

# **The Significance of Islamic Education among Students with Special Educational Needs Students (SENS) in Malaysia: A Systematic Literature Review (SLR)**

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**To Link this Article:** <http://dx.doi.org/10.6007/IJARBSS/v15-i6/25735> DOI:10.6007/IJARBSS/v15-i6/25735

**Published Date:** 18 June 2025

## **Abstract**

Education is the main pulse that reflects a country, including Malaysia. The importance of education serves as the primary foundation for Malaysia, in line with 192 other world leaders who have adopted the 2030 Agenda for Sustainable Development at the United Nations General Assembly. This global commitment towards more sustainable, resilient, and inclusive development is based on 17 Sustainable Development Goals (SDGs) and 169 targets. Therefore, to meet this recommendation, extensive research on the significance of Islamic education among SENS should be emphasized, and more in-depth study is required. This qualitative study, based on a systematic literature review of 21 articles, is expected to assist researchers in Malaysia in continuing studies focused on SENS, particularly in examining the importance of Islamic education among SENS. The significance of deepening the understanding of Islam itself can positively impact the lives of SENS, enabling them to know Islam more profoundly and educate themselves to become quality individuals with knowledge in their lives. Overall, this study shows that three themes regarding the significance of Islamic Education Among Special Needs Students (SENS) in Malaysia can be classified. The themes are 1) Significance to Teacher, 2) Significance to Country, and 3) Significance to Students. Therefore, education should not only focus on typical students, but greater emphasis should also be given to Special Educational Needs Students (SENS). Furthermore, Islamic Education should emphasize instilling pure Islamic values among SENS so that they always stay on the right path.

**Keywords:** Significance, Islamic Education, Special Educational Needs Students (SENS)

## **Introduction**

Perfect education not only focuses on typical students but also prioritizes SENS students. This is also in line with Lifelong Learning (LL) and the Recognition or Accreditation of Prior Learning

Experience known as "Accreditation of Prior Learning Experience (APEL)," which is an important concept in the context of educational development in Malaysia. This benefits individuals and enriches the culture of knowledge, prepares a skilled workforce, enhances career opportunities, and ensures open access to quality education.

Every person born should ideally have a perfect life and important goals to have a bright future. Therefore, the importance of education should be aligned with UNESCO's Sustainable Development Goal 4 (SDG) under the United Nations. SDG 4 aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by emphasizing quality education among every individual in Malaysia to achieve perfect education" as shown in Figure 1 below.

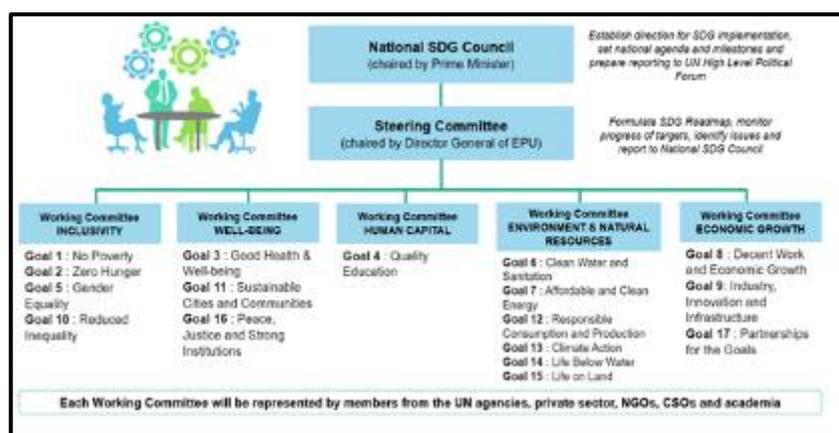


Figure 1: The SDG governance structure in Malaysia

This also applies to Islamic education among SENS. Islamic education is also a primary education that must be emphasized to ensure a more directed and guided life. This matter is also emphasized in the philosophy of Islamic education, which states that Islamic Education is one of the core subjects that must be studied by every Muslim student, whether at the primary or secondary level. The obligation to study this subject aligns with the demands and requirements of the Ministry of Education Malaysia (MOE), which is based on Islam as the official religion in the constitution.

Although the philosophy of Islamic education has been introduced for a long time, the importance of emphasizing it is still less discussed. It should be taken seriously to ensure that SENS can receive the correct religious knowledge based on true religious beliefs and proper foundations (Suhid et.al, 2023). The importance of Islamic education for SENS should be improved to ensure that the Islamic knowledge conveyed among IET can be delivered in various aspects as best as possible to SENS in the classroom.

