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HUMAN RIGHTS AND PERSONS WITH DISABILITIES: DESIGN OF *BUK-SMART-LOGI* LEARNING MEDIA (TECHNOLOGY SMART BOOKS) AS AN ISLAMIC EDUCATION LEARNING MEDIA INNOVATION

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ABSTRACT

The effectiveness of teaching and learning processes, particularly in religious education, heavily relies on the quality of learning media utilized. However, a significant challenge persists related to the absence of inclusive learning systems, thereby hindering the realization of equal access to education as a human right. This observation is drawn from the analysis of inclusive learning media in Indonesian schools. In response, educational institutions must adopt learning media that accommodate individuals with disabilities, enabling all children to study together in integrated settings. To address this gap, the Buk-Smart-Logi (Book Smart Technology) innovation has been introduced, aimed at enhancing student learning outcomes and fostering inclusivity across educational settings in Indonesia. This research employs the Research and Development (R &D) approach using the simplified Borg and Gall model. The study's objectives include assessing the validity of Buk-Smart-Logi media and examining its role in supporting inclusive learning, particularly in Islamic Religious Education. Emphasizing human-friendly design, this media innovation seeks to ensure that education remains accessible to every citizen, including those with disabilities.

Keywords*: Buk-Smart-Logi*; learning media; Islamic religious education; persons with disabilities.

INTRODUCTION

Humans have the same position in life. With citizenship, there is no difference between people in the state's life. In education, every community has the right to obtain the same education, including people with disabilities. Disability is a limitation that a person has physically and mentally that makes that person becomes unable to carry out activities as usual.[1] The government must protect the people and ensure the community's welfare, including people with disabilities.[2]

Inadequate facilities and infrastructure for educational institutions for each student with special needs have impacted the confidence of the student's family in the educational aspect. In addition, the unavailability of equipment in the learning process and the use of learning media for people with disabilities by educators should be one of the aspects that must be considered.[3]

In Indonesia, it has been specifically regulated regarding the right to education, as stated in Law No. 39 of 1999 article 12 that every citizen has the right to education to develop himself into a person who is faithful, devoted, and responsible following the right to education the rights he has.[4] Therefore, the regulation is quite detailed in explaining the rights of citizens to obtain an education without having to look at the differences. This is because education is the main factor in changing the state of a nation or country. With the skills in the aspect

1 Nabila Shofana, "Manajemen Dan Prasarana Dalam Pemenuhan Aksebilitas Bagi Penyandang Disabilitas Di Perguruan Tinggi," *Jurnal Manajemen Pendidikan* 13, no. 1 (June 19, 2022): 26–35, https://doi.org/10.21009/jmp.v13i1.27046.

2 Shofana.

3 Fajar Hidayatullah, Khoirul Anwar, and Ruski, "Care Stick Dan Core Paddle: Media Pembelajaran Pendidikan Jasmani Adaptif Untuk Siswa Disabilitas," *Journal Sport Area* 5, no. 2 (December 4, 2020): 199–214, https://doi.org/10.25299/sportarea.2020.vol5(2).5185.

4 Wiwik Afifah and Syofyan Hadi, "Kebijakan Pemenuhan Hak Pendidikan Disabilitas Di Jawa Timur," *Prosiding Semnas* 1, no. 1 (2018).

of education, the insight possessed will initiate a big change for the progress of a country. Therefore, education is a benchmark for the progress and development of a nation. If the education system of a nation has good quality, it will automatically have an impact on the civilization of the area.[5]

Thus, in the educational aspect, it is time to integrate education for students without disabilities and students with disabilities who can study together, particularly people with visual and hearing impairments. Efforts are being made to integrate it and optimize the inclusive education process. By this, it means that adequate facilities and infrastructure are needed. Thus, it can be used by people with hearing impairment and people with visual impairment in learning.

Based on the observations that the author made using the Google Form media, which was distributed to 52 students from various schools in Kerinci Regency and Sungai Penuh City, Jambi Province, it was stated that 93.3% in educational institutions have no students with disabilities who have visual and hearing impairment.[6] This could happen because of the lack of facilities that students with disabilities can use. Hence, the condition of inadequate facilities reduces the confidence of parents of students with disabilities to provide education in public schools even though every community has the same rights in a country, including the right to education.

