



Islamic Religious Education Learning Strategy for Mentally Disabled Children

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ABSTRACT

Children with intellectual disabilities often face challenges in the learning process because their academic abilities are less than expected, so they require special learning approaches and methods. This research aims to explain the planning, implementation and supporting and inhibiting factors for learning Islamic Religious Education at the Tunas Mulia Tanjung Ampalu Special School (SLB). The method used is a qualitative method. Data was taken and collected through interviews (school principals, teachers and students), observation and documentation. Research shows that teachers prepare to learn before starting the teaching process. These activities are outlined in teaching materials. The learning process has three activities, namely, The first activity is a preliminary activity carried out by the teacher before entering the class and the learning material. The second core, these activities are the activities carried out in the learning process, including methods, media and so on. Third, closing, namely activities carried out by teachers to strengthen students' understanding. Meanwhile, the supporting factors in learning are that students want to come to school to learn, the school facilitates learning media, teachers use interesting learning media and there are no fees charged. The inhibiting factors are that students are not yet fluent in reading the Al-Qur'an, students' attendance is irregular and there is a lack of infrastructure at the school.

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1. INTRODUCTION

Islamic religious education is important to be given to children with special needs because religious values can shape their personality and motivate them in facing life with all the shortcomings they have [1]. Everyone has an innate desire to practice religious beliefs and live their principles, including children with academic, mental, or physical problems such as mental retardation, physical disability, or hyperactivity. Special education for children with special needs is based on the psychological principle that each student has different learning abilities [2], [3], [4].

An important role related to the issue is given to the subject of Religious Education, which has a significant role in developing an individual's ability to interact with God, humans and their environment [5], [6]. Therefore, high-quality religious education is needed in the education system. Learning strategies implemented and carried out by teachers are important factors in achieving quality education. Every teacher must be able to choose and adapt strategies that are appropriate to the characteristics of students, learning objectives, and the educational context in schools. In addition, an effective approach can help students not only understand the material, but also develop critical and creative skills needed in the real world. Learning strategies are a series of planned tips that have deep and broad meanings, and have a significant impact on encouraging someone to be able to learn independently using their own abilities and motivations [7], [8], [9].

Learning strategies are steps taken by teachers during the learning process to support and facilitate students in achieving specific goals [10], [11]. In order for children with special needs to develop optimally and obtain their rights, inclusive education management needs to have the ability to inspire and foster their abilities in all aspects of life [12], [13], [14]. Developing student potential is an integral part of learning in schools, which aims to prepare them to live independently, compete in competitions, defend the truth, and actively participate in society with minimal abilities to overcome the challenges faced.

The quality of life of children with special needs during the learning process and after graduating from Special Schools (SLB) is still questionable, especially in terms of their ability to integrate effectively into society [15], [16], [17]. This is a challenge that must be faced and is a shared responsibility, especially for stakeholders in inclusive education, to identify the root of the existing problems and find solutions that can overcome the obstacles that hinder development towards quality education. Education as a whole is centered on the teaching and learning process, in which the main role is played by the teacher. This involves a series of interactions between teachers and students in an educational context designed to achieve certain goals.

Conceptually, handling children with special needs, such as intellectual disabilities, must be done through a fun learning approach. This means prioritizing the development of learning motivation, paying attention to the active learning process, reducing boredom, and creating a safe and peaceful environment for children. This shows the need for further research in the learning aspect, especially in the context of Islamic Religious Education (PAI), considering the importance of religion as part of human life preparation.

2. RESEARCH METHOD

This research is a field research conducted directly at the location to take and gather the necessary information. This type of research is qualitative, which is to abuse the facts described in the form of a series of explanations from someone and the activity being observed. The methodology used is descriptive, along with case studies. Data was taken through interviews with the principal, Islamic education teacher, students in the Extraordinary School of Tunas Mulia Tanjung Ampalu and through direct observations during the learning activity and dukumation process which included photos and teaching materials for teachers. Data were analyzed by carrying out data reduction process, presentation and drawing conclusions. Its validity is tested through source triangulation.

