



Implementation of Islamic Religious Education Learning for Children with Special Needs, Mentally Disabled and Blind

Riski Fadillah¹, Meri Susanti², Melda Monica³, Shalim Reena⁴

¹ Universitas Islam Bandung, Indonesia

² Universitas Negeri Padang, Sumatera Barat, Indonesia

³ UIN Sjech Djamil Jambek Bukittinggi, Indonesia

⁴ Al-Mawrid University, Pakistan

 riskifadhillahani@gmail.com

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Abstract

This study aims to determine how the implementation of Islamic religious education for children with special needs at SMPLB Amal Bhakti Sicincin Padang Pariaman. This study uses a descriptive qualitative method with a field research approach. Data sources were taken through in-depth interviews selected using purposive sampling techniques, informants consisting of the principal, homeroom teachers who are also Islamic religious education teachers, and parents of students. The results of the study showed that planning was quite optimal. The implementation of Islamic religious education for children with special needs was not optimal. However, outside of class hours in this SMPLB class there are religious activities such as kultum and wirid. In the evaluation, educators use the same evaluation techniques for mentally retarded and blind students. Supporting factors are that the principal and educators understand the management of Islamic religious education for children with special needs, and the parents of students support by providing motivation, both rewards and other things for the sustainability of their children's school. While the inhibiting factors for this SMPLB are not having teachers who are graduates of Islamic religious education in all classes, one room is divided into four classes so that teachers have difficulty in disciplining students and there is still a lack of facilities and infrastructure.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. (Pristiwanti et al., 2022; Ranasati et al., 2024) Education must of course also be supported by readiness, both physically and mentally, of students. Every educator must truly understand the needs of their students, including education for children with special needs (Ika et al., 2024; Dewi et al., 2024)

Children with special needs need more and intensive attention because the level of difficulty in the learning process is different from normal children. (Al Afghan et al., 2024). Therefore, an educator of children with special needs must really choose planning, implementation which includes methods, strategies and evaluations in the learning implementation process so that it is in accordance with children with special needs, so that the learning implementation process can run smoothly. (Amilda et al., 2024; Safitri et al., 2024)

In National Education Law No. 20 of 2003 in article 5 paragraph 2 also states that: "Every citizen who has physical, mental, social, intellectual and social disabilities has the right to receive special education (Serawati et al., 2023; Rahim et al., 2024). In other words, human development is normal and there is development that is disturbed (abnormal) which will affect the mental and physical. So in terms of education, there is no difference between children who have normal physical and spiritual development, and children who experience physical disabilities or mental weaknesses who are referred to as children with special needs (Saputri., et al 2017; Isroani., 2019).

Based on the provisions of the Law, it can be concluded that extraordinary children is a term used for children with special needs, children with special needs have the right to receive quality education like children in general, without being underestimated. (Syaipudin & Luthfi., 2024; Isroini & Harsiwi., 2024). Islamic education is not only given to children who have physical completeness or normal children, but also to abnormal children or children who experience disorders, both physically and mentally. (Hanifah, 2024). Every child has the same right to receive educational services. The learning process for normal students is very different from the learning process for children with special needs. (Ika et al., 2024; Sultonah, 2024)

However, in general, the goal of Islamic religious education for children is essentially the same, namely to make humans faithful and pious through learning and moral formation (Ramadhani, 2024; Saniah et al., 2024). The right to education obtained by students with special needs is by providing teachers who are in accordance with the needs of students and are professionals in their fields (Syaipudin & Luthfi., 2024; Wijaya, 2024). One of the backgrounds of the teacher is ideally a graduate of special school teacher education and for Islamic religious education subjects, ideally a graduate of Islamic religious education. (Hamidah, 2023; Windari et al., 2024). But it's different at SMPLB Amal Bhakti Sicincin Padang Pariaman, the teacher who teaches Islamic religious education is not a graduate of Islamic religious education. At this SMPLB, Islamic religious education is taught by the homeroom teacher only, who teaches all subjects including Islamic religious education. Based on initial observations that the author has conducted at SMPLB Amal Bhakti Sicincin, Padang Pariaman on Monday, August 25, 2023, Islamic Religious Education learning at SMPLB Amal Bhakti Sicincin is held every Friday. On Friday morning, students give a short sermon

in the school field until approximately 08:30 WIB, after which the PAI learning process or implementation is held in the classroom.