Various previous studies have been conducted regarding the fulfillment of the right to education, including: first, the research of Kiki Rahmawati and Laila Fatmawati entitled "Cultivating the Character of Tolerance in Inclusive Elementary Schools Through Multicultural-Based Learning." The results of their research show that there are mutual respect and mutual respect in multicultural life. Students without disabilities and students with disabilities can experience the same school environment by implementing an inclusive education system.[7] Therefore, a school environment that implements this inclusive system will contribute to the fulfillment of the right to education for all students in Indonesia without separating education. This research has the same common goal as the previous research, which is to conduct a study on inclusive education. Hence, that educational institutions can implement an inclusion system with differences. The difference in these studies lies in the method of applying the inclusion system. Kiki Rahmawati's research focuses on the cultivation of the character of tolerance, while this study is more focused on providing innovative learning media that can be used in the inclusion system.

Second, the research of Ni Luh Putu Yunianti and colleagues with the discussion title "Educational Media To Increase Knowledge of Children with Hearing Impairment About Protection of Sexual Safety and Security." The result is that in education for people with disabilities, especially people with hearing impairment, they can use communicative media to follow the needs of people with disabilities. In this study, by integrating image and writing media, the integration results are expressed in the form of learning videos.[8] Furthermore, people with hearing impairments can use digital media, namely cell phones, to access material explanation videos. Similar to this research, the study that the author conducted is a study that used audio and visual innovations in the explanation of learning materials for students with hearing impairment. However, the author integrates the video into the learning book by being accessed via a video link on the barcode listed in the book.

5 Nurul Hidayati, "Konsep Integrasi Tripusat Pendidikan Terhadap Kemajuan Masyarakat," *Edukasia : Jurnal Penelitian Pendidikan Islam* 11, no. 1 (March 27, 2016): 203–24, https://doi.org/10.21043/edukasia.v11i1.811.

6 Hasil Observasi Melalui *Google Form*, 20-28 September 2022.

7 Kiki Rahmawati and Laila Fatmawati, "Penanaman Karakter Toleransi Di Sekolah Dasar Inklusi Melalui Pembelajaran Berbasis Multikultural," *Prosiding Seminar Nasional Inovasi Pendidikan*, 2016, 293–302.

8 Ni Luh Putu Yunianti Suntari, "Media Edukasi Untuk Meningkatkan Pengetahuan Anak Tuna Rungu Tentang Perlindungan Keselamatan Dan Keamanan Seksual," *Journal of Education Action Research* 6, no. 2 (2022): 277–85.

Third, research conducted by Agnes Praptaningrum with the title "Application of Audio Teaching Materials for Children with Visual Impairment at Junior High School Level in Indonesia." The results of this study are that students with visual impairments can understand learning material using audio media, which is explained by the teacher using the easy-to-understand language.[9] The author carried out the same innovation as the research by using audio media for the visually impaired. However, the difference lies in the audio form, namely, this study made use of audio explanations on videos used by people with hearing impairments so that the video explanation of the material can be used not just by people with hearing impairments but can also be used by people with visual impairments.

Previous studies conducted by these researchers provide innovation for inclusive schools so that they can support the learning process carried out in Indonesia. Meanwhile, in this study, the author focused on conducting studies on Islamic Religious Education subjects because these subjects are subjects that have an impact on one's behavior and attitude. It is to say that Islamic Religious Education is a compulsory subject, so it must be delivered in a way that is easily understood by students. With the existence of learning media that can make it easier for students, there will be efforts to shape the character and personality of students. This course is mandatory for students without disabilities and people with disabilities.

From this research, there are no studies that provide innovations to combine learning media for people with disabilities who have hearing and visual impairment. Thus, this research will provide an update on previous studies by integrating learning media for people with disabilities who have hearing and visual impairments. With technology-based, this learning media innovation is expected to be used by students without disabilities and students with disabilities in the learning process simultaneously. This research refers to the right of every child to obtain the same education.

Hence, this study aims to provide innovation in learning media in fulfilling the right to education for students with disabilities. The benefits of this research are expected to be an innovation as a medium that can be used in learning in inclusive schools.

