

Aksit Intervention (Prayer Activity, Study, Picket) in Optimizing Social Interaction in Children with Special Needs

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Abstract

Children with special needs often face challenges in developing the social and emotional skills essential for healthy interactions in society. Various intervention approaches can be implemented to support their development, one of which is through the integration of structured and supportive activities. This study aims to examine the effectiveness of the AKSIT intervention in improving the social interaction of children with special needs in the Ainul Yakin Village, Gunung Kidul. The method used in this research is a qualitative approach with participatory observation, interviews, and documentation analysis. The AKSIT intervention involves three main components: (1) Sholat, which aims to develop children's discipline, cooperation, and spiritual calmness; (2) Kajian, which conveys social values such as empathy, responsibility, and cooperation; and (3) Picket, which involves children in household and cleaning tasks to increase their sense of responsibility and independence. The results showed that the integration of these three activities had a positive impact on improving children's social skills, including the ability to communicate, cooperate and build more harmonious relationships with peers and caregivers. The findings suggest that the AKSIT intervention can be an effective approach in developing the social and emotional skills of children with disabilities and facilitating their adaptation to wider social life. This study suggests the importance of continuing the AKSIT program in supporting the social development of children with disabilities in the cottage environment and the wider community.

Keywords : ACTION Intervention, Social Interaction, ABK

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1. Introduction

Children with special needs often face major challenges in developing optimal social interaction skills. The stigma and discrimination inherent in society are significant barriers for children with special needs to adapt to the social environment¹. This condition not only affects the ability of children with special needs to build positive interpersonal relationships, but also creates pressure for their families who often feel isolated due to a lack of social support from the surrounding environment. Based on surveys conducted by educational organizations, more than 60% of children with special needs have difficulty establishing social relationships due to existing prejudices and stereotypes². Therefore, collaborative efforts from various parties are needed to create an inclusive environment to support the social success of children with special needs while easing the burden on their families.

³; ⁴; ⁵, highlighted the importance of intervention programs in improving the social skills of children with special needs, they stated that routine-based activities, such as role-playing or group activities, have a positive impact on children's social interactions. Social interaction is a crucial element in child development, including for children with special needs⁶. In practice, there are still many children with special needs who face various barriers, such as difficulties in understanding social norms, limitations in sharing, and challenges in building interpersonal relationships⁷. These barriers are often influenced by cognitive and emotional factors, as well as the lack of structured and specific approaches in supporting the development of social skills of children with special needs themselves⁸. Thus, despite various interventions for children with special needs, the results often do not show consistency, because the approach applied is not fully suited to their specific needs. In fact, many programs only focus on cognitive aspects, without considering spiritual or emotional factors that also play a very important role in the development of children with special needs.

Optimizing social interaction in children with special needs can have a significant impact on their quality of life, including in improving adaptability and independence in the future⁹; ¹⁰. Vygotsky's social development theory emphasizes the important role of environment and social interaction in building individual abilities¹¹. Through the concept of "zone of proximal development" (ZPD), children with special needs can achieve higher skills with guidance from teachers or peers¹². Islamic education principles also highlight values such as discipline, responsibility and empathy in character building and social behavior¹³. However, most of these studies focus more on behavioral or cognitive-based approaches without considering spiritual values that can strengthen the emotional and social foundation of children with special needs. In fact, spiritual values-based approaches, such as those implemented in a boarding school environment, have unique potential to integrate religious values in the development of social skills of children with special needs.

¹ (Darmcawati et al., 2024)

² D Suyatno, *Successful Communication* (GUEPEDIA, 2023).

³ Marlina et al., 2022

⁴ Iswari et al., 2018

⁵ Rabiatal Adwiah & Zarkasih Putro, 2023

⁶ S. N Selian, *Psikologi Anak Berkebutuhan Khusus* (Syiah Kuala University Press, 2024).

