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Receptive and Expressive Language Skills of Students with Autism in an Inclusive Islamic Education Context: A Psycholinguistic Study in Jombang Regency

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Abstract
Language is one of the main things needed for communication in social interaction, in addition to body movements, tone, and so on. However, some individuals have disorders or limitations in communicating or engaging in social interaction, including children with Autism Spectrum Disorder (ASD). Children with ASD tend to have a limited vocabulary. Their characteristic tendency to withdraw from the social environment also causes children with autism to have limitations in receptive and expressive language abilities. The purpose of this study is to describe receptive and expressive language abilities in children with ASD based on a psycholinguistic study. The method used is descriptive qualitative, and in collecting data, the researchers conducted field observations at several inclusive schools in Jombang Regency. The researchers also conducted interviews with relevant parties. The conclusion of this study is that children with autism have limitations in receptive and expressive language abilities caused by the characteristics of students with ASD who tend to withdraw from the social environment.

Keywords: Psycholinguistics, receptive language, expressive language, autism, inclusive Islamic education

Introduction

Language is a primary element needed for communication in social interaction, in addition to body movements, tone, and so forth. In line with this, according to (Asmia, 2024) Language skills need to be possessed by every individual to serve as a bridge for a person in social interaction. In the learning curriculum at schools or educational units, language skills comprise four aspects, namely; listening skills, speaking skills, reading skills, and writing skills. These four aspects are closely interconnected with one another. Language is a unifying tool for the nation, whereby without language we cannot communicate with other individuals (Warahmah et al., 2025). Another opinion also explains that language has three functions in human life: first, it serves as a means of expressing thoughts and feelings, reflecting a child's cognitive and emotional maturity. Second, it serves as a means of communication with others, which begins to emerge from infancy, for example through crying as a way of expressing needs. Third, it serves as a medium for interaction and collaboration in social settings (Karwati et al., 2026). Based on these explanations, language is considered very

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important for someone to master in order to live their daily social life.

Language ability is also one of the benchmarks of child development. The process of children's language acquisition begins with a stage called the prelinguistic period or can also be referred to as the stage before children master language (Ardhyantama, 2020: 40). This underlies the fact that language ability is also one part of child development. However, some children experience problems in language or speech with different factors, of course. Language or speech disorders are disorders that occur in the functions of the brain and speech organs. (Istiqamah et al., 2022) argue that in everyday life some language users are found to have language disorders, based on external factors such as those caused by environmental noise, as well as internal factors caused by stuttering, neurological disorders, and so forth. Factors causing speech disorders are classified into two parts, namely medical factors and social environmental factors. In line with (Damayanti et al., 2025) disorders that occur directly, they include damage to the speech organs, while indirect disorders include cognitive limitations that cause children to have difficulty understanding the meaning of a word.

Autism Spectrum Disorders (ASD) are disorders that affect the inability to interact with other people, as well as language and behavioral disorders. ASD is a neurobiological disorder that occurs in children and affects language development and relationships (interactions) dlam the social environment (Hanindya Ayusti et al., 2023). Children with ASD disorders also show significant deficits in the domain of receptive language, namely the ability to understand dahasa that is received (Sanjaya et al., 2025). Autism Spectrum Disorder (ASD) is a syndrome that causes obstacles in brain development and affects the language skills and social interaction of sufferers. Autism is a disorder of brain development that is broad in nature, namely having cognitive, language, behavioral, communication and social interaction disorders, so that this child appears to have his own world (Susanti & Adri, 2025). ASD also has several levels with different characteristics (Okmayura et al., 2024), mild autism is characterized by difficulty in initiating social interactions, sensitivity to sensory stimuli, being able to speak but having difficulty understanding language. Moderate autism is characterized by limited social interactions, limited language development, and needing assistance in controlling problematic behavior. Meanwhile, some criteria for children with severe autism are characterized by significant sensitivity to sensory stimuli, no eye contact and inability to engage in two-way interaction, and inability to communicate verbally and nonverbally. Psycholinguistic studies have a primary focus on the relationship between language and cognitive processes. This makes psycholinguistic studies highly relevant for understanding the language abilities of children with Autism Spectrum Disorder (ASD).