3. RESULTS AND DISCUSSION

3.1. Planning

In the learning process, preparation and planning are very necessary. Even the determinant of the success of the material delivered to students depends on the preparations that the teacher prepares. No wonder the saying goes up without preparation for falling without respect. Then careful preparation is the initial picture of a success and success in learning. Then the planning starts from the teacher's own education, the teacher who teaches at the Extraordinary School of Tunas Mulia Tanjung Ampalu is a teacher who has taken the learning process in high schools/campuses in West Sumatra, and teachers who teach at SLB Tunas Mulia are those who are not graduates in extraordinary education (PLB).

The learning plan is very important, because there we design what activities we will do, what goals are expected after the activities are carried out, what method is effective in achieving the specified goals and the evaluation used from the activities that have been carried out. So in teaching devices there must be points and steps that are put in the learning process, which starts from the cover, general information which includes the identity of the constituent and education units, the initial competency containing the Pancasila profile, the core competency that contains the material and teaching material will be taught.

In the educational process in an extraordinary school education unit refers to the independent curriculum at all levels of education, actually only grade 1 elementary, 4 elementary schools, VII junior high schools and x high schools that use the independent curriculum, because it is difficult to separate between one another, it is leveled using an independent curriculum . In addition, the implementation of the independent curriculum in Tunas Mulia Extraordinary School (SLB), there are indeed special challenges in

its application. In general, the Merdeka curriculum has a flexibility that allows education to be adjusted to the needs and potential of each student, including those who are in extraordinary schools.

For SLB, as you mentioned, the independent curriculum is applied in grade 1 elementary school, grade 4 elementary school, grade 7 junior high school, and class 10 high school, which is the starting point of curriculum changes in general education. This is because the Merdeka curriculum aims to provide greater space for each student to develop according to their abilities. However, in practice, it is difficult to separate one class from another class, especially in SLB, due to differences in needs, speed of learning, and how to adapt that vary from students with one another. Therefore, many SLBs decide to use the independent curriculum evenly at all levels of education, so that all students, even though they are in different classes, still get a more inclusive learning experience, well-structured, and according to their needs.

Some things that need to be considered in the application of the Merdeka curriculum in SLB include: Flexibility in the learning method: The independent curriculum provides freedom to the teacher to adjust the learning material with the needs and potential of students, including students with special needs. Adjustment to student conditions: a more personal approach and based on competency assessment allows teachers to provide learning in accordance with the abilities and development of students in SLB, both in cognitive, social, motor, and emotional aspects. Collaboration between students: Although the class is adjusted to the level of formal education, in SLB there is often a mixing between students with different needs, so that the use of curriculum that is evenly distributed in all levels of education can further optimize the process of collaboration and learning that is more inclusive.

3.2. Implementation

The teacher is the frontline in giving and transferring knowledge to their students, in the learning process with normal students the teacher will certainly not find too many problems and difficulties in the transfer of knowledge and role models for their students. Unlike the case if students who have deficiencies or are also called special needs, especially those who have needs/deficiencies with their memory called mental retardation. The implementation of Islamic religious education learning for mental retardation children in Tunas Mulia Extraordinary School is divided into three activities, namely; First the introduction made by the teacher before entering the classroom and into the learning material to be taught, such as praying, attendance, motivating students and making them ready to accept the material they will receive.

Both core activities, these activities are activities carried out in the process of transferring science and material to students, including learning methods, approaches, media used and so forth. The implementation of Islamic Religious Education (PAI) learning for mental retardation children (people with intellectual disabilities) must be adjusted to their needs and abilities. Effective PAI learning for mentally retarded children needs to consider several aspects, including a more concrete approach, the use of simple media, and techniques that are easily understood.

The following are a few steps and methods that can be applied in PAI learning for Children with Tunagrahitadi SLB Tunas Mulia: Understand the needs of individuals Every child with mental retardation has a different level of ability and needs. Therefore, it is important to recognize their abilities, limitations, and ways of learning. There are some children who may more easily understand with a visual approach, while others are better with a kinesthetic approach (movement). Use a simple and concrete method of retarded child often easier to understand the concepts delivered directly and practically.

