
Islamic Education Methods for Junior High School Students with Special Needs

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Abstract: This study aimed to determine the method of Islamic education given to Islamic Religious Education (PAI) learning, supporting and inhibiting factors in the PAI learning process for mentally retarded children at the junior high school level at SLB ABC YPLAB Lembang. This study used a qualitative approach using descriptive analysis methods. The data collection used in this study were interviews, observation, and documentation. Based on the results of the study, it was found that the methods of Islamic education carried out in learning varied greatly such as expository methods, practical methods, recitation methods, and habituation methods which of course were also assisted by several media that supported the learning materials. The dominant Islamic education method of learning was in the form of repetition and habituation because of the condition of mentally retarded children who need special treatment. Several supporting factors, namely competent teachers and supportive parents. In addition, there were also inhibiting factors or obstacles experienced, such as minimal funds, the nature of mentally retarded children who easily forgot and the condition of less stable children.

Keywords:

Islamic Education; Children with Intellectual Disability; Special Education School

Abstrak: Penelitian ini bertujuan untuk mengetahui metode pendidikan Islam yang diberikan pada pembelajaran Pendidikan Agama Islam (PAI) dan faktor pendukung dan penghambat dalam proses pembelajaran PAI bagi anak tunagrahita tingkat SMP di SLB ABC YPLAB Lembang. Penelitian ini menggunakan pendekatan jenis kualitatif dengan menggunakan metode analisis deskriptif. Pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, observasi, dan dokumentasi. Berdasarkan hasil penelitian, ditemukan bahwa metode pendidikan Islam yang dilakukan pada pembelajaran sangat bervariasi seperti metode ekspositori, metode praktek, metode resitasi, dan metode pembiasaan yang tentunya dibantu juga dengan beberapa media yang menunjang materi pembelajaran tersebut. Metode pendidikan Islam yang dominan pada pembelajaran berupa pengulangan dan pembiasaan karena kondisi anak tuna grahita yang perlu ada perlakuan khusus. Beberapa faktor pendukung, yakni guru yang kompeten dan orangtua yang suportif. Selain itu ada juga faktor penghambat atau kendala yang dialami, seperti dana yang minim, sifat anak tunagrahita yang mudah lupa, dan kondisi anak yang kurang stabil.

Kata Kunci:

Pendidikan Agama Islam; Anak Tunagrahita; Sekolah Luar Biasa

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INTRODUCTION

Education is a provision to achieve a glorious future, without adequate and adequate education will have difficulty adapting, solving problems, and building ideas without exception for children with special needs. Children with special needs are children who have characteristics unique in their characteristics so that they are different from children in general, including in carrying out their education (Husna et al., 2019). The implementation of religious education in Islam itself is obligatory to be studied by all Muslims without exception regardless of the circumstances. God created humans in various forms, characteristics, as well as various advantages and disadvantages for each person. Humans can only be distinguished from the side of their piety and deeds done during their life. Through Islamic religious education, one is expected to become a true Muslim or Muslimah, know, have character, worship, and reach His pleasure (Hasbiyallah & Ihsan, 2019)(Ramadhan et al., 2021)(Rohima, 2021).

The method of Islamic education is an effort made to facilitate educators in forming Muslim personalities with Islamic personalities. One of the efforts to form a Muslim personality is by applying learning methods. This is because the learning method is more focused, easier, and more effective in achieving goals (Ahyat, 2017)(Reksiana, 2018). This means that the methods used by PAI teachers have also increased over time. Likewise, PAI learning for children with special needs in Special Schools (SLB) has developed. There are many ways or methods used by teachers in carrying out learning. The teacher has a learning method that is adapted to the material to be taught. In addition to depending on the material to be taught, the learning method also depends on the conditions and level of understanding of students in receiving the material itself. Moreover, children with special needs, including mental retardation, have to learn methods that are tailored to their ability to capture learning material. The method of Islamic education that is applied is not only on understanding the material but also on inculcating Islamic values which are directly applied at school and home with parents' help.