This is because teachers in schools play the role of role models and bear the responsibility entrusted to them in providing the best education to students, especially for Islamic education teachers who teach Islamic education to SENS (Abol, 2023). The study by Wahap et al. (2025) also explains that teachers are born with attractive personalities that create a more effective Teaching and Learning (TnL) environment, motivating students at school, especially SENS, to constantly strive for helpful knowledge for their daily lives.

In conclusion, it is undeniable that various studies related to Islamic education on SENS have been conducted. However, issues related to SENS in Malaysia still need to be addressed. Therefore, this SLR study aims to understand and examine the significance of Islamic education among SENS in Malaysia. The significance of Islamic education among SENS is expected to help other researchers continue high-quality academic studies, especially for those with expertise in Islamic Education.

Through this study, it is also understood that it provides insight to teachers who teach SENS in special education classes, especially for Islamic Education teachers in schools involved in SENS, who are also given the importance of providing better religious education as a strength within themselves to continue living.

### **Methodology**

This study is based on qualitative research through the systematic literature review (SLR) method, focusing on the findings and investigations of previous researchers through a filtering process to identify and critically evaluate to obtain research results.

#### *Formulation of the Research Question*

A total of three main sources have been used to formulate the research questions. Concepts from previous studies that have been selected through a process of search and screening. All previous articles are related to 'Islamic Education' which has relevance among SENS education, especially in Malaysia. Next, the PICO method, which is a mnemonic meaning "P" (Population or Problem), "I" (Interest), and "Co" (Context) (Lockwood et al., 2015). Three main aspects have been combined in this study to generate research questions based on the PICO concept. The aspects that need to be discussed are the application of Significance (Problem), and the variables related to Islamic Education (Interest) and among SENS in Malaysia (Context). Therefore, a research topic on the Significance Of Islamic Education Among Students With Special Educational Needs Students (SENS) In Malaysia can be discussed.

#### *Searching Strategies*

Next, in this section, we will explain in detail the methods used to extract information from articles closely related to the Significance of Islamic Education Among SENS in Malaysia. The collection and filtering of article sources through the PRISMA method are carried out with a focus on eligibility and exclusion criteria for the study to be conducted. A systematic review was also conducted, including identification, screening, eligibility, data extraction, and content analysis.

#### *PRISMA*

The PRISMA Statement guidelines, Preferred Reporting Items for Systematic Reviews and Meta-Analyses, have been used for the review. PRISMA defines straightforward research questions that enable systematic reviews, filtering identified articles through inclusion and exclusion criteria based on the research question to examine large databases quickly. Using PRISMA allows for a thorough search related to the Significance Of Islamic Education Among Students With Special Educational Needs Students (SENS) In Malaysia

*Resources*

The source for article searches was through journal databases, namely Google Scholar, MyCite, and My Jurnal. Google Scholar is used to search for systematic review articles. Google Scholar was launched in 2004, offering a variety of literature from various fields. My Cite, on the other hand, is used to search for articles related to research questions. My Cite was launched in 2007 and has over 100,000 articles worldwide. Next, MyJurnal is an online system used by the Citation and Infometrics Center (formerly the Malaysia Citation Centre (MCC)) to collect and index all Malaysian journals. The method used to search for articles is self-selection, which includes inclusion and exclusion criteria based on the eligibility of the articles.

*Eligibility and Exclusion Criteria*

Only journal articles were selected for this study. Articles involving reviews, books, book series, and book chapters are not included. Then, the search only uses publications in Malay and English. It is undeniable that there are many articles addressing the application of Aqidah in education in Malaysia. Therefore, this review only focuses on publications within the recent ten-year period (2019-2024). Finally, this study is solely focused and bound to the Significance Of Islamic Education Among Students With Special Educational Needs Students (SENS) In Malaysia

Table 1  
*Criteria, Data Entry and Exceptions*

| Criteria                | Data Entry                  | Exceptions                              |
|-------------------------|-----------------------------|---|
| Type of Document        | Journal                     | Article Book, Book series, Book chapter |
| Languages               | Malay and English languages | Languages other than Malay and English  |
| Publication Line Period | 2019-2024                   | < 2019                                  |

*Systematic Review Process*

There are several stages in the systematic review process as shown in Figure 2 below.