Receptive language ability is an ability that refers to understanding other people's utterances such as understanding stories, questions, and instructions. along with thinking (Hoar, 2022)Receptive language is the ability to understand what is seen and what is heard. Receptive language ability enables children to understand words, sentences, stories and rules (Lilwalidain & Sudrajad, 2023). Receptive language ability is interconnected with expressive language ability. Expressive language ability is an ability to communicate what a person thinks or feels through words verbally or nonverbally. In line with the opinion of (Sudezia et al., 2025). Expressive language disorder in psycholinguistics is defined as an individual's difficulty in conveying verbal messages, stringing words together into meaningful sentences, and producing speech that can be understood by others (Prastika, 2026). These two language abilities need to be mastered by a person in order to communicate well in social interaction.

Permendiknas No. 70 Tahun 2009 Pasal 1, states that inclusive education is defined as an education delivery system that provides opportunities for all students who have disabilities and have

potential intelligence and/ or special talents to participate in education or learning in an educational environment together with students in general. Inclusive education needs to be implemented in all schools to support equality of students' learning rights (Nurhastuti et al., 2025). In line with (Mansir, 2021) inclusive education, it is an education system that is designed and organized in such a way that, within education at an educational institution, particularly at Islamic educational institutions (Islamic Schools and Madrasahs), it does not sort or differentiate the characteristics (strengths or weaknesses) of individuals or students based on physical, mental, emotional, social, or even socioeconomic aspects. Several schools in Jombang Regency have implemented inclusive programs, including SD dan SMP Islam Roushon Fikr and SD Islam Dian Madani.

Islamic Inclusive Schools have an interesting context to study, because the implementation of education does not only focus on students' academic achievement, but also on the formation of students through an educational process based on Islamic values. (Awang et al., 2026) is of the opinion that the environment in question does not only include accessible physical aspects (disability friendly), but also social and psychological aspects that are able to provide a sense of security, comfort, acceptance and appreciation for differences. In this context, students with special needs not only obtain opportunities to participate in the learning process and social interaction proportionally. In line with (Susanti & Adri, 2025) Inclusive education is a strategic approach to achieving education for all, especially for those who are vulnerable to marginalization.

Previous research has extensively discussed the language abilities of children with ASD disorders from various perspectives. Several studies have also focused on expressive and receptive language abilities, communication interventions, as well as language disorders in children with ASD. Research on the language abilities of children with ASD has also been conducted in disability service centers and inclusive education settings. However, research that specifically examines expressive and receptive language abilities in students with ASD through a psycholinguistic perspective by positioning Islamic inclusive schools as an educational context still needs to be developed.

In relation to these matters, psycholinguistic studies are highly relevant to research on receptive and expressive language abilities in children with Autism Spectrum Disorder (ASD). The main aspect of psycholinguistics is language comprehension. This aspect discusses the mental or psychological processes that occur when the human brain processes and interprets texts or utterances (Julianita et al., 2023). Psycholinguistic aspects such as encoding linguistic input, understanding language structure, and speech production are disrupted, causing delays or failures in language development (Ameerah Fatini Binti Sofian Rahman & Abdul, 2025). The impact of language disorders is not limited to linguistic aspects but also affects an individual's cognitive and social development. Therefore, language disorders are a crucial issue in linguistic and psychological studies (Nurisra & Huda, 2026). Psycholinguistic studies also have a very important role in examining the neurological condition of a child with language disorders such as those with Autism Spectrum Disorder (ASD) in an inclusive school environment.

Method

The research method used by the researcher is a qualitative method with a descriptive approach that refers to psycholinguistic studies to describe the receptive and expressive language abilities of ASD students in inclusive schools. Qualitative studies are used by researchers to conduct studies on history, behavior, community life, organizational functionalization, social movements, kinship relationships, or organizational functionalization, according to Straus and Corbin (Agustini et al., 2023). This is in line with the opinion of (Kholifatu et al., 2022) that descriptive qualitative research methods require an explanation in the form of words or sentences and do not use statistical figures.