The results of previous studies are relevant to introducing mentally retarded children to decorate and take care of themselves (Basuni, 2012). Rahmawati, the method used in the learning concept is a parody method, educators are required to play a creative role (Khobir, 2017). Application of lecture, discussion, and practice methods. However, the application varies among individuals because of the abilities of their children who must be treated specifically (Maftuhin & Fuad, 2018). The application of BlackBox media is by the expected goals (Saputra & Febriyanto, 2019). The VAKT method can improve the reading ability of students who have mental retardation (Puput & Tjutju, 2018). The learning methods taught in schools are lectures, demonstrations, questions and answers, stories, and drills (Kumalasari & Sormin, 2019).

The difference between this study and previous studies lies in the focus of the researchers on looking at Islamic education methods by applying the

learning methods applied by the teachers at SLB ABC YPLAB, from the aspect of understanding the material and practice or habituation. In addition, researchers also want to know the factors that influence the learning process at the school.

RESEARCH METHOD

This research belongs to the type of qualitative research. The method used in this research is descriptive qualitative. The data collection techniques used in this study were observation, interviews, and documents that the researchers described through descriptions and processed as clearly as possible so that they could answer the existing problem formulation. The data in this study were obtained from several sources, including PAI teachers, school principals, parents, and students. Then, the results of the research data analysis were compiled using data reduction, data presentation, and conclusion.

RESEARCH RESULT AND DISCUSSION

Islamic Educational Methods in Islamic Education Learning for Children with Intellectual Requirements at SLB ABC YPLAB Lembang

Islamic Education Method is an effort to instill knowledge of the Islamic religion in a person in this study in mentally retarded children. The method used is conceptually no different from the method conveyed in schools in general, but the treatment given by the teacher is certainly different, so special efforts are needed in delivering Islamic education to children with special needs. From the results of interviews and observations made, the PAI learning method used by the teacher has Mrs. Oom as a class teacher as well as a religion teacher. The methods used vary widely, consisting of lecture and question and answer or expository methods, practical methods, and recitation methods, in the implementation of learning using several media that support the delivery of the learning material.

In the beginning of the semester, before starting learning in the new semester, each class teacher conducts an assessment of each child in his class. In the context of education, assessment serves to see the abilities and difficulties faced by a person at that time, as material to determine what is needed. Based on this information, a teacher will be able to develop a realistic learning program by the reality and objectives of the child (Sugiharto, 2021).

The methods used by the classroom teacher to teach can be seen during the observation of how the teacher teaches in the classroom. In the first week, the teacher teaches PAI with material on the pillars of faith. The lesson starts at 08.10 and begins with reading a prayer and asking how each child is doing. It aims to create a warm and fun learning atmosphere. In addition, the relationship between teachers and students will feel closer because of the news they share.

At 08.30, the teacher began to give material about the pillars of faith. The discussion of the pillars of faith certainly cannot use practice, because the

discussion about aqidah only needs to be believed. Therefore, the teacher prefers to lecture and ask questions. The Lecture method is an activity of delivering material carried out by the teacher in front of the class whose narrative is spoken orally (Savira et al., 2018). his lecture method is included in the traditional method because it is considered efficient in the process, but the weakness of this method is that the relationship is only one way, only the teacher plays an active role. Students only act as listeners so students become passive (Wirabumi, 2020). Even so, of course, this method is very helpful for teachers on how to convey material to mentally retarded children appropriately.

In Learning process, question and answer are one of the activities to find out about the mastery of teaching materials/materials in students. The question and answer method are used by the teacher to determine the extent of students' understanding and listening ability of the subject matter that has been given (Cahyono & Asdiqoh, 2020). The purpose of the teacher using this method is also a step to find out whether students absorb material and their memory abilities increase or decrease when using this method, the results will be seen (Datul Ishmi, 2021). In using the question and answer method for mentally retarded children, it is usually only done once, because the level of understanding of mentally retarded students is different from students in general (Sari & Muliati, 2021).

The children were very enthusiastic when asked by the teacher and answered enthusiastically, although sometimes children need to be provoked by their memories, given the nature of mentally retarded children who easily forget. Teachers also often relate this material to everyday life so that it is easier for children to understand the material. For example, in the first pillar of faith, Faith in Allah, the teacher explains that the way to believe in Him is to carry out all His commands and stay away from His prohibitions. One of His commands is prayer. So, the teacher also explains about praying 5 times and the reward when we leave a prayer. The children are also invited to gradually get used to praying, even though it is not perfect.