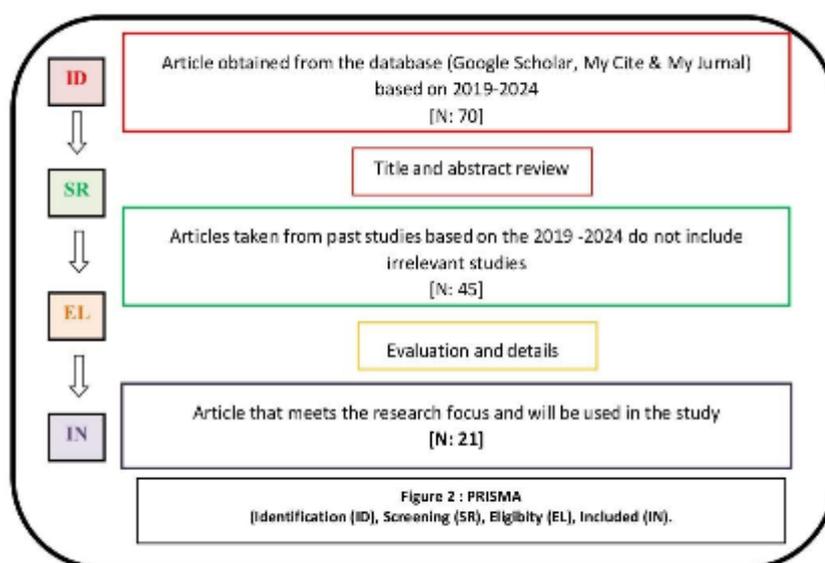


Figure 2: The PRISMA of Systematic Review Process

The first stage is Identification. At this stage, keywords for the search process are identified. Based on the literature review, previous research, and thesaurus, similar and related keywords for the significance of islamic education among students with special educational needs students (SENS) in Malaysia have been used, as shown in Figure 2. At this stage, 70 duplicate articles were found for exclusion. The second stage is Screening, where 25 out of 70 articles were excluded based on the type of literature and language, non-article types, publication timeline preferences, and article availability. The third stage is eligibility, where the full articles are examined. After the full review, 24 articles were removed because they were not closely related and did not focus on the significance of islamic education among students with special educational needs students (SENS) in Malaysia. Finally, 21 articles were included for review and qualitative analysis.

*Data Abstraction and Analysis*

A total of twenty one articles have been thoroughly examined and analyzed. The analysis focused on studies that addressed the research questions for this review. The results were obtained by reading the abstract and then examining the full article for an in-depth reading to gather information on the the significance of islamic education among students with special educational needs students (SENS) in Malaysia, as found in the article. Next, content analysis is used in qualitative analysis to identify themes related to factors associated with applying the significance of islamic education among students with special educational needs students (SENS) in Malaysia.

Table 2  
*Search Sequence Used in the Identification Process*

| Database                 | Search Sequence   |
|--------------------------|---|
| <b>Google Scholar</b>    | ("significant" OR "significance" AND "islamic education" OR "islamic" AND "education" OR "special educational needs students" OR "special needs students education in Malaysia" OR "significance of islamic education among special educational need students in Malaysia")   |
| <b>My Cite My Jurnal</b> | @art title (kepentingan pendidikan islam murid pendidikan khas di malaysia) @art abstract (kepentingan pendidikan islam murid pendidikan khas di malaysia) @art keywords (kepentingan pendidikan islam murid pendidikan khas di malaysia) @art title others (kepentingan pendidikan islam murid pendidikan khas di malaysia) @art abstract others (kepentingan pendidikan islam murid pendidikan khas di malaysia) @art keywords others (kepentingan pendidikan islam murid pendidikan khas di malaysia) @journal name (kepentingan pendidikan islam murid pendidikan khas di malaysia) @author name (kepentingan pendidikan islam murid pendidikan khas di malaysia) @institution(kepentingan pendidikan islam murid pendidikan khas di malaysia)   @art pub year (kepentingan pendidikan islam murid pendidikan khas di malaysia) |

**Literature Review**

A total of 21 articles have been identified as having a connection with the significance of islamic education among students with Special Educational Needs Students (SENS) In Malaysia. The findings obtained have been summarized systematically as Table 3 shown below.