METHOD

This study uses Research and Development with the Gall & Borg model, which has ten steps. However, the research used the simplified version, which has five steps, namely: 1) data collection or analysis of media needs to be developed, 2) product design or designing learning media, 3) validation of media experts and material experts, 4) product revision, 5) test try the small product.[10]

There are two sources of data in this study; primary data, which are the data from student observations at schools in Kerinci Regency and Sungai Penuh City, and secondary data from literature studies of books, journals, articles, magazines, etc. Data collection techniques in this study were carried out by distributing observation questionnaires in the form of Google Forms to several students at schools in Kerinci Regency and Sungai Penuh City. Then, the data from the questionnaire on the Google Form that has been collected were analyzed with qualitative descriptive analysis so that the data on the media needs in learning are found.

FINDING AND DISCUSSION

A. Rights to Education in Indonesia

In terms of the constitution, all people have the right to education without exception, including persons with disabilities. Every citizen has been

9 Agnes Praptaningrum, "Penerapan Bahan Ajar Audio Untuk Anak Tunanetra Tingkat SMP Di Indonesia," *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran* 5, no. 1 (August 31, 2020): 1–19, https://doi.org/10.33394/jtp.v5i1.2849.

10 Sugiyanto, Ika Kartika dan Joko Purwanto, "Pengembangan Modul IPA Terpadu berbasis Sains-Lingkungan-Teknologi-Masyarakat Dengan Tema Teknologi Biogas", *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, Vol. 42, No. 1, 2012, H. 57.

guaranteed by the state education, as stated in Law Number 20 of 2003 concerning National Education. There are several rules related to the rights and obligations of persons with disabilities. Article 5, paragraph 1 explains that "every citizen has the same right to obtain a quality education." Continued in paragraph 2: "all citizens with physical, emotional, mental, intellectual, or social disabilities are entitled to special education."[11]

Law no. 20 of 2003 has encouraged the government to issue a new policy to support the right to education for people with disabilities by establishing inclusive education methods (unification). In line with that, the issuance of the Minister of Education Regulation 70 of 2009 concerning the implementation of inclusive education: "that students who have disabilities and have the potential for intelligence and/or special talents need to receive educational services that are under their needs and human rights." Article 1 contains: "that what is meant by inclusive education is an education administration system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to attend education or to learn in an educational environment together with students in general." While, Article 2 paragraph (1) contains: "providing the widest opportunity to all students who have physical, emotional, mental, and social disorders or have the potential for intelligence and/or special talents to obtain quality education according to their needs and abilities.".[12]

Article 12 of Law Number 39 of 1999 also explains that every citizen has the right to get protection in developing himself, in the form of the right to fulfill education to improve quality and enhance his intelligence. It aims to make individuals who are faithful, pious, have a noble character, responsible, happy and prosperous based on human rights.[13]

The government's concern for people with disabilities is also contained in Law Number 8 of 2016; regarding the rules for public services that must be accessible to people with disabilities.[14] The purpose of this law is an emphasis on equal human rights between people with disabilities and people without disabilities.[15] In particular, the rights of people with disabilities are contained in article 10, which are: a). The right to obtain a good education from various levels, various types, and inclusive pathways; b). To get the same opportunity as people without disabilities to become educators or educational staff; c). To have the same opportunity as education providers; d). To obtain adequate accommodation as a student. This law has specifically explained the rights of people with disabilities in education, but not all education providers understand these rights.[16]

The regulation issued by the government above, especially in Permendiknas (Regulation of The Minister of National Education) number 70 of 2009 is a form of the government's willingness to protect the rights of people with disabilities, and even regulation provides opportunities for people with disabilities to develop their abilities to improve human resources.[17] Then, based on the international convention on the fulfillment of children's rights at the general assembly organized

11 Jazim Hamidi, "Perlindungan Hukum Terhadap Disabilitas Dalam Memenuhi Hak Mendapatkan Pendidikan Dan Pekerjaan," *Jurnal Hukum IUS QUIA IUSTUM* 23, no. 4 (2016): 652–71, https://doi.org/10.20885/iustum.vol23.iss4.art7.

12 Hamidi.

13 Imam Machali, "Islam Memandang Hak Asasi Pendidikan," *Jurnal Pendidikan Islam* 27, no. 1 (February 18, 2016): 1–20, https://doi.org/10.15575/jpi.v27i1.492.

14 Jefri Tamba, "A Juridical Study toward Indonesian Disabilities Right for Public Services Accessibility According to Law No. 8 Year 2016," *IJDS : Indonesian Journal of Disability Studies* 4, no. 1 (June 9, 2017): 63–68, https://doi.org/10.21776/ub.IJDS.2017.004.01.9.