Therefore, teach the values of Islam in an easy to understand way, such as: concrete examples: teaching prayer, for example, can be started by giving examples of movements directly. The use of real objects: using real objects, such as prayer devices (as a matter of time, prayer beads, or the Qur'an), to introduce them to aspects of Islam. Activity -based learning: Providing direct activities that allow them to be involved in practice, such as praying together, cleaning places of worship, or helping others.

Using the visual media of mentally retarded children tends to more easily understand information if accompanied by images, videos, or symbols that describe the teachings of Islam. Visual media that can be used include: simple images that describe worship activities, such as prayer, fasting, or zakat. Education videos that show how to carry out worship, such as ablution or how to pray. Blackboard or flashcards with pictures and simple words to make it easier for them to remember.

Use an approach that prioritizes the repetition of mentally retarded children often requires repetition to understand and remember certain concepts. Repetition can help them more easily memorize prayers, prayer movements, or other aspects of Islamic teachings. Repeating activities regularly can help shape positive habits. Learning with mentoring in the learning process, mentally retarded children often require more intensive assistance. Teachers or companions can help them by providing direct guidance and providing clear feedback about what is true and that needs to be improved. Use language that is easy to understand simplify the language used in the learning process. Avoid using complicated terms and more focused on simple words that are easily understood by children. For example, teach them about God by using clear and easy to understand sentences, like "God is God who created us."

Adjust to social and emotional abilities In addition to cognitive aspects, mentally retarded children also need attention to their social and emotional development. Teach Islamic religious values related to good relations between people, such as mutual respect, sharing, and care for others. Providing positive reinforcement positive reinforcement is very important to help mental retardation feel motivated. Give praise or small gifts when they succeed in participating in learning activities, even though only small steps. Appreciation will increase their confidence and encourage them to continue learning. Collaboration with Parents Collaboration with parents is also important in the learning of mentally retarded children. Parents can help support learning at home by providing additional training, for example by inviting children to pray together or involve them in daily religious activities.

Appropriate evaluation evaluation does not always have to take the form of tests or tests. Evaluation of learning can be done by observing the extent to which children can be involved in religious activities and how they can apply religious values in daily life. This can be seen from the level of independence of children in worshipping or understanding the concepts of religion that have been taught. Examples of PAI learning for mentally retarded children: Prayer before eating: Teach prayer prayer using picture cards that show the stages of prayer. For example, a picture of a hand that is holding food and simple prayer writing. Prayer: Teach prayer by giving a demonstration step by step. Use body movements to show every step of the prayer and repeat several times until they can follow. Prophet's Stories and Exemplary: Tell the Prophet's Stories in Simple Language and Interesting Pictures. The story of the Prophet Muhammad, for example, can be conveyed through pictures or dolls to describe good behavior. With an appropriate approach, mentally retarded children can be taught Islamic religious values in a fun and beneficial way for their spiritual development. The three closing activities, namely the activities carried out by the teacher at the end of the learning in accordance with the allocation that has been set, such as; Evaluation activities, invite students to ask questions, summarize the material that has been learned, the teacher strengthens the understanding of students and others.

3.3. Supporting and Inhibiting Factors

As for the supporting factors in the learning of Islamic Religious Education at Tunas Mulia Tanjung Ampalu School, students want to come to school to learn, schools facilitate teachers using learning media, teachers use interesting learning media and repair them, schools have no cost alias free and location School buildings in the Capital City of the District. While the supporting factors of the success of the PAI learning, of course there are also inhibiting factors that influence the achievement of PAI learning goals for students with mental students, ie students are not too able to read Arabic letters (Al-Qur'an), the presence of students who are not continuous and minimal The infrastructure that is there such as there is no mosque or musholla, the absence of school libraries, UKS and so forth.

Discussion

Persipan Learning that teachers do in the Extraordinary School of Tunas Mulia are since they registered the school, by grouping students according to the needs that they have. In formal learning the teacher prepares the learning process design or also called teaching materials. This is a necessity by the teacher as the beginning of administration in the learning process, as well as making an annual program or simesterran or quarterly program. Learning preparation is a separate initial activity of the learning process, after preparation for entering the implementation of the learning that has been arranged before doing face to face and students. Learning Islamic Religious Education (PAI) for mental retardation requires a special approach and is adjusted to the needs and abilities of the child. Children with mental retardation, or children with mental retardation, have different cognitive abilities from children in general, so that teaching methods need to be designed so that the material is easily understood, relevant, and can be received optimally.