In the next method, they used the recitation method, which is an assignment so that students can repeat or even increase their knowledge at home. The recitation method is the teacher's treatment of students by giving assignments whose purpose is to help students become active in learning so that they can deepen their understanding and knowledge (Halawa & Christmastianto, 2021). This method has benefits, one of which is to provide stimulation to students (Wiguna, 2018). The process of the recitation method in this school is that the children are given the task of writing down the names of the angels and their duties. After that, the teacher began to repeat the material that had been taught and closed the lesson with prayers and greetings. Lessons end at 10:00.

Methods of Repetition and Habituation of PAI Learning for Children with Intellectual Requirements at SLB ABC YPLAB Lembang

The main goal of learning Islam in special schools according to the teacher is the independence and self-awareness of children in carrying out worship. This is in line with the memory abilities of mentally retarded children who are weaker than normal children. For that, it takes a lot of repetition and habituation so that children can be independent to do something they want to achieve.

In the second observation, Monday, November 22, 2021, learning is still the same as the previous week. This week's PAI learning material discusses prayer. At the beginning of the lesson, students as usual were accustomed to praying and the teacher asked how each student was doing. This habituation is an activity of repeating an activity so that individuals can apply it in daily activities either at school or at home (Abidin, 2019). After that, the teacher starts learning by using picture media.

In the paper used by the teacher, some pictures explain the procedure for praying from intentions to greetings. The use of this image media is very helpful for children to visualize prayer movements. The use of media in learning has an important role. With the media, teaching and learning activities become more conducive and feedback occurs between teachers and students so that the process of teaching and learning activities will be increasingly felt by the benefits (Kurnia, 2017). In addition to using pictures, teachers also directly practice in the classroom. The benefits of using this practice allow students to develop their knowledge, attract students to be creative, and improve their skills (Syahrowiyah, 2016). Children are invited directly to imitate the movements in the picture. Although not perfect, the teacher hopes that the mentally retarded children he teaches can know the importance of prayer as one of the obligations of a Muslim.

Mentally retarded children have deficiencies in the field of intelligence or relational and abstract thinking so they are hampered in the academic field (Widiastuti & Winaya, 2019). They tend to learn more easily through things that are concrete and can be connected to the world they know. Therefore, it takes a lot of practice that is connected with daily activities in understanding a lesson. After they finished explaining the material, the children were invited to write down the procedures for praying and paste a picture that matched the writing on the side. The children looked enthusiastic when pasting the pictures. At the end of the lesson, the teacher gave them assignments that they had to do at home. After that, the teacher gave a reflection on today's lesson and closed it with a prayer together.

Another method is the method of habituation. The teacher makes habituation outside of class hours on the subject matter being taught, especially related to daily worship. For example, reminding children to pray. Reminding children to pray not only during learning, but outside of learning hours, the teacher continues to remind children to pray. Whether it's by reminding directly in class or calling via electronic devices when the children are at home.

In addition, an example of habituation carried out by the teacher is the activity of washing after menstruation which is taught to sister Adzhra. While at school the teacher taught Adzhra the procedure for washing after menstruation. Adzhra's teachers and parents also work together to get Adzhra used to doing this activity every Adzhra period. So in the end Adzhra was used to cleaning herself during menstruation independently.

The results of the development of the application of some of the methods above are certainly not yet fully effective. However, from some of these methods, children can be seen to be comfortable following learning in general. Thus it can be concluded that the PAI learning method used by teachers in the learning process, especially in this case Islamic religious education, makes students better understand the material well and the competencies to be achieved. The method used helps students understand the material presented by the teacher, repetition and habituation methods are important methods for mentally retarded children.

In terms of cognition, one of the children named Adzhra experienced an increase in academic terms. This was revealed by Adzhra's parents that their child had improved academically after Adzhra studied at SLB ABC YPLAB Lembang. This can be seen in the development of children at home. Children can understand what they learn at school and apply it at home. For example, Adzhra and Aris can recognize the sound of the call to prayer as a sign of the time for prayer and invite their families to pray. Meanwhile, in terms of skills, Adzhra is used to cleaning herself during menstruation independently because she was taught by Mrs. Oom and used to by her parents since childhood.