Children also need to master expressive language in social interactions in the school environment, in accordance with (Nadia et al., 2026) the child's ability to express themselves based on the results of their observations, emotions, or feelings.

Data Collection Data collection in this study used recorded interviews with GPK (Special Education Assistants), the Head of the Inclusion Division, Class Teachers, as well as video documentation of ASD students' learning activities, which were then transcribed. The research was conducted at Roushon Fikr Islamic Elementary and Junior High Schools, Dian Madani Islamic Elementary School, which are schools implementing inclusive education programs in Jombang Regency.

Data Collection

The data collection techniques in this study were carried out in a natural setting (natural conditions), using primary data sources (data sources that directly provide data to the data collector). Primary data is the main source of information collected directly by researchers in the research process (Sulung & Muspawi, 2024). Data collection techniques relied more heavily on participant observation, in-depth interviews, and documentation (Sugiyono, 2009: 225). This study used observation, interview, and documentation techniques. Observation is considered a pure approach because it involves direct observation without having to change or intervene in existing conditions, resulting in more natural data (Romdona et al., 2024). An interview is a method of obtaining information by asking respondents directly or indirectly (Rumina, 2024). Documents in the context of qualitative research cover a wide spectrum: public documents such as official reports, government policies, mass media articles, and institutional publications; private documents such as letters, diaries, memoirs, and personal notes; visual materials such as photographs, paintings, posters, and films; and digital documents such as websites, social media, and electronic archives (Rozikin et al., 2026).

Data Analysis

Data analysis is a process of arranging the sequence of data, organizing it into patterns, categories, and basic units of description (Kaelan in Muhammad, 2014: 221). The data analysis process in this study uses a qualitative descriptive method that will go through three stages, namely data reduction, data presentation, and data conclusion/verification.

The first stage is data reduction, namely summarizing or selecting the important main points of the data and discarding unimportant matters. Because the data obtained is very extensive, it is necessary to conduct data reduction. Reducing data means summarizing, selecting important data, determining its patterns and themes, and eliminating less important aspects of the data (Sugiyono, 2009:338). Through this data reduction process, the data obtained will provide a clear picture and facilitate the subsequent data collection process.

The second stage is data presentation, The data presentation used in this study is in the form of a narrative description. In presenting data in the form of descriptive narrative, researchers use various strategies to display data, such as creating a summary of themes, compiling a categorization matrix, developing a flowchart, or using other visualization techniques that can describe the complexity of research findings comprehensively (Qomaruddin & Sa'diyah, 2024). The narrative text is based on the results of video transcripts of ASD students' activities in the learning process and social interactions in an inclusive school environment.

Results

Language Ability Characteristics of Students with Autism Spectrum Disorder (ASD)

Based on the research findings, the language abilities of students with ASD have different characteristics. This can be seen in their ability to understand speech, respond to questions, produce

utterances, and use nonverbal communication.

Tabel 1. Research subject data

Subjek	Jenjang	Karakteristik	Bahasa Reseptif	Bahasa Ekspresif
FHR	SMP VII	Mild ASD	Relatively capable, but requires repetition	Limited in two-way communication
BK	SD IV	Severe ASD	Requires a lot of repetition	Able to produce several words, with a tendency toward echolalia
KN	SD II	Moderate ASD + speech delay	Relatif mampu memahami instruksi	Relatively able to understand instructions
DM	SD I	ASD moderate	Mengalami kesulitan pemahaman ujaran	Experiencing difficulty understanding speech

Receptive and Expressive Language Skills

The receptive and expressive language skills of students with autism are the main focus of this study. Because in inclusive school learning, students must engage with a more global environment, therefore it is necessary to determine the level of receptive and expressive language skills of students with autism. In addition (Salsabela et al., 2024) to receptive language skills, there needs to be stimulation and improvement so that the child's educational and social processes can run smoothly. Children also need to master expressive language in social interactions in the school environment, in accordance with the child's ability to express themselves based on the results of their observations, emotions, or feelings (Nadia et al., 2026).