The following are some activities that can be carried out in the PAI learning process for mental retardation children: Sensory and Visual Approaches Children with mental retardation tend to more easily understand the material if delivered concretely and visually. Therefore, PAI teaching must use many visual aids such as pictures, cards, and physical objects. Examples of activities: Demonstrate pictures of the Prophet, Mosque, or Islamic symbols. Using props such as dolls to demonstrate the stories of the Prophet. Presenting moving videos or images about worship, such as prayer or ablution. Repetition and exercise of mentally retarded children require more frequent repetition of material to understand and remember information well. Examples of activities: repeating daily prayers (such as prayers before and after eating, sleeping prayers). Doing prayer exercises together regularly so that they are accustomed to the movement and prayer reading. Learning using stories teaching Islam through stories can be very effective, because the story is more easily understood and remembered by children. Stories can be taken from the stories of the Prophet, friends, or events in everyday life. Example of activities: tell the story of the Prophet Muhammad and his friends in simple language. Use images or animations to support the story so that children can more easily

imagine. Using music and songs of mentally retarded children is often easier to absorb information delivered through songs. Using simple songs that contain Islamic religious values can make learning more fun and easy to remember. Example Activities: Teaching prayer or prayer reading through songs. Singing songs about goodness, faith, or love for Allah and Apostles.

Educative games or educational activities can make mentally interested children more interested and involved in learning. The game can be used to teach Islamic values in a fun way. Example activities: card games with pictures about the pillars of faith, pillars of Islam, or the story of the Prophet. Guess the game, where children have to guess pictures related to Islam (such as mosque images, scriptures, etc.). Learning for the practice of mentally retarded children learn better through direct experience. Therefore, learning of Islam involving practice will be more effective. Example activities: Teach ways of ablution and prayer by directly practicing it, not just explaining. Inviting children to participate in social activities such as sharing food or helping others, as part of teaching Islamic values. Building social and emotional skills. Received children may have difficulties in social interaction or managing their emotions. In PAI learning, it is important to teach them Islamic values related to adab, affection, and mutual respect. Examples of activities: Teach the value of courtesy in interacting, such as greetings (Assalamu'alaikum) or respect for parents. Making sharing activities that encourage empathy and affection, such as sharing food or gifts.

Evaluation and positive feedback provide positive feedback that is very important to increase the motivation of mental retardation children in learning. Every progress, no matter how small, must be appreciated to encourage children to feel valued and motivated. Example Activities: Give praise every time the child manages to pray correctly or memorize prayer. Provide simple rewards such as stickers or images for success in learning. These activities were carried out by PAI teachers at Tunas Mulia Extraordinary School. The methods used in the learning process for children Mentebrahita is to use a general method, it should use methods according to the needs of the child. Such as individual learning methods, rhythmic application methods, training methods and cognitive behavior models. A very effective method of mental retardation is an example. While the closing section is very rare for teachers to give assignments to students as evaluation material and tends to be teachers who conclude the material. Supporting and Inhibiting factors that determine success in the learning process are the facilities and infrastructure that exist in Tunas Mulia Extraordinary Schools is very minimal, which is not found as a center for religious activities, the library as a center for science and some learning resources and learning stimuli for participants Also not found, plus the building is completely limited.

4. CONCLUSION

The first step in the PAI learning process at Tunas Mulia Tanjung Ampalu's Extraordinary School is preparation, preparation starts from grouping students according to their needs. After that, the teacher teaching materials, including general information which includes the identity of the compiler and education units, the initial competencies that contain the profile of Pancasila, the core competency that contains the material and teaching materials to be taught. In the implementation of learning there are preliminary, core and closing activities. Introduction includes praying activities, apperception and conveying learning objectives, while the core activities include the methods used, the media used and the approach, while the closing activity includes concluding the material, asking questions and strengthening students' understanding. The supporting factors are students who want to come to school, free school fees and inhibitors of the lack of infrastructure at the school, the mosque does not yet exist, the library does not yet exist and also the complete classrooms are limited.

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