Based on initial observations and interviews with the principal of SMPLB Amal Bhakti Sicincin Padang Pariaman, the researcher is interested in conducting research on how to implement Islamic religious education learning for children with special needs with the categories of mental retardation and blindness who are combined in one class, namely in class 8, where Islamic religious education is not taught by educators who are not graduates of Islamic religious education. However, this SMPLB is the best SMPLB and the only one accredited A out of 11 SMPLBs in Padang Pariaman Regency.

METHODS

This study uses a qualitative method with field research. Data collection techniques are observation, interviews and documentation. (Fatkhuroji et al., 2024; Maghfiroh et al., 2024) Data sources were taken through informants through in-depth interviews selected using purposive sampling techniques (Ardiansyah, 2024; Suriani & Jailani., 2023)

In this study, the research informants were the Principal, Homeroom Teacher and Parents of students. After the interview was completed, the interview data was transcribed to then take themes according to the objectives and needs of the research data. The researcher carried out this analysis process using NVivo10 qualitative analysis software. Thematic analysis with NVivo software is an effective way for a researcher to analyze interview results so that they can be seen in detail and in depth.

RESULTS AND DISCUSSION

Based on the results of the researcher's interview with the Principal Mrs. Asnidar and the Homeroom Teacher who is also the PAI teacher in class 8 at SMPLB Amal Bhakti Sicincin Padang Pariaman, it was explained that in class 8 there are two disabilities, namely mental retardation and blindness. There are 8 students. The presentation of data from the results of the study on the implementation of PAI learning for ABK at SMPLB Amal Bhakti Sicincin Padang Pariaman will be presented by the researcher as follows:

Islamic Religious Education learning planning for mentally retarded and blind ABK class 8 at SMPLB Amal Bhakti Sicincin Padang Pariaman

One effort to achieve learning objectives properly requires good learning planning. Without learning planning, there will be difficulties or even failure in achieving learning objectives. With good learning planning, there is an opportunity to achieve the expected learning objectives. Effective and efficient learning planning will determine whether or not learning objectives are achieved which can be known through the planning in the curriculum, annual program, semester program, syllabus, and teaching modules.

The initial step in knowing the Islamic Religious Education learning planning, the researcher first explained the curriculum applied at SMPLB Amal Bhakti Sicincin Padang Pariaman. Based on the researcher's observations on June 5, 2024, SMPLB Amal Bhakti Sicincin uses the independent learning curriculum, it can be seen when the teaching and learning process in class, the teacher uses a teaching module. Based

on observations and interviews that researchers have conducted, researchers can conclude that SMPLB Amal Bhakti Sicincin has been using the independent learning curriculum since the 2023/2024 academic year, which in this independent learning curriculum gives freedom to educators and students in choosing methods, learning loads that are in accordance with students' abilities.

Annual and semester programs are teaching and learning activities in general that are made in a period of one year and one semester by paying attention to the existing curriculum. In the independent learning curriculum, the semester program (*promes*) is replaced with the term *prosem*. To find out how the annual and semester programs are at SMPLB Amal Bhakti Sicincin, especially for class 8, researchers have conducted interviews with Yeni Viorita as the homeroom teacher and also the Islamic religious education teacher. The conclusion of the interview was that the teacher made an annual program and a semester program.

The syllabus is a description of the material in the curriculum that is made at the beginning of the semester. In the independent learning curriculum, the name syllabus is replaced with the learning objective flow (ATP). Based on the interview conducted by the researcher with the homeroom teacher who is also the Islamic Religious Education teacher for class 8 at SMPLB Amal Bhakti Sicincin, he has created an ATP. The teaching module is one type of teaching tool in the independent learning curriculum, which contains a learning implementation plan, to help direct the learning process to achieve Learning Outcomes (CP).

An educator must of course have a teaching module when carrying out learning. Regarding this, the researcher has conducted observations at SMPLB Amal Bhakti Sicincin class 8 on June 7, 2024. It was seen that the homeroom teacher for class 8 who is also the Islamic Religious Education teacher used a teaching module when conducting learning. In this independent learning curriculum, it gives freedom to educators and students in choosing methods, learning loads that are in accordance with the abilities of students. One way to achieve the objectives of Islamic Religious Education learning properly is for schools to have educators who are in accordance with the subjects. However, after researchers conducted initial observations on August 25, 2023 at SMPLB Amal Bhakti Sicincin, it turned out that there was no Islamic Religious Education teacher for the subject at SMPLB Amal Bhakti Sicincin, including class 8.