Based on the results of research on the receptive and expressive language abilities of students with Autism Spectrum Disorder (ASD) during learning activities in the classroom as well as when interacting socially in the school environment over the course of one month, the resulting speech data transcripts are as follows.

FHR's Receptive and Expressive Language Skills

The subject with the initials FHR is a seventh-grade student at Roushon Fikr Islamic Junior High School, with a diagnosis of mild ASD. Cases of children with mild autism can be seen from the development of language and the ability to focus, children with mild autism tend to be able to communicate but still have limitations in understanding (Pelangi, 2021). In interactions with the teacher during Indonesian language lessons, FHR's receptive language skills demonstrate an understanding of instructions but require several repetitions. This can be seen based on the transcript of FHR's activities during Indonesian language lessons in class.

Table 2. FHR's Conversation with the Indonesian Language Teacher

Penutur	Bahasa Asli	Konteks
Guru	FHR Silahkan maju ke depan membawa hasil tugasnya	
FHR	Apa?	(Terlihat bingung)
Guru	Tolong maju membawa buku tugas ya	
FHR	Iya	(Sudah mulai memahami dan maju membawa buku)

These findings indicate that FHR is still able to understand speech, but requires emphasis and repetition of verbal stimulation. Based on this, from a psycholinguistic perspective, this can be viewed as part of the language comprehension process, which involves receiving speech and processing the message before producing a response.

FHR's expressive language ability tends to be more limited compared to their receptive language ability. In interactions with their friend, FHR is able to understand instructions or questions from their friend, but the verbal responses provided are still very limited. This can be seen based on the transcript of FHR's communication with their deskmate.

Table 3. FHR's Conversation with a Deskmate

Penutur	Bahasa Asli	Konteks
Teman	FHR kamu meresensi buku apa?	
FHR	Ini	
Teman	Judul bukumu itu yang kamu baca apa?	
FHR	Baca sendiri	

In Table 2, the subject demonstrates an understanding of the utterances conveyed by their seatmate, but FHR still has difficulty expressing what they want, so FHR prefers to simply point at things.

The GPK also explained that FHR tends to withdraw when being invited to communicate with peers and only responds through gestures. Nevertheless, FHR has relatively good reading skills and is able to understand written information.

Table 4. Interview with GPK of student FHR

Interview Excerpt
"FHR tends to withdraw when invited to communicate with peers. In terms of reading ability, Ananda is already fluent and is also able to comprehend, but when directly engaged in interaction, Ananda tends to withdraw and prefers to respond only through gestures"

Based on the statement from the informant, FHR demonstrates characteristics of autism, namely a tendency to be more individualistic or indifferent to the surrounding environment. In line with the opinion of (Nisak et al., 2024), children with autism generally have difficulties in social interaction (limited eye contact, being indifferent), difficulties in both verbal and nonverbal communication (echolalia, delayed speech), as well as repetitive behaviors or restricted interests. However, each child with ASD has their own characteristics according to their autism category. FHR still tends to have an interest in spending time with friends, but prefers to withdraw when invited to communicate. FHR also demonstrates fairly good receptive language skills, but still has difficulties with expressive language skills.

Receptive and Expressive Language Skills in Guidance and Counseling BK

BK is a fourth-grade student at Roushon Fikr Islamic Elementary School with a diagnosis of severe ASD. BK was diagnosed with severe ASD at 6 months of age, characterized by delayed motor development, as well as physical development that differs from that of typical children, namely BK experiences skin thickening. BK also exhibits a high level of hand-flapping. Therefore, BK tends to have difficulty concentrating when communicating. In line with (Dewi & Morawati, 2009) explaining that severe autism has the criteria of not being able to understand problems from another person's perspective, living in their own world and not understanding events occurring in their surroundings due to an inability to interpret emotions.

Table 5. Interview with GPK BK students

Interview Excerpt
"Initially, I taught my younger sibling to recognize their own identity, and that took 3 weeks. Just remembering their name was difficult, it had to be repeated over and over, and we often said it until my younger sibling began to realize that their name was BK. My younger sibling has a very short memory, but when they like something, their memory is strong, such as drawing, and when I give them a laptop, without me giving any instructions, my younger sibling immediately responds, because they like it".