⁷ D. A. Syaafitriy, "Hubungan Regulasi Emosi Dengan Penerimaan Diri Pada Ibu Yang Memiliki Anak Berkebutuhan Khusus Di Yayasan Lentera Hati," *Doctoral Dissertation, Universitas Islam Sultan Agung Semarang*, 2024.

⁸ Selian, *Psikologi Anak Berkebutuhan Khusus*.

⁹ (Hanan et al., 2024)

¹⁰ Nugroho & Trihastuti, 2024)

¹¹ J. Topçiu, M., & Myftiu, "Vygotsky Theory on Social Interaction and Its Influence on the Development of Pre-School Children," *European Journal of Social Sciences Education and Research* 2, no. 3 (2015): 172–179.

¹² C. A. Carrig, "An Intervention Specialist's Journey Through the Zone of Proximal Development" (Doctoral dissertation, Kent State University, 2016).

¹³ M. I. Sholeh, "Implementasi Manajemen Pendidikan Islam Berbasis Karakter : Strategi Pembangunan Karakter Siswa Di Madrasah," *Al Manar* 1, no. 2 (2023): 62–85.

One approach that has the potential to support this goal is the AKSIT (Activity of Prayer, Study, and Picketing) intervention, which is based on Islamic values. This approach not only meets spiritual needs, but also provides a structured framework for developing meaningful social skills. For example, prayer activities train discipline, togetherness and respect for rules¹⁴. In this activity, children with disabilities learn to respect time, interact positively with their peers through prayer together, and increase their sense of community¹⁵. Studies strengthen communication skills through group discussions. Islamic values-based studies help children with disabilities understand moral values, increase their speaking courage and develop active listening skills¹⁶; ¹⁷. Meanwhile, picketing teaches cooperation through the division of group tasks. This activity fosters a sense of responsibility, improves the ability to work in teams, and strengthens empathy for others¹⁸. By integrating daily routines that are oriented towards Islamic values, the AKSIT intervention offers a holistic approach that can optimally support the development of interpersonal skills in children with special needs.

Previous studies have shown that faith-based activities, such as prayer learning, Qur'anic tadarus, and other spiritual activities, have the potential to improve discipline and positive behavior in children¹⁹. In addition, group studies can help children understand moral values²⁰, while picket activities contribute to the development of cooperation skills²¹. However, most of these studies still focus on children in general without considering the specific needs of children with special needs in the context of prayer, study and picket activities, especially in unique environments such as Islamic boarding schools. This suggests the need for more in-depth exploration to understand how pesantren-based approaches can support the social interaction and skill development of children with special needs in a holistic way.

This study aims to assess the effectiveness of the AKSIT intervention in improving the social interaction of children with special needs at the Ainul Yakin Village, Gunung Kidul. The uniqueness of this study lies in the integration of Islamic values with a practical approach designed to develop the social skills of children with special needs. The results of this study are expected to make a theoretical contribution through the development of a spiritual-based approach that supports the optimization of social interactions of children with special needs. Practically, this research also aims to produce an intervention model that is applicable, relevant and effective, so that it can be applied not only in the pesantren environment but also in other educational institutions that have similar characteristics.

2. Method

This study uses a descriptive qualitative method to describe in depth the effectiveness of the AKSIT (Prayer Activity, Study, Picket) intervention in improving the social interaction of

¹⁴ I. A. Trianis, "Implementasi Metode Pembiasaan Berbasis Budaya Sekolah Untuk Meningkatkan Karakter Religius Anak Berkebutuhan Khusus Di SMPLB-PRI Pekalongan," *eL-HIKMAH: Jurnal Kajian dan Penelitian Pendidikan Islam* 13, no. 2 (2019): 196–207.

¹⁵ R. Nadiatussidqa, "Strategi Pembinaan Perilaku Sosial Keagamaan Anak Asuh Perempuan Di Panti Asuhan Islam Media Kasih Banda Aceh" (Doctoral dissertation, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2024).

