

Empowering Students with Special Needs: A Dual Approach Using the Integrated Play Group Method and Quranic Verse Therapy

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ABSTRACT

The number of children born with disabilities worldwide is on the rise, presenting significant challenges for parents and educators in managing their daily needs, particularly in terms of emotional and behavioural regulation. This study aims to fill this gap by developing and applying a module that integrates existing behavioural therapies with psychospiritual therapies for special needs students in the Integrated Special Education Program (PPKI) at Sekolah Rendah Bandar Baharu, Kuala Selangor. The development of this module involves four distinct phases. The first phase focuses on identifying the specific problems and constraints educators face in managing special needs students' emotions and behaviors. The second phase involves the development of the module based on the identified problems and expert opinions. The third phase includes the module's construction, evaluation, and refinement, incorporating expert feedback to ensure its effectiveness. The final phase involves the implementation and assessment of the module in a real-world educational setting. This module emphasises two primary methods of behavioural control: the use of integrated learning group techniques, which involve parents in the activities of their children, and Quranic verse therapy, which involves listening to Quranic verses to help stabilise the emotions of the children. It is anticipated that this module will provide significant support to parents and teachers in educating special needs students (MBK) according to their capacities, thereby ensuring the emotional and spiritual well-being of these special children across the country. The successful implementation of this module could serve as a model for similar initiatives globally, highlighting the importance of integrating spiritual elements into therapeutic practices.

Keywords: i-Integrated Learning Module, Behaviour Management, Psychotherapy, Special Needs Students.

INTRODUCTION

Implementing behavior management requires the implementer to undertake several crucial tasks both before and during the process. Zirpoli and Melloy (1993) outline four key tasks for the implementer: observing, measuring, and evaluating the current behavior pattern; identifying environmental antecedents and consequences; determining new behavioral objectives; and forming new behavioral learning or improving current behavior by manipulating identified antecedents and consequences (Zirpoli, 1993). The fundamental idea of behavior management encompasses the following aspects: careful planning, identifying individuals or groups struggling with behavior issues, choosing efficient intervention methods, and conducting an objective assessment after putting these strategies into action.

From an Islamic perspective, there exist a variety of methods and methodologies for addressing any issue, whether it pertains to physical, emotional, spiritual, or other aspects. 'Ali Ibn Sahl al Tabari, who was among the first to apply psychotherapy, or al-'ilaj al-nafts, as a method in Islamic psychology to treat the human soul, wrote Firdaws al-Hikmah, a book that highlights the concept of worship therapy (Khalili et al., 2002).

This behavior management issue is the main concern in this study. When special student needs negative behaviors and disruptions in the learning process often plague pupils with special needs (SEN), hindering the achievement of teaching objectives. Additionally, managing special children, particularly those with disabilities, can be challenging for parents and guardians due to the impact on the nervous system and mind, which in turn affects the brain's ability to process information effectively.

This situation often leads to students with special needs (SEN) becoming aggressive, lacking empathy towards others, ignoring others, and having problems socializing. Today's therapy aims to alleviate anxiety, depression, and stress levels. It is temporary and does not guarantee stress relief from therapy. The problem faced by the patient. This is because the focus of therapy is only on academics, cognitive problems, reading, and counting and does not touch on spiritual aspects. In response to this situation, we developed this module to address the issue of managing the behavior of students with special needs (MBK) through the Integrated Play Group (IPG). Wolfberg, Bottema-Beutel, & DeWit (2012) conducted a previous study on IPG among children with autism and found that it can improve social skills (Bottema, 2012).

Various psychological approaches and Western-style psychotherapy have been applied to special children. Research and documentation on psychotherapy that incorporates spiritual and behavioral therapy as an intervention for special children are still lacking, though. Despite being a conceptual study, the majority of recent research focuses on reviewing previous studies that examine how Islamic psycho-spiritual therapy affects spiritual health (Zahra and Amin, 2020). Furthermore, most education and care centers for special children emphasize and focus on reading, counting, and psychomotor skills in their techniques. Despite the challenging nature of research on individuals with disabilities or special groups, we cannot overlook their entitlement to a normal life.

The Integrated Play Group (IPG) approach will be used to improve the current module in light of the previous study's success. We will also integrate it with psychotherapy, which involves listening to the recitation of al-Quran verses to promote positive social development in children. This will enable students who require Khas (MBK) to establish positive relationships with those around them. In addition to reciting verses from the Qur'an through games, drama, and art activities, teachers can also implement the IPG model. Second, build an integrated behavior management module to help teachers overcome behavior management problems during the teaching and learning period.