Based on the results of the interview with the GPK, BK requires intensive repetition in recognizing their own identity. BK also shows a faster response to activities they are interested in, such as drawing and using a laptop.

Table 6. BK Conversation with GPK

Penutur	Bahasa Asli	Bahasa Diperbaiki
GPK	BK kenapa tidak mengaji?	
BK	Kenapa?	
GPK	BK kenapa tidak mau mengaji?	
BK	Ngantuk	Mengantuk
GPK	Kalau BK mau mengaji nanti dikasih Bintang ya sama kakak	
BK	Iya iya iya, *maoo*	Iya mau
GPK	Sekarang BK nderes 3 kali yaa	
BK	Iya iya, aku *ndeues,* aku *ndeues.* mau *ndeues*	Iya aku nderes

The data show interactions regarding Quranic recitation activities, with BK able to respond after receiving repetition. BK's expressive language abilities emerge through simple words and phrases, but language production still shows certain characteristics, including a tendency to repeat words or echolalia in the context of Islamic learning. This is interesting because the student's language abilities are evident during Quranic recitation activities and interactions with the GPK. This indicates that learning activities closely connected to the student's interests and routines can serve as important contexts for communication.

KN's Receptive and Expressive Language Skills

The third subject, with the initials KN, is a second-grade student at Roushon Fikr Islamic Elementary School with a diagnosis of moderate ASD and speech delay. KN was identified as having these disorders since kindergarten age. This was characterized by KN's difficulty in maintaining eye contact when interacting with others. In addition, KN also tends to have difficulty regulating their own emotions. Children with receptive speech delays have limited vocabulary and difficulty providing linguistic responses (Mufidah, 2024).

Table 7. Interview with GPK student KN

Interview Excerpt
"KN's condition is ASD, but only at a moderate level and with speech delay. The age at which it was detected was during kindergarten, but I don't know the exact age at that time. The utterances that he can still and has only recently been able to say are "mama", "abi" with the "I" sound still unclear, "iya" with the "a" sound still unclear, and "emoh", which is very clear compared to the others and is the one he says most often. Then sometimes he can pronounce something but cannot repeat it. For example, he can say "cantik", but when everyone appreciates it, he can't repeat it again".

Based on the interview data with the GPK, KN's verbal vocabulary is still very limited. Some of the words spoken cannot always be repeated when requested. However, KN's receptive language skills appear to be relatively good.

Table 8. KN's Conversation with GPK

Penutur	Bahasa Asli	Bahasa Diperbaiki
GPK	Kak KN diantar siapa?	
KN	*Maomao* (sambil menu njuk pintu)	Mama
GPK	KN sudah makan?	
KN	(hanya mengangguk)	
GPK	KN kerjakan tugas dari bu guru ya	
KN	(hanya diam mencoba memahami, kemudian menatap GPK dan menarik tangan GPK ke atas meja bermaksud meminta bantuan untuk mengerjakan tugas yang didapatkannya)	

Based on the data transcript, KN is able to understand instructions or commands from the GPK. When the GPK asked who brought KN, KN pointed to the door and produced an utterance intended to mean "mama". When asked whether KN had eaten, KN gave a nonverbal response in the form of a nod. When instructed to do the task, KN also demonstrated an understanding of the message by pulling the GPK's hand toward the table to ask for help.

These findings demonstrate the importance of distinguishing language comprehension from language production. KN's limited verbal utterances do not automatically indicate that the ability to understand messages is also low. KN can demonstrate understanding through gestures and actions. Thus, the evaluation of the language abilities of students with ASD in inclusive education needs to consider both verbal and nonverbal communication.