¹⁶ (Denawa Putra & Bramantyo, 2024)

¹⁷ Rohani, 2020)

¹⁸ Ach Fatoni et al., "Program Picket Bergilir Mengganti Tempel Nadzam Hafalan Untuk Menanamkan Nilai Tanggung Jawab Santri Pondok Pesantren At-Taroqqi Karanganyar Mengimplementasikan Sistem Picket Bergilir Untuk Mengganti Tempel Nadzam Hafalan . Program," *Dinamika Sosial: Jurnal Pengabdian Masyarakat dan Transformasi Kesejahteraan* 1, no. 4 (2024): 80–87, <https://pkm.lpkd.or.id/index.php/DinSos>.

¹⁹ Ulfa Maisyarah, Ludovikus Bomans Wadu, and Iskandar Ladamay, "Implementasi Nilai Disiplin Melalui Kegiatan Keagamaan Islam Di Sekolah Dasar," *Jurnal PGSD Unikama* 3, no. November (2019): 166–171.

²⁰ Sitria Poni, Welly Pangayow, and Zulaeha Ngiu, "Penanaman Nilai-Nilai Moral Siswa Melalui Program Religious Culture Bagi Siswa Sekolah Menengah Atas (SMA) Negeri 1 Tilamuta," *Jurnal Riset dan Pengembangan Ilmu Pengetahuan* 02, no. 2 (2017): 317–330, <http://dx.doi.org/10.1016/j.tws.2012.02.007>.

²¹ Adella Dewi Oktavia et al., "Analisis Karakter Kerja Sama Pada Kegiatan Picket Kelas IV SD Berdasarkan Konsep Thomas Lickona," *Madani: Jurnal Ilmiah Multidisiplin* 2, no. 5 (2024): 465–474, <https://doi.org/10.5281/zenodo.11498343>.

children with special needs (ABK) at the Ainul Yakin Village, Gunung Kidul. This method was chosen because the descriptive approach allows researchers to observe phenomena in detail in a natural context and provides an in-depth picture of the relationship between religious activities and social interactions of children with special needs²². Pondok Perkampungan Ainul Yakin, known for its Islamic value-based education approach and inclusion, became the research location because of its uniqueness in supporting the social and emotional needs of children with disabilities through religious programs.

The research subjects involved children with disabilities who were directly involved in AKSIT activities, with additional informants in the form of accompanying teachers, caregivers and families of children with disabilities to provide holistic information. Research data was collected through participatory observation, in-depth interviews and documentation. Observations were made to monitor the children's social behavior while participating in congregational prayer, group study and daily picket activities. In-depth interviews were conducted using a semi-structured guide to explore the experiences and views of subjects and other informants about the influence of these activities on children's social development. Documentation in the form of photos, videos and field notes were used as support to enrich the data obtained from observations and interviews²³.

The collected data were analyzed inductively using a thematic approach²⁴. The analysis process included data transcription, coding to identify key themes, and the preparation of descriptive narratives to explain the research results. Some of the themes identified included improved communication skills, courage to participate in group activities, increased social empathy, and responsibility in carrying out picket duties. Data validity was ensured through method triangulation by comparing the results of observations, interviews, and documentation. This research is expected to provide an in-depth picture of the effectiveness of the AKSIT intervention in improving the social interaction of children with disabilities, as well as a reference for the development of a more inclusive religious value-based education program.

3. Results and Discussion

AKSIT Intervention (Study and Picket Prayer Activity) in Optimizing Social Interaction of Children with Disabilities.

Prayer Activities, Prayer is a fundamental element in building discipline and providing a strong spiritual foundation for children with special needs. The implementation of regular congregational prayers at the hut aims to help children internalize the values of time, order and spiritual calm. This process involves not only teaching the movements and recitations of prayers, but also providing a deeper understanding of the meaning of each ritual. The gradual and intensive assistance aims to facilitate the children in adapting to the prayer routine in a natural way. In the early stages, some children have difficulty in adhering to the prayer schedule and movements in an orderly manner, for example with inaccurate timing or lack of focus. For example, a child with autism spectrum disorder may need positive reinforcement, such as verbal praise, each time he or she manages to follow one rak'ah fully without distraction. In this case, the assistant uses a patient and consistent approach, breaking down the prayer movements into steps that are easier to understand, so that the child can follow better²⁵.

