Him. And be good to parents, relatives, orphans, the poor, close neighbors, distant neighbors, colleagues, ibn sabil, and your slaves." i. Involving the Family as the Main Source of Support. The family has an important role in providing moral, emotional, and spiritual support to students with special needs. Parents and family members are taught to always be patient, sincere, and practice Islamic values in accompanying their children. Instilling the value that children with special needs are a mandate from Allah SWT who must be guarded and their potential developed with love. j. Creating an Inclusive and Islamic School Environment. Creating a school environment that prioritizes Islamic values such as compassion, mutual assistance, and tolerance, so that students with special needs feel accepted and supported by their friends and educators. Integrating peer mentoring programs based on Islamic principles, where other students are trained to help and support students with special needs in learning activities and other activities. k. Building a Caring Social Community. Forming a community that cares about students with special needs, such as study groups or charity activities based on Islamic values. These activities not only provide moral support but also foster empathy in the social environment. This community support helps students with special needs feel the meaning of life through positive and valuable social interactions. l. Providing Spiritual Motivation Based on the Qur'an and Hadith. Teaching students with special needs that every individual has advantages and potential that Allah SWT has determined. This provides motivation so that they do not feel inferior and remain enthusiastic in developing themselves. QS. Al-Baqarah: 286: "Allah does not burden a person but according to his ability." This motivation instills the belief that Allah gives tests according to the abilities of His servants, and with good social support, they will be able to overcome all challenges.

## 6. Providing Adaptive Religious Education

Adaptive Religious education for Children with Special Needs (ABK) is an important step in helping them understand Islamic teachings in a way that suits their individual conditions, abilities, and needs. This approach ensures that every ABK student has an equal opportunity to learn, internalize, and practice religious values in their daily lives. a. Providing religious education that is tailored to the abilities and needs of ABK, such as teaching the basics of Islam, daily prayers, and obligatory worship. b. Teachers and assistants help ABK students practice worship directly, such as the procedures for praying, ablution, praying, and reading the Qur'an. This direct practice provides real

experiences that help students understand the steps of worship better. c. Using a repeated demonstration approach so that students become accustomed to and more confident in carrying out worship. d. Using creative and interactive teaching methods, such as visualization, songs, or Islamic stories, so that ABK can more easily understand religious values. e. Guiding ABK to understand that the meaning of life can be found through worship and good deeds carried out sincerely.

### **7. Teaches Gratitude and Optimism**

Teaching gratitude and optimism to children with special needs (ABK) requires an approach full of patience, empathy, and creativity. Here are some strategies that can be applied: a. Instill a sense of gratitude for all the blessings that Allah SWT has given, both small and large, as a form of mental and spiritual strengthening. b. Teaching prayers and practices that encourage optimism and hope for God's help in every difficulty. c. Get crew members used to focusing on their potential and strengths, not on their limitations. d. Teach patient prayers such as: "Rabbi inni maghlubun fan-tasir" (O my Lord, I am in trouble, so help me). e. Get students used to saying Alhamdulillah in every situation, as a form of gratitude to Allah. f. Emphasizing that being patient in tests will bring great rewards from Allah SWT, as mentioned in the QS. Az-Zumar: 10: "Indeed, only those who are patient will be given their reward without limit."

### **8. Teaching the Concept of Ridha and Tawakkal**

a. Guiding ABK to accept their condition with full pleasure, because everything happens by the will of Allah. b. Teaching the importance of tawakkal, which is surrendering to Allah after trying their best. With this concept, ABK can feel calmer and more confident that Allah will give them the best. c. Guiding ABK to accept their condition with full pleasure, because everything happens by the will of Allah. d. Teaching the importance of tawakkal, which is surrendering to Allah after trying their best. With this concept, ABK can feel calmer and more confident that Allah will give them the best.

By implementing this strategy, the Islamic approach can be a guideline for ABK to find the meaning of life. Through strengthening faith, developing self-potential, and social support based on Islamic values, ABK can feel more valuable, have a purpose in life, and live life with full hope and happiness. Based on the concept above, several aspects of the condition of ABK who have been given guidance based on Islam were found:

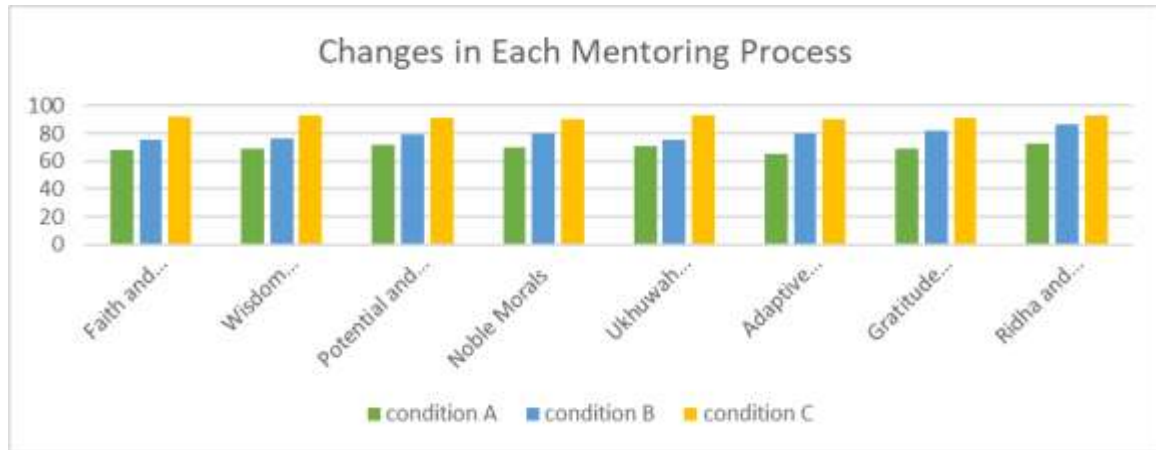


Figure 1: Significance Graph of Changes in ABK Conditions During Guidance

### Conclusion

Guidance for children with special needs (ABK) to find the meaning of life has a significant role in supporting their psychological, emotional, and spiritual development. Children with special needs often face various obstacles, both physically, mentally, and socially, which can affect their perspective on life. Therefore, a holistic and appropriate approach is needed, one of which is through guidance based on religious values, psychology, and social support. Islamic Counseling Guidance Services are carried out with individual counseling and group counseling.

In the Islamic Counseling Guidance service implemented for inclusive students with a long-term goal so that all students can position themselves as good servants, so that they are able to carry out all their obligations well and leave everything that is prohibited in religion. This is because every human being will be held accountable, therefore, from an early age, students must be introduced to Islamic religious values and in the short term, the purpose of Islamic guidance and counseling services is to enable students to adapt and socialize with all school residents, both friends, teachers, and other educational staff, to be able to follow learning activities well, foster independence, improve emotional intelligence and abilities and optimize their potential.

Through proper guidance, children with special needs can find the meaning of life that suits their potential and abilities. They will be able to accept themselves, have clear goals in life, and feel valued in the social environment. This meaningfulness of life will ultimately encourage children with special needs to live their lives with more optimism, confidence, and happiness. With a comprehensive approach, guidance for children with special needs not only helps them find the meaning of life, but also creates a more inclusive and supportive environment for their development. Guidance based on Islamic values for children with special needs (ABK) has an important role in helping them find the meaning of life. From an Islamic perspective, every individual has noble values and goals in life, regardless of their physical, mental, or social conditions.

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