LITERATURE REVIEW

The approach to managing the behavior of students with special needs (MBK) is a process of channeling services, education, and support to the community that manages special children. Early intervention programs and services cater to the developmental needs of children and families with special needs, particularly in the areas of physical, cognitive, communication, social, emotional, and adaptation development. Various therapies and services, such as occupational therapy, physiotherapy, speech therapy, and support services for families, accomplish this. Researchers have conducted studies on appropriate intervention practices for children. We used the following approach to build this module:

Integrated Learning (IPG)

The behavior management module for special needs students (MBK) will apply various intervention methods, one of which is the integrated playgroup model. This model approaches behavior management by providing services, education, and support to the community responsible for managing special children. Early intervention programs and services cater to the developmental needs of children and families with special needs, particularly in the domains of physical, cognitive, communication, social, emotional, and adaptation development. Various therapies or services, such as occupational therapy, physiotherapy, speech therapy, and support services for families, meet these needs (Wolfberg, 1999). Recent studies have explored appropriate intervention practices for special children, including Applied Behavior Analysis (ABA), Discrete Trial Training, and Picture Exchange Communication System (PECS) (Wolfberg, P. J., 1999).

Psychospiritual Therapy (Emotional and Spiritual)

Psychospiritual therapy is a treatment method that targets mental, spiritual, emotional, or moral behavior. This therapy can be implemented through sounds such as music and Zikr capable of effecting restoring the memory of an Alzheimer's person and forming a permanent memory if repeated several times. In addition, music can serve as emotional therapy. According to Sharifah Basirah & Che Zarrina (2015), there are two types of

psychotherapy: worldly, which involves psychospiritual treatment techniques based on real-life psychopathology, and khaki, which involves guidance on moral, spiritual, and religious values.

This therapy can also help to make the soul calmer and thus eliminate emotional stress. Listening to the recitation of the Quran is one of the ways to generate EEG waves and thus produce a high level of calmness compared to the activity of listening to music. Therefore, we can conclude that special children can benefit from listening to the Al-Quran as a therapy for memory and speech. Not only that, the Quran also plays a role as an intervention in dealing with sleep disorders in autistic children. We expect a good quality of sleep to help restore the physical, cognitive, and emotional health of autistic children and further reduce their negative symptoms. We shouldn't limit our reading of the Qur'an to just sitting and reading; we can also combine it with other medical methods like massage, electric current, reflexology, cupping, acupuncture, herbal ingredients, exercise, breathing treatment, and others to create a more blessed effort that evokes religious effects (Sharifah Basirah & Che Zarrina 2015).

Listening to the verses of the Qur'an perfectly, continuously, and with full sincerity can be an effective cure for all spiritual and physical ailments. Listening to the holy melody of the Qur'an is a psychiatric therapy, which is higher than ordinary psychotherapy. This is because the melody of the Qur'an contains spiritual and religious elements that can generate hope and self-confidence in a sick person, which in turn can increase immunity, thus speeding up the healing process. Afrinaldi, Ruslin, and M. Arif (2015) assert that studies conducted in Morocco, the United States, and the United Kingdom demonstrate the positive impact of Islamic psychotherapy on emotional and mental health and depression. This practice also serves as a complementary therapy in the healing of human psychology, ultimately fostering a peaceful, comfortable, and problem-free society (Afrinaldi et al., 2015). The Prophet, peace be upon him, proved this by saying: "The difference between those who remember God and those who do not is like a living person and a dead person" (Al-Bukhari 2002).

Furthermore, we can compare the relationship between remembrance and the heart to a fish's need for water. This means that the heart as a king needs dhikr to continue to drive itself in the best personal direction. Scientists and technology have supported studies on the relationship between listening to the verses of the Qur'an and healing, between reading the verses and mental therapy, and between the melody of the verses of the Holy Qur'an and peace of mind. However, the results of the study prove that the study shows superiority. The melody of the Qur'anic verse affects brain waves and heart vibrations, activates the nerves of the child in the womb, and affects the plants. Reciting Qur'an verses also generates physiologically beneficial electromagnetic waves.