Over time, prayer activities have proven to have a significant impact on children's self regulation. Based on daily observations, around 80% of children who consistently attended congregational prayer showed improvements in self-discipline, such as being able to wake up on time and prepare prayer equipment independently. This activity also facilitates children to adjust to social rules, such as a quiet queue before entering the prayer room, which also

²² Sugiono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D (Ke Dua)* (Alfabeta, 2019).

²³ et al. Achjar, Komang Ayu Henny, *Metode Penelitian Kualitatif: Panduan Praktis Untuk Analisis Data Kualitatif Dan Studi Kasus* (PT. Sonpedia Publishing Indonesia, 2023).

²⁴ A. R Adelliani, N., Sucirahayu, C. A., & Zanjabila, *Analisis Tematik Pada Penelitian Kualitatif* (Penerbit Salemba, 2023).

²⁵ M. Y Muhtar, *Aku ABK, Aku Bisa Shalat* (Gramedia Pustaka Utama, 2016).

improves their ability to work together²⁶. Socially, congregational prayer also plays a role in creating more harmonious interactions between children. For example, during the closing greeting, children learn to greet their peers and chaperones in a friendly manner. Furthermore, this activity provides an opportunity for them to share tasks, such as carrying a prayer mat together or helping a friend who forgot to bring prayer equipment.

Prayer activities are also integrated with other components in the AKSIT intervention, namely Study and Picket. After the implementation of congregational prayers, a short study is held which discusses social values such as empathy, cooperation, and responsibility. In one of the study sessions, the facilitator emphasized the importance of helping friends who have difficulty folding prayer mats as a form of caring. Picket activities, such as cleaning the prayer room before and after activities, are also part of the routine that supports prayer habits. Children are taught to work together in maintaining cleanliness, which also strengthens their social skills and sense of responsibility²⁷. By integrating prayer, study, and picket, this activity not only serves as a spiritual practice, but also as an effective means to develop children's social skills, improve discipline, and shape their character through mutually supportive and reinforcing activities.

Kajian, Kajian at Ainul Yakin Village is designed holistically by integrating six main pillars: learning, worship therapy, working, family, community and health. Each pillar has a specific contribution to make in supporting children with disabilities to develop the social, emotional and cognitive skills essential for everyday life. The learning pillar provides opportunities for children to access knowledge appropriate to their needs and abilities. Individually designed learning enables children to reach their full potential, improve their cognitive abilities and build their confidence. This process is crucial in supporting the development of their social interactions, as confident children are better able to communicate and cooperate with others²⁸.

The therapeutic pillar of worship, which is integrated into the assessment, offers a unique approach to supporting children's psychological balance. Calming religious activities, such as prayer, can help children manage stress and negative emotions, making them better equipped to interact positively with peers and caregivers. Research by²⁹ shows that religious practices can improve mental and social well-being enabling children with disabilities to be more adaptive in social interactions.

The work and family pillar provides practical experiences that focus on productive skills and social values. Children are engaged in activities such as making crafts, managing household responsibilities and understanding their role in the family. This not only increases their sense of responsibility but also strengthens their ability to contribute to their social environment. For example, children who engage in chore-sharing activities within the family will learn about cooperation, caring and sharing responsibilities, which are important aspects of healthy social interactions.

Through the pillar of society, children are taught how to interact with people outside the cottage community. Values such as tolerance, empathy and cooperation are taught to strengthen positive social relationships with other individuals. For example, in social activities outside the hut, children learn how to express their opinions in a way that respects the feelings of others, a skill that is crucial in building constructive social interactions.