15 Maharani Nurdin, "Regulation of the Education Rights of Persons with Disabilities in Law Number 8 of 2016 Concerning Persons with Disabilities," *Legal Brief* 11, no. 2 (2022): 862.

16 Gustiana Yuantini, "The Islamic View Toward People With Disabilities In Education Policy In Indonesia," *Skijier: International Journal on Educational Research* 3, no. 1 (2019): 54–65.

17 Fajar Indra Septiana and Zulfa Rahmah Effendi, "Mewujudkan Akses Pendidikan Tinggi Bagi Penyandang Disabilitas," *Inclusive: Journal of Special Education* 5, no. 1 (2019): 11–18.

by the United Nations stated that among the decisions of the convention is the guarantee of welfare for children without discrimination.[18] Every child has the right to get an education, and children with disabilities also have the right to get treatment in obtaining special education and care.[19] Through the Convention on the Rights of the Child, it can be known that countries participating in the convention must recognize the rights of every child. To support the fulfillment of these rights, the state must implement education that is open to all children. Facilitating appropriate educational facilities and providing guidance as well as making various innovations to reduce dropout rates.[20] To optimizing this, it is necessary to have government regulations on institutions to be able to provide all educational support in facilities and infrastructure.

In general, educational institutions only have facilities and infrastructure designed for general students, in the sense that they do not consider other needs such as physical form and someone who has limitations in mobility, audio, visual, and others. The Center for Universal Design (CUD) states that when designing a product and environment, it is supposed to be able to be used by everyone without having to design a special product.[21] Various government policies dealing with educational equality in Indonesia have been carried out. Executing these rules in education is done by presenting various media or facilities to support education.

B. The Design of Learning Media Buk-Smart Logi (Book of Smart Technology) for Islamic Religious Education

Learning media is something that can be utilized and used in the explanation of material from the teacher to students to achieve full understanding by students and to make sure the success of the implementation of maximum education. In learning, the media is divided into several forms, namely audio, visual and audio-visual media.[22] In this study, based on the needs analysis carried out in educational institutions, the use of learning media is very minimal in the learning process. In addition, 98.1 % of students stated that no learning facilities were available for people with disabilities in their schools.[23] Therefore, in this study, the author designed a technology-based book learning media by integrating various learning media innovations that students without disabilities and students with disabilities can utilize.

Islamic Religious Education is a subject studied by every grade level and always exists at the education level. This subject is a form of effort to instill the value of faith and devotion to God Almighty. Besides that, it also inculcates students' attitudes towards other religions by being tolerant of each other in shaping the harmony of community life. In other terms, this religious education is an awareness of adult (Muslim) personal piety to direct or guide the basic development and growth of students. In other words, Islamic education in schools has an important role in shaping the character and morals of students.[24] The following are forms of learning media design innovations that include audio, visual, and audio-visual:

18 Rachmat Putro Ferdiawan, Meilanny Budiarti Santoso, and Rudi Saprudin Darwis, "Hak Pendidikan Bagi Anak Berhadapan (Berkonflik) Dengan Hukum," *Jurnal Kolaborasi Resolusi Konflik* 2, no. 1 (April 22, 2020): 19–31, https://doi.org/10.24198/jkrk.v2i1.27044.

19 Ferdiawan, Santoso, and Darwis.

20 Che Ngah Anisah and Abdul Rahman, "Respon Pemerintah Indonesia Terhadap Hak Asasi Anak Dalam Konvensi Internasional," *Jurnal Ad-Daulah* 3, no. 2 (2014): 129–42.

21 Akhmad Sholeh, "Islam Dan Penyandang Disabilitas: Telaah Hak Aksebilitas Penyandang Disabilitas Dalam Sistem Pendidikan Di Indonesia," *PALASTREN* 8, no. 2 (2015): 293–320.

22 M. Ramli, "Rancangan Media Pembelajaran Pendidikan Agama Islam", *Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam*, Vol.5, No. 2, 2015, H. 77

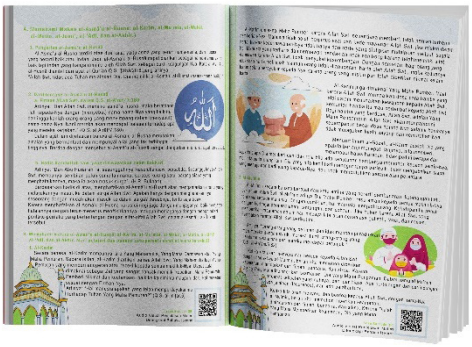
23 Observasi Melalui *Google Form*, 20-28 September 2022.