The study also discovered that the Qur'anic melody reduces the Very Low Frequency (VLF) spectrum, which is associated with stress, frustration, anger, and restlessness. It then raises the low-frequency (LF) spectrum that is linked to tension, spaciousness, happiness, and appreciation. This means that a negative heart will turn positive after chanting. The picture below shows the integrated play group module for students with learning disabilities that has been combined with psychospiritual therapy (emotional and spiritual) to form a new model that is more effective in dealing with the behavior. Management problems of students with learning disabilities. Regardless of the chosen approach, it is crucial to carefully consider several factors about special students before implementing behavior management interventions, as each student is unique. Second, there is no one effective method in all situations for all students. Lastly, we should limit the intervention process unless it aligns with the student's needs and desires. This is due to the interrelatedness of students' cognitive, affective, and psychomotor aspects.

METHODOLOGY

This qualitative study used a single-subject design, an A-B-A approach, to evaluate the efficacy of the integrated learning strategy combined with Quranic recitation therapy in mitigating behavioral issues among kids with special needs. MBK. This research comprises four phases. The initial phase is conducting a requirements analysis via interviews to ascertain the challenges and limitations encountered by educators of special requirements students (SNS) in regulating the emotions and behaviors of the children involved. The

second step entails the development of activities grounded in the identified issues, expert insights, and an analysis of previous research. The final phase is consolidating all prior research that utilized Quran therapy to address the emotions and behaviors of students with special needs.

The outcomes of these observations will be documented in the second table. All observations during the intervention process will be documented. All activities undertaken during the learning session will employ the IPG idea. Students will engage in a game-based exercise that necessitates communication and the cultivation of healthy social interactions. Each i-PG session lasts for 15 minutes, contingent upon the therapy session being administered. Observation and data collection will occur twice: during the teaching and learning session and 10 minutes before its conclusion.

The sample of the study is an eight-year-old male pupil enrolled in a special education class. Consequently, this pupil is categorized as hyperactive. Mok Soon Sang (2011) asserts that hyperactivity and attention deficit disorder, or Attention Deficit Hyperactivity Disorder (ADHD), is one of the most prevalent mental diseases in children. It is a developmental condition manifesting in childhood, characterized by symptoms including inattention and hyperactivity in persons of average intelligence.

The researcher has used two intervention methods: play-based activities that necessitate communication among all pupils and foster strong social interactions. Simultaneously, the alternative intervention technique involves the implementation of an integrated playgroup module supplemented by the recitation of Quranic verses and dhikr. This intervention strategy allows for the observation of impacts before and following the implementation of the module during the teaching session.

Observations were performed for thirty minutes each Monday through Friday from 9:00 AM to 9:30 AM. This observation occurs in the classroom and involves collaboration with other topic instructors through the teaching and learning schedule. This study spans one week, comprising an initial day of pre-intervention observation, a second day of observation during the intervention, and a third day of post-intervention observation, followed by a conclusion derived from the collected observations. The researcher and participating teachers will document the hyperactive behavioral errors exhibited by the pupils in the Time Recording Data Table.

RESULT AND FINDING

Formation of MBK Behavior Management Module

We will develop the behavior management module for special needs students (SNS) by combining integrated learning therapy (IPG) with al-Quran verse therapy. With these two things together, the suggested intervention method will work for the needs and issues that teachers have when they have to deal with SES students' behavior during class (see diagram 1.0). Teachers who act as agents of change must always equip themselves with knowledge and skills, have a positive attitude, and have high motivation to help special needs students (SNS) through the process of effective behavior modification. So, this module teaches teachers how to use behavior management techniques to help managers and students, as well as how to value each person's unique qualities in the workplace, using the right philosophy and theory of behavior.

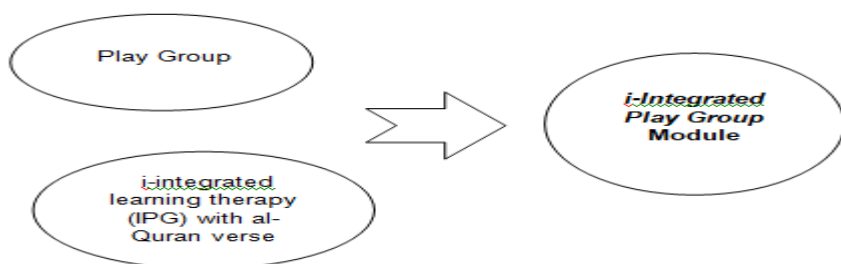


Diagram 1.0: I-Integrated Play Group Module for Students with Learning Disabilities

Sources: Author and Wolfberg (1999)

Phase One: Analysis of MBK Issues During Teaching Sessions

The researcher has examined the observation and assessment data collected to determine the degree of success of this module as an intervention strategy for issues related to hyperactive behavior.