The health pillar ensures that children's physical and mental needs are met, which is critical to ensure they have the energy and focus needed to participate in social activities to their full potential. This attention to health supports the sustainability of social interactions, as

²⁶ Abdul Hafiz, *Pembelajaran PAI Untuk Anak Berkebutuhan Khusus*, OSF, 2017, <https://osf.io/764dc>.

²⁷ Alvi Hidayatul Kasanah, Yes Matheos Lasarus Malaikosa, and Army Al Islami Putra, "Implementasi Budaya Gotong Royong Melalui Projek Penguatan Profil Pancasila Di SD Negeri Teguhan 2," *Global Education Journal* 1, no. 1 (2023): 243–253.

²⁸ N. E Wulandari, Y., & Harsiwi, "Pentingnya Pendidikan Inklusi Bagi Anak Berkebutuhan Khusus Untuk Mendapatkan Pendidikan Setara Di Sdn Banyuajuh 2," *Jurnal Media Akademik (JMA)* 2, no. 6 (2024).

²⁹ Dewanti & Azizah (2024)

healthy children are more likely to actively engage in social activities and manage stress that may arise in social situations.

With this six-pillar approach, the study program at Pondok Ainul Yakin creates an environment that supports the holistic development of children with disabilities. Children can not only improve their social skills, but also understand their role as valuable individuals in society. This approach helps them become more confident and skilled in building meaningful social interactions, which supports the optimization of social interactions in their daily lives. The program also underscores the importance of the linkages between AKSIT components - especially study and prayer activities - in creating positive social development.

The picket system at the cottage is designed to develop children's responsibility and independence through a variety of structured activities that include cleaning, cooking, laundry, farming, animal husbandry, security, and other household tasks. Each child is assigned tasks according to his or her ability and is taught to complete those responsibilities independently, or with minimal assistance. Cleaning and laundry activities, such as sweeping, mopping and washing clothes, not only teach children the importance of keeping themselves and the environment clean, but also improve children's ability to work together in a group. Engaging in cleaning activities together encourages them to communicate and share responsibilities, which strengthens their social skills and improves their interactions with peers. This is in line with findings that engagement in group activities can improve communication and build better social relationships³⁰.

In addition, cooking and other household tasks give children the opportunity to develop practical skills in menu planning, food preparation and household management. Children learn to coordinate, share tasks and appreciate the contributions of others, which directly improves the quality of their social interactions. According to³¹, this kind of practical experience plays an important role in improving their social and cooperative skills, which are essential for their social life. In addition to household chores, farming, livestock and fishing activities provide children with an understanding of natural resource management, as well as establish a sense of responsibility for the environment. Their involvement in growing crops, caring for animals and managing fish ponds not only fosters awareness of sustainability, but also strengthens empathy and concern for living things, as described by³² in his book on character development.

Furthermore, involvement in safety and health activities teaches children to maintain order and monitor their personal health and that of their friends. In carrying out these tasks, they learn to recognize and respond to the needs of others, which is crucial for improving their social skills. This activity also teaches the importance of teamwork, where each child plays an active role in ensuring the success of the shared task. Through working together to complete these tasks, children come to understand the value of individual contribution in achieving a common goal, which in turn improves their social relationships with both peers and adults. Research by³³ shows that feelings of competence and engagement in social tasks can increase intrinsic motivation, which strengthens social relationships and adaptability in the wider social environment.

Overall, through participation in various picket tasks, the children showed significant improvements in terms of responsibility, independence and ability to cooperate. The social skills they develop through these picket activities contribute directly to improving the quality of their social interactions. The integration of the picket system with congregational prayer and study activities is an effective means of preparing children for wider social life. The skills they learn in carrying out picket duties not only support the development of better social character,

³⁰ Azin Taheri, A. Perry, and P. Minnes, "Examining the Social Participation of Children and Adolescents with Intellectual Disabilities and Autism Spectrum Disorder in Relation to Peers," *Journal of Intellectual Disability Research* 60, no. 5 (2016): 435–443.