**Table 3**

*Matrix table for The Significance Of Islamic Education Among Students With Special Educations Needs Students (SENS) in Malaysia*

| Bil | Authors   | Year | Significance  |
|-----|---|------|---|
| 1   | Yusmini Md Yusoff, Azura Awang  | 2019 | To understand the characteristics of the disabilities   |
| 2   | Rabiatul Adawiyah, Mohd Nizam Sahad   | 2019 | To know the challenges that teachers need to face in teaching Qur'an recitation to these pupils   |
| 3   | Siti Rahmah Ahmad Razuan, Norakyairee Mohd Raus, Mahyuddin Hashim, Mohd Nur Adzam Rasdi, Adnan Mohamed Yusoff, Noornajihan Ja'afar, Nurul Asiah Fasehah Muhamad | 2019 | To understand the solidarity and accessibility for the PWD to appreciate the virtues of the Qur'an and the wonderful concept of religious life            |
| 4   | Mohd Huzairi Awang @ Husain, Hajarul Bahti Zakaria, Syar Meeze Mohd Rasyid  | 2019 | To understand the continuous effort to enable SENS to practice the Fardhu Ain knowledge contained in Islamic Education learned at school into their lives |
| 5   | Ishak, Mohd Saad, Mohamad, Mohd Aderi Che Noh   | 2020 | To know Quranic teaching methods and modules for special-needs students   |
| 6   | Izuli Dzulkifli, Asmawati Suhid, Fathiyah Mohd Fakhrudin, Nor Aniza Ahmad   | 2020 | To build effective communication system should be studied   |
| 7   | Dayang Kamaliah Abg Abdillah, Norshidah Mohamad Salleh  | 2020 | To indicates that GPI requires continuous training and encouragement to ensure that the implementation of teaching for special education students         |
| 8   | Azman Ab Rahman, Syed Salim Syed Shamsuddin, Nurul Nadia Nozlan, Muhd Faiz Abd.Shakor, Afaf Sukari  | 2021 | To understand the challenges in the TnL of Islamic Education for OKU MP students are issues related to the technological facilities                       |
| 9   | Nor Izzati Mahd Nor   | 2021 | To understand that teachers play a significant role in educating their students, especially children with special needs                                   |
| 10  | Zetty Nurzuliana Rashed, Nurul Rahimah Binti Mohd. Hanipah  | 2021 | Student need to adapt online teaching and learning methods in line with the concept of 21st Century   |
| 11  | Salmihah Che Mud, Manisah Mohd Ali  | 2021 | To find out the methods of learning the Qur'an used for disabilities in Malaysia  |
| 12  | Suzana Harun, Zaharah Hussin, Abdul Muhsien Sulaiman  | 2021 | To maintain the teaching of Islamic Education Teachers in Inclusive classrooms  |
| 13  | Nizaita Omar  | 2021 | To pay attention to this matter so that the religious development for the deaf can be ensured   |
| 14  | Norlela Ali, Tengku Sarina Aini Tengku Kasim, Nor Raudah Siren  | 2021 | To know and face the challenges in implementing the 21st-century learning,  |

|    |   |      |   |
|----|---|------|---|
| 15 | Hafizhah Zulkifli, Syar MeezeMohd Rashid, Suziyani Mohamed, Hasnah Toran ,Norakyairee Mohd Raus Mohd Nasri Suratman | 2022 | To develop Qur’an teaching and learning models for children with learning disabilitie   |
| 16 | Hifzan Mat Hussin, Kamarulzaman Abdul Ghani   | 2022 | To bring the benefits for IET, the administration, the District Education Office, the State Education Department, and also the Ministry of Education Malaysia |
| 17 | Nik Ahmad Farid Nik Shabery, Noornajihan Jaafar, & Nurul Asiah Fasehah Muhamad                                      | 2022 | To understand the challenges of Da’wah to the disabled that need to be faced  |
| 18 | Nurulain Norsham, Abd Hadi Borhan, & Mohamad Marzuqi Abdul Rahim  | 2023 | To suitability of teaching and learning methods of Islamic Education for students with special education needs  |
| 19 | Norakyairee Mohd Raus, Khairul Effendi Hashim, Syar Meeze Mohd Rashid   | 2023 | To mechanism in the effort to preserve Islamic Education for persons with disabilities  |
| 20 | Norafizah Mustafa, Nursafra Mohd Zhaffar  | 2024 | To understand the teaching strategy in Islamic education for students with special needs  |
| 21 | Syar Meeze Mohd Rasyid, Siti Hajar Shaharudin   | 2024 | As a guidance to the parties involved to further increase the provision of students to convey religious knowledge to the deaf                                 |

**Finding and Discussion**

The study findings reveal three main themes that align with the significance of Islamic education among special educational needs students in Malaysia, covering the significance to teacher, the significance to the country, and the significance to students.