To support learning, of course, teachers should ideally have a handbook or reference book, after researchers saw directly the learning process at SMPLB Amal Bhakti Sicincin in class 8, the homeroom teacher who is also an Islamic Religious Education teacher was seen that the teacher had a handbook or reference book for Islamic Religious Education subjects, researchers also saw that in the classroom there was a reading room where most of the books were religious books. At SMPLB Amal Bhakti Sicincin Padang Pariaman, educators have carried out Islamic Religious Education learning planning management for ABK quite well, such as making annual programs and semester programs, making learning objective flows, making teaching modules.

Implementation of Islamic Religious Education learning for mentally retarded and blind ABK class 8 at SMPLB Amal Bhakti Sicincin Padang Pariaman

The implementation of learning activities is an implementation of the learning implementation plan. In Islamic religious education learning at SMPLB Amal Bhakti Sicincin, there are 2 lesson hours per week. This can be seen when the researcher conducted an observation on June 7, 2024, where on Friday religious learning was carried out for 2 lesson hours, but before studying Islamic Religious Education in class, students first held a kultum. Before students present their kultum, the principal first provides enlightenment, motivation, questions and answers and a short lecture about basic Islamic religious education knowledge, such as prayer, monotheism, pillars of faith and Islam and so on. Then the selected students present their kultum. Students who present their kultums are in the form of short verses, daily prayers, short hadiths, pillars of faith and Islam.

In the observations conducted by the researcher at SMPLB amal Bhakti Sicincin, the process of implementing Islamic Religious Education learning in class 8 uses the independent learning curriculum. The learning begins with initial activities, core activities and final activities. The three activities are arranged into one in a learning activity. In the researcher's observation, the educator began the Islamic Religious Education learning activity by saying hello, then disciplining the students, then inviting one of the students to lead the prayer, but the educator still directed/guided when reading the prayer, then the educator provided motivation or discipline to the students.

In the core activity, the educator asked several things to the students, such as what time they woke up, there was a dawn prayer, had breakfast and so on, then the educator conveyed the learning objectives and started the learning. When the researcher conducted observations in class 8, the class 8 students were studying Islamic Religious Education material on the Qur'an and Hadith regarding the letter of Al-Quraysh. Islamic educators are not only required to master the material that will be given to students, but they must also master the methods and media that are appropriate for children with special needs. Educators must be able to choose methods that are appropriate to the needs of students, because with this, learning outcomes will be achieved well.

In the process of implementing Islamic religious education learning, educators are not only required to master the material that will be given to students, but they must master the methods and media that are appropriate for children with special needs, educators must be able to choose methods that are appropriate to the needs of students, because with that learning outcomes will be achieved well. Related to this, researchers have conducted observations on Friday, June 14, 2024, it was seen that the methods and media used by the homeroom teacher who is also the Islamic Religious Education teacher for class 8, educators use the same methods and media for 2 disabilities, namely mental retardation and blindness in class 8, namely the lecture method, question and answer, and using paper media. For 7 students who have mental retardation in class 8, the lecture method, question and answer and paper media are still suitable for use. For students with visual impairment, the lecture and question and answer methods are still suitable for blind children, but when taking notes on the board, it is less suitable for students with visual impairment, which is 1 person in class 8, where the researcher saw that this blind student had to come forward and approach the board at a very close distance to see the teacher's writing, then return to his seat

and take notes in his book. When taking notes in his book, the blind student had to bring his eyes close to his book at a very close distance and this was repeated until he finished his notes. However, in addition, the researcher also saw the educator's efforts to dictate the lesson, but this blind student did not want to be dictated to, even though it looked difficult, he remained persistent in taking notes on the board and taking notes in his book. However, after the student took notes, the educator repeated the material repeatedly until the student understood. In the closing activity, the homeroom teacher who is also the Islamic Religious Education teacher in class 8 has not carried out the closing activity properly. This is in accordance with the observations made by the researcher in class 8. When the bell rang, some students immediately put their learning equipment into their bags and immediately greeted the teacher and went home. Islamic Religious Education is not only taught in class, but can be in the form of religious activities outside of Islamic Religious Education class hours in class.

SMPLB Amal Bhakti Sicincin also has religious activities outside of class hours, such as once a month we hold a youth wirid at the mosque near this SMPLB, hold a kultum every Friday morning, and educators guide students to join in congregational prayers before going home, because the distance to the mosque is very close and this is one of the efforts for educators to instill religious values and get students used to practicing Islam. Although only a few students are willing to accept the direction for congregational prayer, this can be an addition to knowledge and become a good habit and can train students' courage to appear in front of their friends and in front of the community.