Kemampuan Berbahasa Reseptif dan Ekspresif DM

DM is a first-grade student at Dian Madani Islamic Elementary School. Ananda was diagnosed with moderate ASD at the age of 3. At that time, Ananda showed developmental differences compared to children of the same age and was unable to respond to being called, so Ananda underwent hearing therapy for a period of time. However, after further observation, Ananda was diagnosed with moderate ASD. In the process of speaking, DM also often omits several phonemes, so that the words or sentences spoken become less clear. This omission of phonemes indicates a limited phonological processing capacity in working memory. Autistic children with language disorders often have difficulty representing complete syllable structures in their minds (Prabawati & Asrini, 2026).

Table 9. DM conversation with GPK

Penutur	Bahasa Asli	Bahasa Diperbaiki
DM	Melempar clay	
GPK	DM ayo diambil	
DM	(Masih bermain tidak memedulikan)	
GPK	DM ayo mainannya diambil (dengan intonasi lebih tegas dan menunjuk clay)	
DM	Tidak tidak tidak (berputar-putar lari)	
GPK	DM harus bertanggungjawab mengambil, mainannya terkena temannya	
DM	(tetap tidak memerhatikan dan pergi)	

Based on the data transcript, Ananda still tends to ignore commands and has difficulty understanding the utterances of their interlocutor. Ananda's expressive language skills are also quite limited. During interactions with the GPK, DM demonstrated difficulty understanding instructions. When asked to retrieve the clay toy that had been thrown, DM continued the activity and then moved away even though the instruction had been repeated with a firmer intonation and accompanied by a pointing gesture.

Table 10. Interview with GPK of DM student

Interview Excerpt
"DM still has difficulty listening to instructions. During circle time, Ananda tends not to want to follow instructions, instead, he sleeps in the middle of the circle. When doing assignments, Ananda still needs to be continuously accompanied, because when doing something DM has to finish everything, if there is a friend who has already finished and he has not finished yet, he will definitely have a tantrum. Ananda is not yet able to ask for help, so if he needs something he will definitely cry or otherwise have a tantrum. So we have to repeatedly ask what Ananda wants".

The informant's statement indicates that subject 4's receptive and expressive language abilities are still very low considering that the subject is already 7 years old. In terms of expressive language, the GPK explained that DM is not yet able to verbally express needs or ask for help. When wanting something, DM tends to cry or display tantrum behavior. From a psycholinguistic perspective, these findings indicate obstacles in the process of understanding messages and conveying messages during learning interactions.

Discussion

Psycholinguistic Analysis

Based on the results of research conducted in inclusive schools in Jombang Regency regarding the receptive and expressive language abilities of students with Autism Spectrum Disorder (ASD), it was found that each subject demonstrated different characteristics of language ability. These differences were evident both in the ability to understand utterances (receptive) and in conveying

messages, desires, and responses to interlocutors (expressive). Variations in language ability in each subject cannot be understood solely based on the level of ASD diagnosis, but also need to be considered in relation to individual characteristics, age, educational level, speech delay, therapy or support experiences, the context of learning activities, as well as the forms and communication strategies used.

The receptive language ability of the first subject, namely FHR, showed that FHR was fairly capable of understanding utterances conveyed by interlocutors, although sometimes several repetitions or simplification of instructions were needed. In terms of expressive language ability, FHR still showed limitations in two-way communication. FHR tended to withdraw when required to engage in direct verbal interaction, although FHR showed an interest in socializing with peers. This condition indicates that FHR's ability to understand messages was relatively more developed than the ability to provide verbal responses in two-way interactions. Thus, the characteristics of FHR's language ability need to be viewed not only from the characteristics of ASD that FHR has, but also from the communication demands that arise in interactions with teachers and peers.

The second subject, namely BK, was a fourth-grade elementary school student who, based on information from informants, had a diagnosis of severe ASD. BK's receptive language ability showed difficulties in understanding utterances conveyed by interlocutors. BK required several repetitions to understand the messages given. Meanwhile, in terms of expressive language ability, BK was able to utter several words, although some phonemes were not yet clear and a tendency toward echolalia was found in communication. These findings show that BK's language ability had characteristics different from those of FHR. However, these differences cannot be directly attributed to the level of ASD diagnosis because BK's communication ability may also be influenced by learning experiences, forms of support, communication habits, and the interactional context encountered during learning activities.