*a. Significance to teacher*

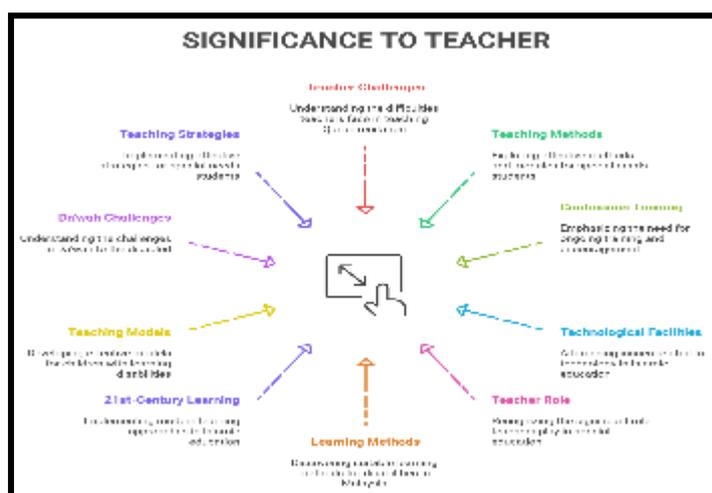


Figure 3: Significance To Teacher

Based on the importance of this study to teachers, the ten main significances involve the first significance concerning the skills and abilities of teachers in facing challenges in understanding the difficulties encountered in teaching Quran reading to SENS in schools (Saleh & Sahad, 2019). Based on these challenges, it can simultaneously help teachers overcome the identified challenges for SENS in schools. Additionally, the second important item for this study is to involve teachers' teaching methods in exploring effective methods and modules for SENS (Ishak et al., 2019). Teachers must choose the proper teaching methods to provide meaningful instruction for SENS. The third item discussed is the importance of continuous training to teachers; continuous training and encouragement are significant in further improving teachers' knowledge and teaching in the classroom (Abg Abdillah & Mohd Saleh, 2020). The following item discussed is the technological facilities that address technology-related issues in Islamic education (Ab Rahman et al., 2021).

The importance of technology is very significant in facing this more challenging era of education. Then, the following item involves the role of teachers in recognizing the important role teachers play in special education (Mahd Nor, 2021). Teachers who teach special education should be recognized for their contributions and responsibilities in providing the best education for SENS in schools. This study also found the importance of this research to teachers involving learning methods. The appropriate learning methods are greatly needed according to the abilities, capabilities, and disabilities of SENS in Malaysia (Che Mud & Mohd Ali, 2021). The subsequent discussion in this study involves 21st-century learning in implementing a modern learning approach in Islamic Education for SENS in schools. 21st-century learning should also be provided alongside mainstream students in obtaining an education at school (Ali et al., 2022).

Additionally, the study by Zulkifli et al. (2021) also found that the teaching model is of significant importance in this research, involving the development of a more effective model for children with learning difficulties. Among the things that cannot be overlooked are the challenges in delivering Da'wah to SENS in schools. This is because teachers need to understand the challenges of Da'wah for people with disabilities according to the appropriate methods of preaching (Nik Shabery et al., 2022; Norsham et al., 2023). Finally, the importance for teachers also involves the strategies they implement to support students with special needs. Learning strategies are crucial in identifying the best strategies for TnL for SENS in the classroom (Mustafa et al., 2024).