Evaluation of Islamic Religious Education learning for mentally retarded and blind ABK class 8 at SMPLB Amal Bhakti Sicincin Padang Pariaman

Evaluation is an important stage in the planning and implementation of learning. The purpose of evaluating the implementation of learning is to measure the extent to which the learning that has been implemented is successful. Educators can assess the advantages that will be maintained and the shortcomings that will be changed from the learning plan and the implementation of learning that has been carried out, so that learning outcomes in the next period can be better. In Islamic religious education learning, educators conduct assessments in the form of written tests only during the final semester exams, and this test is also applied to mentally retarded and blind children in class 8. Educators also conduct assessments by looking at cognitive, affective and psychomotor aspects.

The end of the evaluation is to find out whether the learning objectives have been achieved or not, to find out the shortcomings and advantages of the planning and implementation that have been carried out. For this reason, the researcher conducted an interview with the homeroom teacher who is also the Islamic Religious Education teacher in class 8 of SMPLB Amal Bhakti Sicincin, which concluded that Islamic Religious Education learning in class has not been achieved enough because of the lack of facilities and infrastructure and Islamic Religious Education learning is not taught by educators who are not professional in their fields. However, this SMPLB has religious activities outside of Islamic Religious Education hours in class such as kultum and wirid.

Based on the results of the researcher's interview with the homeroom teacher who is also the Islamic Religious Education teacher in class 8 of SMPLB Amal Bhakti Sicincin, it can be seen that Islamic Religious Education learning in class has not been achieved much, this is due to the limited abilities of each student, especially for students with intellectual disabilities who have low memory. this also occurs due to the lack of facilities and infrastructure and the lack of professionalism of teachers in choosing teaching strategies and methods.

Supporting factors and inhibiting factors of Islamic Religious Education learning for mentally retarded and blind children in grade 8 at SMPLB Amal Bhakti Sicincin Padang Pariaman

Supporting factors in Islamic Religious Education learning for mentally retarded and blind children in grade 8 at SMPLB Amal Bhakti Sicincin are that the Principal and Teachers already understand Islamic Religious Education education management for children with special needs, such as having created a learning objective flow, creating teaching modules and other supporting factors are that parents of students also support and provide motivation, either in the form of rewards or other motivations for the continuity of their children's schooling.

While the inhibiting factors in Islamic Religious Education learning for mentally retarded and blind children in grade 8 at SMPLB Amal Bhakti Sicincin are that there are no teachers who are graduates of Islamic Religious Education in all classes at SMPLB Amal Bhakti Sicincin, One room is made into 4 classes so that teachers have difficulty in disciplining students and there is still a lack of facilities and infrastructure.

CONCLUSION

In SMPLB, class 8 uses the independent learning curriculum, where the homeroom teacher who is also the Islamic Religious Education teacher for class 8 makes an annual program, semester program, Learning Objective Flow (ATP) and teaching module. The teacher has a handbook to support Islamic Education learning, in each class there is a reading room which mostly contains religious reading books. Islamic religious learning in class is carried out for 2 hours every week which is held every Friday after the kultum. However, at SMPLB Amal Bhakti Sicincin, both classes 7, 8 and 9 do not have an Islamic Religious Education teacher, so only the homeroom teacher teaches the Islamic Religious Education subject.

In the implementation of Islamic religious education by the homeroom teacher who is also the Islamic Religious Education teacher in class 8, it seems that it is not yet optimal. It can be seen from the inappropriateness of the Islamic Religious Education learning methods and media for class 8 students. In the closing activity, the educator is still unable to provide the closing activity correctly. However, for the opening and core activities, the educator has done it well.

In the evaluation of Islamic Religious Education learning at SMPLB Amal Bhakti Sicincin class 8, it can be seen that for students with intellectual disabilities, Islamic Religious Education learning in class has not been achieved enough, this is because the intellectual disabilities students have low IQ, but for students with visual impairments, Islamic Religious Education learning has been achieved enough, even for blind students in class 8, they often win religious competitions between SLBs in Padang

Pariaman district. Although Islamic Religious Education learning in class has not been achieved enough, educators still try to instill Islamic Religious Education outside the classroom, such as kultum, wirid once a month, educating students' morals, inviting them to the mosque and so on.

Supporting factors in Islamic Religious Education learning for mentally retarded and blind ABK class 8 at SMPLB are that the principal and teachers have a good understanding of the management of Islamic Religious Education learning planning for ABK. Parents of students also provide more support to their children, such as providing motivation, rewards, and so on. The inhibiting factors are that Islamic Religious Education subjects are not taught by professional educators in the field, one room is divided into 4 classes and there is a lack of facilities and infrastructure.

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