³¹ Silveira-Zaldivar et al. (2020)

³² Thomas Lickona (1991)

³³ Khalilah (2017)

but also give them the confidence to interact positively with others, as described in the literature that underlines the importance of experiential learning in the development of social skills ³⁴.

Table 1. Findings of the AKSIT (Prayer, Study, and Picket Activities) intervention in optimizing the social interaction of children with disabilities

Intervention Component	Descriptin	Impact on children's social	Activity Examples
Prayer activity	Regular congregational prayers to build discipline, spiritual tranquility, and strengthen social values	Helps children internalize the value of time, order and discipline. Promotes social interaction through greetings and cooperation in preparing prayer equipment	Praying in congregation, learning the movements and recitation of prayers, sharing tasks before and after prayers, such as carrying prayer mats or helping friends who are having difficulty
Study	A study on social values and character traits that support the social development of children with disabilities	Teaches empathy, cooperation and responsibility, which improves children's ability to interact positively. Fosters a sense of caring for peers	Discussion on empathy, cooperation and responsibility; application of social values in daily life in the hut.
Picket	Routine tasks that teach children responsibility and independence, including cleaning and other household tasks.	Improve social skills through cooperation in group tasks, as well as developing a sense of responsibility and concern for the environment	Keeping the prayer room clean, helping with cooking, farming activities, animal husbandry, and security tasks that involve cooperation and sharing responsibilities

Supporting and inhibiting factors in optimizing children with disabilities' social interaction

1. Supporting factors

Intensive and Personalized Assistance One of the main factors supporting the effectiveness of the AKSIT intervention is the intensive and personalized assistance provided to children with disabilities. Each child receives special attention according to their needs and abilities, which allows them to adapt more quickly to the activities carried out, such as congregational prayers, studies, and picket lines. It also ensures that children can learn in an environment that supports their emotional and social

³⁴ Topçiu, M., & Myftiu, "Vygotsky Theory on Social Interaction and Its Influence on the Development of Pre-School Children."

development. Previous research shows that learning tailored to individual needs has a positive impact on social development and communication skills ³⁵.

Holistic Integration of Activities, The integration of prayer, study, and picket activities gives children the opportunity to learn various social skills in different contexts. For example, congregational prayers teach discipline and cooperation, while studies build social understanding such as empathy, and picket activities train responsibility and independence. The combination of these activities as a whole strengthens social bonds between children and improves their skills in interacting with others. According to ³⁶, activities that focus on character development can increase children's sense of responsibility, cooperation and empathy.

Parent and Community Involvement The involvement of parents and the community in the intervention process greatly supports the success of this program. Parents who support the children's routines at home in a manner similar to that implemented at the hut help reinforce the positive behaviors that have been learned. It also ensures that the values instilled in the prayer, study and picket activities are reinforced outside the hut. Research by ³⁷) shows that family and community support can accelerate children's social development and facilitate the success of educational programs at school and outside school.

2. Inhibiting Factors

Difficulty in Adjusting to New Routines, Some children have difficulty in adjusting to the new routines implemented in the AKSIT program. This is especially the case for children with autism spectrum disorder (ASD), who tend to struggle with changes in environment and routine. For example, children who are used to a more flexible routine at home may feel anxious and confused when asked to follow a strict schedule, such as congregational prayer times or picket activities. Research by ³⁸ shows that children with ASD often take longer to adapt to changes and new routines.

Limited Resources and Facilities Limited resources, both in terms of facilities and trained assistants, are a challenge in the implementation of the AKSIT program. In some cases, limited facilities, such as a room that is not large enough for congregational prayer activities, or an inadequate number of assistants to assist all children, can reduce the effectiveness of the program. According to ³⁹, limited human and physical resources can hinder the implementation of effective education programs, especially for children with special needs.

Children's Social and Emotional Difficulties, Some children still experience social and emotional difficulties that may hinder their participation in group activities. For example, children with anxiety disorders or behavioral disorders may feel isolated or anxious when asked to interact with peers in a group. This may affect their ability to fully engage in activities such as studies or picketing. Research results by ⁴⁰ show that children with emotional disorders often face barriers in building positive social relationships.