24 Agus Setiawan, "Merancang Media Pembelajaran PAI Di Sekolah (Analisis Implementasi Media Pembelajaran Berbasis PAI)," *Darul Ulum: Jurnal Ilmiah Keagamaan Pendidikan Dan Kemasyarakatan* 10, no. 2 (2019): 223–40.

1. Buk-Smart-Logi (Technology Smart Book)

In building students' interest in learning, the design of the material book is done with the dominance of interesting pictures. Of the 52 students, 46 students (85.5%) stated that they prefer to read picture books, so giving more dominant pictures in the material book is necessary.[25] The preparation of the book media is carried out with a picture design and accompanied by an explanation using sentences that can be understood easily by students. The material in the media of this book adapts to the Curriculum RPP used in Islamic Religious Education subjects.

Figure 1. Design of Buk-Smart-Logi



2. Explanation of Video-Based Materials for People with Disabilities

Based on the observation data from several students in Kerinci Regency and Sungai Penuh City, 78.8% of teachers are more likely to use the lecture method in explaining the material.[26] Therefore, it is necessary to update the explanation of the material so that the explanation does not seem boring. Utilization of digital media in learning can be used in learning facilities to facilitate the explanation and packaging of more interesting material. That is why this smart book technology uses *Youtube*-based audiovisuals to explain the material. Also, the video can be accessed using Android via a barcode scan code. With the barcode code, it will lead to a video explanation of the material uploaded on *Youtube* social media. *Youtube* media is one of the media that every student can easily access. The material explanation video is designed with a cartoon theme and is equipped with an explanation of the material by the teacher with subtitles. The video, besides explaining the lecture method, is also accompanied by sign language movements so that people with hearing impairments can understand it. People with visual impairments can also use the explanation of the material in the video by listening to the audio explanation in the video. In short, from one video, people with hearing and visual impairment can use the video to help them understand the material.

Figure 2. Explanation with video-based sign language



3. Mastery of Sign Language by Staff

The difficulty of a child with a disability to understand the material in an inclusive school is one of the parents' concerns. People with hearing impairment should be a serious concern for educational institutions. Thus, a teacher should be equipped with skills in using sign language. Based on the observational data, only 17.3% of educators master sign language.[27] At the same time, the success of learning is determined by several supporting factors, which are facilities (media used), equipment, procedures, and human resources (educators). In addition, it has an important role in the success of language learning which includes written, spoken, and sign.[28] The teacher's mastery of sign language in explaining the material becomes an appropriate concept for schools to implement the inclusion system. It is

25 Observasi Melalui *Google Form*, 20-28 September 2022

26 Observasi Melalui *Google Form*, 20-28 September 2022

27 Observasi Melalui *Google Form*, 20-28 September 2022

28 Ni Made Lastri Karsiani Putri, Desak Putu Parmiti, and Komang Sudarma, "Pengembangan Video Pembelajaran Dengan Bahaa Isyarat Berbasis Pendidikan Karakter Pada Siswa Kelas V Di SDLB-B Negeri I Buleleng Tahun Pelajaran 2017/2018," *Jurnal EDUTECH UNDIKSHA* 7, no. 2 (2019): 81–81.

to say that skills in using sign language can make it easier for students with hearing impairments to understand the material in class or through audio-visual media.

The integration of the three concepts creates innovations in learning media that can be used by students without disabilities or students with disabilities in the same institution. The results of the validation by material experts and media experts through the validation sheet carried out obtained a value of 94%.[29] However, in this study, the author gets suggestions or product revisions using videos designed attractively with moving animations. In addition to the application of this book media in helping students with visual impairments in inclusive schools, a teacher must have attention to students with disabilities, especially in accessing technology.

C. Buk-Smart-Logi Is a Form of Effort to Fulfill the Right to Education for People with Disabilities

Inclusive education is a form of government concerned with equal education for people with disabilities. The inclusive education system is an effort made so that students can participate and learn together in an educational environment without being discriminated against and cornered. Providing inclusive education has an impact that encourages the formation of the quality of human resources.