Supporting and Inhibiting Factors of Islamic Education Methods for Mentally Retarded Children at SLB ABC YPLAB Lembang

a. Supporting Factors

Efforts to achieve Islamic education in children require the role of various aspects which of course must support each other in achieving the goals of Islamic education to form a devout, pious, and independent Muslim person so that children understand their role as servants who always obey His commands. In learning process, of course, many supporting factors support the implementation of the learning. The following are several supporting factors that support the implementation of the PAI learning process for mentally retarded children at SLB ABC YPLAB Lembang:

1) Competent teacher

Teachers in special schools are required to be versatile and protect children with special needs regardless of their conditions. This is also the case with the teachers at SLB ABC YPLAB Lembang. Teachers here are prioritized to be PLB graduates. The goal is that children with special needs attending this school can be handled by experts or teachers who are competent in the field of special education. Although it is undeniable that some teachers are not PLB graduates, they are few. When teachers have

good competence, teaching and learning activities will be well directed, because teachers are the front line in conveying knowledge and guiding morality (Ismail, 2010).

In addition, teachers at SLB ABC YPLAB Lembang are required to be versatile to meet any students' needs, whether related to learning or outside of learning. For example, taking them to the bathroom, feeding them food, and so on.

2) Supportive parents

Apart from competent teachers, the role of parents is also very influential on children's learning. Teachers cannot be with children 24 hours a day. So teachers need parental help to guide children at home. The SLB ABC YPLAB Lembang certainly establishes good communication with parents, this is evidenced by the existence of school activities that involve parents so that the closeness between the school and parents is well established, as well as the progress of children's development since entering SLB ABC YPLAB Lembang.

The school often holds events that involve parents. For example, regular recitations are held every Thursday (during the pre-covid period). The recitation is filled with reading the letter Yasin and praying together. In addition, the school also always communicates with the parents of students. Class teachers and parents discuss what the child wants to achieve. After that, look for solutions and ways to achieve this. Parents and teachers communicate either via WhatsApp or face to face. This is because it is the duty of parents as caregivers or in charge as well as educators when the child is at home (Kurniah et al., 2017).

b. Inhabiting Factors

In addition to supporting factors, of course, in the learning process, there will be obstacles or obstacles experienced. The following are the obstacles or obstacles in the PAI learning process at SLB ABC YPLAB Lembang:

1) Minimal funds

It is undeniable, that funds are very important for the continuity of learning. Many school agendas, of course, require no small amount of funds. Like the activities at SLB ABC YPLAB Lembang, such as the commemoration of the Prophet's birthday and other activities.

2) The nature of mentally retarded children who easily forget

One of the characteristics of mentally retarded children is easy to forget. Regarding memory, mentally retarded children differ from normal children in short-term memory. Children with mental retardation do not seem to be different from normal children in long-term memory, their memory is the same as normal children. However, evidence shows that mentally retarded children are different from normal children in terms of immediate memory. Therefore, what the teacher can do is a habit or repeat the material continuously.

In this study, Mrs. Oom also revealed the same thing that mentally retarded children do have a forgetful nature. This can be seen when repeating the previous lesson. Sometimes students have to be provoked by their memories to remember what they have learned. Likewise, when they test. Sometimes the teacher has to help them and remind them of the material they have learned.

3) Unstable condition of children

Sometimes, mentally retarded children's condition is unstable. For example, a child who suddenly does not want to study or becomes angry while studying and various other things. For example, what happened to Rizki Suryadi's brother (Aris), whose emotions are sometimes unstable. When distance learning takes place, learning is done online. Automatic signals and electronic devices are important in the learning process. When the signal does not support, Mrs. Oom's voice is automatically not heard clearly. This caused Aris to rage and cry.

CONCLUSION

Based on the theoretical explanation and research results through interviews and observations at SLB ABC YPLAB Lembang, the researchers concluded that the PAI learning method used at SLB ABC YPLAB Lembang was the lecture method, question and answer method, practical method, recitation method, and habituation method which of course also assisted with several media that support the learning material. Supporting factors that support PAI learning at SLB ABC YPLAB Lembang are the presence of competent teachers and supportive parents. However, of course, there are also inhibiting factors experienced, such as minimal funds, the nature of mentally retarded children who easily forget, and the unstable condition of mentally retarded children.

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