Table 1: Data Recording Hyperactive Behaviour Frequency

Hyperactive Behaviour Frequency	
Date	Frequency
Day 1– 24 Jun 2024	15
Day 2 – 25 Jun 2024	14
Day 3 – 26 Jun 2024	20
Day 4 – 27 Jun 2024	18
Day 5 – 28 Jun 2024	15

Table 1 above shows the schedule of data recording the frequency of hyperactive behavior over the four weeks of the study. According to this table, the frequency of hyperactive behavior exhibited by the students was recorded before the intervention program (first baseline) and after the intervention was conducted. (Baseline Kedua). In the first week of observation, the researcher did not use any intervention methods. The researcher only recorded the frequency of students exhibiting hyperactive behavior according to the designated times. This week, the frequency of students exhibiting hyperactive behavior was quite high (Figure 1), where on the first day (Monday, June 24, 2024), it was recorded 15 times, on Tuesday (June 25, 2024) 14 times, then on Wednesday (June 26, 2024) 13 times, followed by Thursday (June 27, 2024) recorded 20 times, and finally on Friday (April 18, 2014) the frequency of students exhibiting hyperactive behavior was 15 times.

Through this schedule, the students frequently exhibit hyperactive behavior. Among the behaviors exhibited are climbing on chairs, not sitting still, disturbing other classmates, refusing to write, and not completing assignments. Students easily feel bored with their surroundings. This is because, among the characteristics of hyperactive students, they are easily distracted, unable to focus on something, and cannot complete tasks and assignments. The factor of being easily distracted can be seen through the actions of students who are always restless when doing activities in class. Students also cannot focus on something. The evidence is that when the teacher asks the students to focus on the teacher's lesson in class, the students will only show indifference.

Phase Two: Module Application

However, the frequency of students exhibiting hyperactive behavior decreased and became relatively low when the researcher conducted activities using the IPG model. Before the researcher began the activity, all students listened to the recitation of dhikr. Then, students were asked to recite the dhikr along with the teacher for those who were able to perform it. After listening to the recitation of the dhikr, the group activity was then carried out. All the planned activities are tailored to the student's abilities and can attract the student's interest to participate in the game.

Table 2: Recording Data of Behavior Frequency

Hyperactive Behavior Frequency	
Date	Frequency
Day 1– 1 July 2024	10
Day 2 – 2 July 2024	9

Day 3 – 3 July 2024	11
Day 4 – 4 July 2024	13
Day 5 – 28 Jun 2024	10

In addition, the researcher also used persuasion and praise techniques when the students exhibited polite behavior throughout the activity. The researcher praised the students with motivational words to encourage them to be more enthusiastic. Among the motivational words spoken were phrases like "Good job Aiman; you look even cuter when sitting properly," "Other friends can follow Aiman's example, showing great enthusiasm in completing tasks," and so on. This is because appreciation plays an important role and needs to be emphasized by every teacher. Motivational words like these can make students feel proud because their contributions or changes are appreciated. Every reward given by the teacher will help stimulate or boost the student's motivation to learn. That is what will happen if students show polite or positive behavior. The presence of recitation, group activities, and rewards, can at least help teachers reduce the negative attitude of students who do their work carelessly. When a student tries to exhibit hyperactive behavior, the teacher will remind the student about the agreement. The reminder made the student stop their intention to engage in hyperactive behavior. Although on the second day, the teacher had to frequently remind the students, there was a change on the third day and onwards when the teacher no longer needed to remind the students with words.

CONCLUSION

The IPG model used is effective in reducing students' hyperactive behavior. This effectiveness is measured based on the reduction of negative behavior. The frequency of students exhibiting hyperactive behavior has decreased, indicating the effectiveness of the IPG model in controlling students' conduct. Secondly, the use of dhikr and motivation. The practice of listening to and reciting dhikr before group activities, along with the praise given, helps calm the students and provides them with positive encouragement. Although initially, the teacher had to give frequent reminders, there were positive changes after a few days when the students no longer needed frequent reminders.

The fact that all of the activities are tailored to the student's skill levels and effectively pique their interest in participating—which lowers negative attitudes like working carelessly—are additional factors that contribute to the effectiveness of this module. Furthermore, the persuasion and praise techniques used to provide positive motivational encouragement and the rewards given to make the students feel proud, enhancing their spirit to behave politely and focus on activities. In conclusion, this IPG model is effective in reducing students' hyperactive behavior and enhancing positive behavior through a comprehensive approach that involves emotional, motivational, and reward aspects.

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