From a historical point of view, Indonesia is a country that prioritizes human rights values when compared to Indonesia's National Action Plan on Human Rights (RAN HAM) in 2015-2019. Human rights are essentially a gift from God, so it becomes an obligation to fulfill and provide protection. This presidential regulation is a form of the state's seriousness in protecting human rights, justice, and equality from the state's point of view and the law. Another form of support for the protection of human rights in Law no. 39 of 1999, articles 2 and 3 concerning human rights, the Indonesian state recognizes and upholds human rights. Every citizen is guaranteed and protected by the rights he gets.[30]

Fulfilling human rights for people with disabilities is the main goal in life, and the fulfillment is not only limited to constitutional rules but also contextual implementation.[31] This has been implemented by SD Semai Jepara which carries educational institutions that humanize humans. By accepting various forms of background conditions there are various students with special needs in this school. This school is very concerned about students with special needs so that they are comfortable and have freedom of expression.[32] In the learning process at Semai Jepara Elementary School, learning media is applied using the parody method, so that this method can eliminate the boredom of students, especially people with disabilities in the learning process.[33]

In fulfilling human rights or the right to education with an equality perspective, it can be done by adopting technology and integrating it with other media in learning. This technology smart book will support the creation of inclusive education. The inclusive school system is carried out by accommodating all students regardless of certain conditions.[34] Specifically, education

29 Validasi Ahli, 1 Oktober 2022.

30 Dewa Gede Sudika Mangku, "Perlindungan Hukum Terhadap Anak-Anak Disabilitas Terkait Hak Pendidikan Di Kabupaten Buleleng," *Jurnal Magister Hukum Udayana (Udayana Master Law Journal)* 9, no. 2 (July 31, 2020): 353–65, https://doi.org/10.24843/JMHU.2020.v09.i02.p11.

31 Eta Yuni Lestari, Slamet Sumarto, and Noorochmat Isdaryanto, "Pemenuhan Hak Bagi Penyandang Disabilitas Di Kabupaten Semarang Melalui Implementasi Convention On The Rights Of Persons With Disabillities (CPRD) Dalam Bidang Pendidikan," *INTEGRALISTIK* XXVIII, no. 1 (2017): 1–9.

32 Ana Rahmawati, "Konsep Pembelajaran PAI Bagi Anak Berkebutuhan Khusus Di Sekolah Inklusi: Studi Kasus Di SD Semai Jepara," *Edukasia Islamika*, December 29, 2018, 171, https://doi.org/10.28918/jei.v3i2.1686.

33 Rahmawati.

34 Notonagoro Sabdo Gusti, "Implementasi Pendidikan Inklusi Dalam Setting Sekolah Menengah Atas Di Kota Mataram Provinsi Nusa Tenggara Barat," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 3 (September 7, 2021): 532, https://doi.org/10.33394/jk.v7i3.3469.

with an inclusive system will be felt by students, communities, teachers, and parents. The following goals will be achieved with an inclusive education system.

1. We are cultivating the confidence of a child who has physical limitations.
2. Students grow awareness to learn independently and try to apply the material learned in everyday life in the community.
3. A child will be able to interact with the school environment and society.
4. With inclusive education fostering an attitude of tolerance for differences, students will be able to adapt and make creative attitudes.
5. Creating human resources that have adequate quality and quantity.

After conducting a small-scale trial of several educators in Sungai Penuh City and Kerinci Regency, the results obtained that 96.2% stated that they agreed and deserved the *Buk-Smart-Logi* media to be used in inclusive learning in public schools. In addition, 90.4% of the students' responses agreed to the inclusive education system using integrated learning media between the learning media of students without disabilities and people with disabilities.

CONCLUSION

Indonesia is a country that values human rights. Education is a state-protected individual right. To guarantee the right to education, the government established guidelines for inclusive schools, which serve both regular students and students with disabilities. Inclusive schools present a challenge for educational institutions in terms of facilities and infrastructure. It is critical to pay attention to learning media and approaches so that no one feels discriminated against and excluded. Therefore, in this work, the author attempted to incorporate multiple learning strategies in a learning media to assist the inclusive learning process. Books with lots of illustrations tend to be more appealing to pupils in general. Students with visual impairments can use the hearing technique to comprehend material explanations, while those with hearing impairments can utilize the visual and sign language methods. To provide cohesive learning media in an inclusive educational setting, the book *Buk-Smart-Logi* unites all three approaches in one volume (audio-visual).

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