In the third subject, namely KN, who according to the research information had a diagnosis of moderate ASD and speech delay, receptive language ability showed a fairly good ability to receive messages or utterances from interlocutors. KN was able to respond to utterances, although the responses were more often conveyed through nonverbal communication, such as pointing, pulling someone's hand, smiling, or showing dislike toward something. In terms of expressive ability, KN experienced limitations in verbal communication, but was able to convey desires and responses through various forms of nonverbal communication. These findings indicate that expressive ability cannot only be viewed from the quantity or clarity of verbal utterances, but also from the ability of students to use other communication strategies to convey their intentions to others. The presence of speech delay in KN is one of the characteristics that needs to be considered in understanding the pattern of verbal communication.

The fourth subject, namely DM, showed that receptive and expressive language abilities were still limited. DM still experienced difficulties in providing appropriate responses to utterances conveyed by interlocutors. DM also showed limitations in making eye contact during interactions. In terms of expressive ability, the vocabulary used by DM was still limited, so the ability to convey messages verbally had not developed optimally. In this context, DM's limited language ability needs to be understood by considering individual characteristics and the learning context encountered, rather than solely based on the ASD diagnosis.

Based on the overall observation and interview data, the four subjects showed diverse patterns of receptive and expressive language abilities. FHR was relatively capable of understanding utterances but still experienced difficulties in two-way communication; BK required repetition in understanding utterances and showed the use of several utterances as well as a tendency toward echolalia; KN was relatively capable of understanding messages and using nonverbal communication to convey intentions although verbal communication was limited; whereas DM showed limitations both in responding to utterances and in expressing messages verbally. These variations indicate that the language abilities of students with ASD are individual and cannot be explained solely through the level of diagnosis.

Differences in the characteristics of language ability among the four subjects can be understood as the result of interactions among various conditions accompanying each subject. In addition to the characteristics of ASD, there were differences in age, educational level, speech ability, therapy or

support experiences, task context, and communication strategies used in the learning process. Therefore, the results of this study are more appropriately understood as a description of variations in receptive and expressive language abilities among individual students within the context of inclusive schools in Jombang Regency, rather than as evidence that the level of ASD diagnosis is the primary cause of differences in language ability among subjects

Implications for Inclusive Islamic Education

The research findings have implications for the implementation of inclusive Islamic education. Differences in language abilities indicate that learning needs to provide space for students to receive and convey messages through forms of communication that are appropriate to their individual characteristics.

In subject BK, for example, Quran recitation activities became one of the contexts in which verbal communication emerged. BK was able to provide responses after receiving repetition and motivation. This indicates that religious learning activities can serve as a space for language interaction when conducted by taking into account students' individual abilities and responses.

In the context of Islamic education, inclusivity is not only related to the presence of students with special needs in regular schools, but also to how the learning process provides them with opportunities to participate. Therefore, teachers and GPK need to pay attention to forms of communication that students can understand, provide instructions gradually when necessary, use visual aids or gestures when relevant, and allow adequate response time.

The research findings also reinforce the importance of an inclusive school environment as a space for interaction. The research draft indicates that the presence of inclusive schools provides opportunities for students with ASD to interact with regular students and receive communication stimuli.

Thus, the language abilities of students with ASD can be positioned as part of Islamic education's attention to fulfilling students' individual needs. This approach allows learning to be oriented not only toward academic achievement, but also to provide every student with opportunities to communicate and participate according to their abilities.

Conclusion

Based on the research findings and discussion that have been described narratively, it can be concluded that the receptive and expressive language abilities of children with Autism Spectrum Disorder (ASD) have their respective characteristics. However, overall, children with ASD tend to have weaker receptive language abilities because they require several repetitions in order to understand the utterances that have been spoken.

Because children with ASD tend to withdraw from their social environment, their expressive language abilities also tend to be low. Children with ASD tend to be willing and able to utter only a few words in communication.

However, the availability of inclusive school facilities enables students with ASD to interact with other regular students. The existence of inclusive schools can also provide stimuli for students with ASD to develop their receptive and expressive language abilities.

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