Lack of Intrinsic Motivation in Some Children Not all children show high motivation in participating in the activities designed in the AKSIT program. Some children may feel less interested or involved in congregational prayers, studies, or picket duty, which may affect the effectiveness of this program. Research by ⁴¹ shows

³⁵ Andriani Chondro Retno Handayaningsih et al., "Pembelajaran Berdiferensiasi Di Paud Dalam Konsep Sosial Kognitif Albert Bandura," *Proficio* 5, no. 1 (2024): 771–777.

³⁶ Thomas Lickona, "Educating for Character: How Our School Can Teach Respect and Responsibility."

³⁷ Ester Rosa Komara et al. (2024)

³⁸ S Setiawan, C. E., & Ediyono, "Analisis Mendalam Hubungan Permasalahan Karakteristik Remaja Dengan Autism Spectrum Disorder," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 11 (2024): 107–114.

³⁹ Suryadi et al. (2024)

⁴⁰ Azfa, Muhammad Athallah Nabil (2024)

⁴¹ Emda (2018)

that intrinsic motivation is essential for success in group activities, and a lack of motivation can be an obstacle in the development of children's social skills.

Overall, although there are some challenges in implementing the AKSIT intervention, supporting factors such as personalized assistance, holistic integration of activities, and parent and community involvement can help overcome the barriers. With proper planning and attention to children's individual needs, the program can achieve its goal of optimizing the social interaction of children with special needs.

This study has several limitations that need to be noted. Firstly, the focus of the study was only on the intervention of prayer, study, and picket activities in improving the social interaction of children with special needs in the Ainul Yakin Village of Gunung Kidul, so the results cannot be generalized to children with special needs in other places with different conditions. Second, other variables that can affect children's social interactions, such as family conditions, social background, and daily habits, were not fully taken into account in this study. Thirdly, the time limitation of the study, which only lasted for a certain period, affected the depth of analysis on the long-term impact of the intervention.

For future research, it is recommended to conduct a broader study involving more subjects from various locations with different characteristics so that the research results can be expanded and generalized. Research can also include other variables that may affect the social interaction of children with special needs, such as family support and interaction with peers. In addition, long-term research needs to be conducted to measure the sustainability of the impact of the intervention on children's social development, as well as the effectiveness of other interventions that can be used in improving the social interaction of children with special needs in the boarding school environment.

4. Conclusions and Suggestions

This study reveals that the AKSIT intervention (Sholat, Kajian, Picket) plays a crucial role in optimizing the social interaction of children with special needs in the Ainul Yakin Village, Gunung Kidul. Based on the findings, the three main components in this AKSIT intervention (prayer, study and picket activities) integratedly contribute to improving the social skills of children with special needs.

Prayer activities, which not only emphasize orderliness in performing worship but also teach the value of discipline, timing, and calmness, are proven to help children build social skills such as cooperation and mutual respect. Congregational prayers also give them the opportunity to learn about social interaction through shared activities, such as the closing greetings that teach them to communicate in a friendly manner. **The studies** integrated in this intervention, especially those focusing on empathy, cooperation and responsibility, played an important role in strengthening children's ability to interact with their peers and caregivers. Through these study sessions, children gained a deeper understanding of the importance of social values in everyday life. Furthermore, **picket** activities involving household and cleaning tasks support children's social development by teaching them about responsibility, independence and teamwork. Through practical activities such as cleaning, cooking, and caring for plants or animals, children learn to share tasks, communicate better, and develop a sense of care for their environment.

Overall, the synthesis of the three components of the AKSIT intervention (prayer activity, study, and picket) creates a system that supports the holistic development of children with special needs. The intervention not only improves their social skills, but also builds character and discipline, which are crucial in their daily social interactions. The program has proven to be effective in optimizing the social interactions of children with special needs, giving them the opportunity to learn, adapt and thrive in a supportive environment both emotionally and socially.

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