*b. Significance to country*

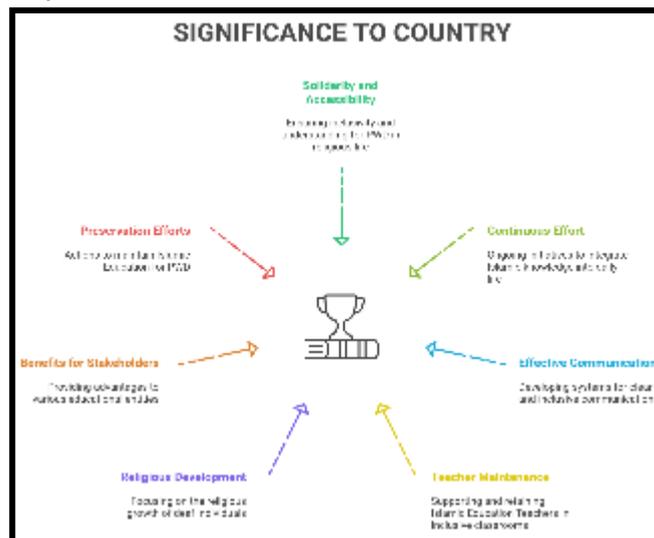


Figure 4: Significance To Country

Regarding the importance of this study to the country, seven main benefits involve the spirit of unity and the ability to ensure accessibility in Malaysia in understanding and meeting the needs of PWDs in religious life (Razuan et al., (2019)). Furthermore, the second important item for the country involves continuous efforts, including national initiatives to integrate Islamic knowledge into daily life to possess knowledge based on and grounded in true religion, especially in Fardu Ain (Awang, 2019). The third item discusses effective communication in developing a system for domestic communication to be more transparent and more inclusive (Zulkifli et al., 2021).

The following item discussed is the state's role in supporting and maintaining Islamic education teachers in inclusive classrooms that are more conducive and can provide comfort to SENS in schools (Harun et al., 2021). Then the following item is the country's attention to religious development, especially for deaf individuals, so they can understand Islamic values more easily and appreciate them properly (Omar, 2021). This study also found the importance of this research to the country, which involves benefits to certain parties, especially within corporate or government bodies, in contributing and providing advantages to SENS in enjoying quality education (Mat Hussin & Abdul Ghani, 2022).

In the end, the importance for the country also lies in the impact of the preservation and establishment of acts and laws that determine the importance of studying Islamic education for the disabled community by making it mandatory for all layers of society to study Islamic education in order to provide a more perfect and directed life encouragement (Raus et al., 2023).

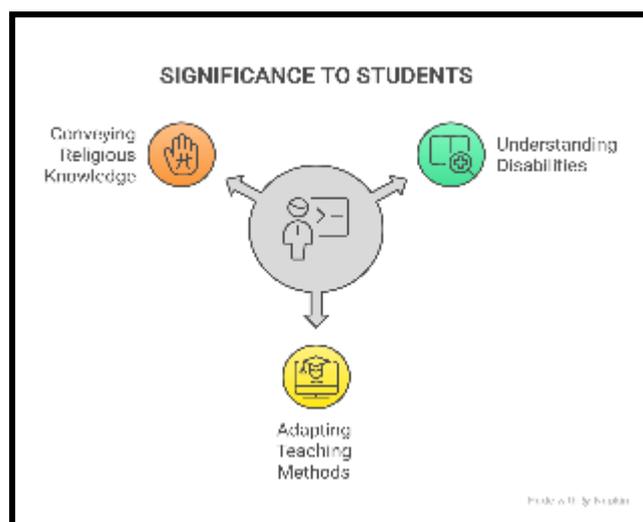
*c. Significance to students*

Figure 5: Significance To Students

The next theme is about the importance of this study to students, with three main points involving students' understanding of the disabilities they possess. Ensuring they always feel positive and confident despite their shortcomings (Mohd Yusoff & Awang, 2019). Furthermore, the second important item for students is constantly striving and delving into every teaching method provided to them, even though their abilities are somewhat limited. However, the teaching methods are flexible and capable of adapting to the abilities and capacities of SENS in schools (Rashed & Mohd Hanipah, 2021). The third item discusses the importance of imparting religious knowledge among students, which is crucial in line with the recommendations of Islamic educational philosophy to always adhere to the Quran and Sunnah in their lives to ensure a guided and motivated life and to avoid apparent deviation in the SENS themselves (Mohd Rashid & Saharudin (2024).

**Conclusion**

Overall, the literature review results found that Islamic education is significant among SENS, involving students, teachers in particular, and even a country. However, the emphasis on Islamic education for SENS still has gaps, particularly involving several fields in Islamic education and types of special needs students in Malaysia. Indeed, everyone's role in ensuring quality and realistic education helps this group of SENS to study and delve into the education delivered by teachers at school with outstanding excellence. This is because teachers are the main reflection of the education provided to SENS in schools, as they are the most significant trust expected to carry out their responsibilities well in schools alongside SENS, regardless of the diversity of their intelligence or different abilities (Yunos & Razak, 2022). This is in line with the study by Wan Fakhru et al. (2023), which emphasizes that teachers with good personalities can provide the best guidance to their students at school without any negative speculation directed towards them.

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