

Implementation of Islamic Religious Education Learning for Students with Special Needs (CASE STUDY: SLB 'AISYIYAH TEMBUNG)

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ABSTRACT

This study aims to describe the implementation of Islamic religious education learning for students with special needs at SLB 'Aisyiyah Tembung. Because man was created in the best form, then children with special needs like other children also have the right to get proper learning. So that in the process of implementation of education not only requires special services, but also needs strategies, methods, teachers even a special curriculum and coaching as well. The informants in this study were the Principals and Teachers of Islamic Religious Education with the condition of 135 students with details of 76 men and 59 women. They are accepted to the school because they fit the criteria of deafness and moderate disability. Based on the condition of the students, SLB 'Aisyiyah Tembung has a tremendous responsibility in carrying out the mandate to be able to provide the best service for its students. Moreover, for teachers to have more careful preparation in terms of the learning process that starts from planning, implementation, evaluation and strengthening can be realized to achieve educational goals in general and especially the effectiveness of learning for students with special needs. Descriptive research with qualitative approach. Data collection techniques using observations, interviews, and documentation. The interview was conducted to the Principal and Teacher of Islamic Religious Education to dig up information so that researchers get an in-depth understanding of the needs of this research. Data analysis techniques using qualitative descriptive analysis. It was found that islamic education learning planning for students with special needs in SLB 'Aiyiyah Tembung was implemented based on the national curriculum that has been determined by the Central Government, namely the 2013 curriculum. The implementation of Islamic Religious Education learning for students with special needs at SLB 'Aiyiyah Tembung is carried out by face-to-face methods, using book and whiteboard media based on the level of student's willingness. Teachers must master learning methods and sign language, especially in helping and assisting deaf students. And the evaluation of Islamic Religious Education learning for students with special needs at SLB 'Aiyiyah Tembung implements a periodic system and involves all parties in the school. The findings in this study in theory add to the author's scientific treasures about children with special needs, complementing the results of previous researches, especially on how the learning process in autistic children. While practically useful for teachers to choose the right method and evaluation to use in the learning process of Islamic religious education for children with special needs. And for parents with special needs who want to know how to educate their children with special needs.

Keywords: Implementation, PAI Learning, Special Needs

1. INTRODUCTION

Human being is essentially a makhluk Allah SWT who has a higher dignity and dignity compared to other creatures. As the highest degree being, man is given basic abilities or basic potentials. And in general humans have something in common. But behind it, humans of course also have differences between each other. This fact shows that human beings naturally have differences.

Fitrah the difference is also at the level of ability possessed by each individual. So fitrah every human being has its own uniqueness. So, in relation to the fitrah condition, the purpose of education and learning is directed at efforts to guide and develop and optimize the potential of learners by adjusting the level of ability of each student. This is based on the Qur'an Surah At-Tin (95) : 4

لَقَدْ خَلَقْنَا أَوَّلَ إِنْسَانٍ فِي أَحْسَنِ تَقْوِيمٍ

The meaning: "We have certainly created man in the best of stature".

Based on this verse, it is in fact that every child is created in the best form. Then no product of Allah SWT failed. So, when a child has an abnormality or special needs then it does not necessarily make his right not to be fulfilled. Because basically children with special needs are children who have the potential to be developed. It's just that they have limitations not only experiencing physical and sensomotor disorders or imperfections, they also experience intellectual, social and emotional deviations (Sari Rudianti, 2006)

Children with special needs in the process of implementing their education not only need special services, but also need strategies, methods, teachers bahkan curriculum and special coaching as well. With the coaching, direction and coaching obtained by children with special needs, they become able to interact, have better behavior, able to help themselves and can achieve success like other normal children by remaining in a personality consistent with Islamic teachings.

Sekolah Biasa (SLB) 'Aisyiyah Tembung is one of the special educational schools for children with special needs in Percut Sei Tuan Subdistrict, Deli Serdang Regency. The number of students in SLB 'Aisyiyah is 76 male students and 59 female students. Thus SLB 'Aisyiyah Tembung has a tremendous responsibility in carrying out the mandate to be able to provide the best service for its students.

The implementation of Islamic Religious Education learning certainly has a very important role in realizing educational objectives. So that the learning process that starts from planning, implementation, evaluation and strengthening can be realized to achieve educational goals in general and especially the effectiveness of learning for students with special needs. So this is the role of educators to be able to keep exploring their potential so that there is no difference with children who are physically normal. This is certainly in line with the purpose of Islamic Religious Education (PAI) which one of the objectives is for the learners to be expected to be human beings who believe and fear God Almighty, as stated in the Sisdiknas Law No. 20 of 2003 Article 2. In this case the teacher must be fully aware that the learning process is not just the transfer of science but the planting of noble values based on the Quran and Hadith (Munjiat, 2020).

PAI teachers always have a deeper role in various lives, as well as in school (Hariandi et al., 2020). Therefore, PAI teachers are considered to have more religious knowledge than other teachers. So that in every role he performs must reflect the values of Islamic teachings that he carried out and taught. PAI teachers certainly have a significant role in the implementation of learning, namely as a driver of faith awareness, as a driver of the use of students' minds, as a learning motivator by applying psychological and pedagogical principles as activities between educational relationships that are realized through the delivery of information and knowledge so that students know, understand, internalize, and believe the materials provided, as well as improve thinking skills. Teachers are also a source of learning and facilitators. The role attached to pai teachers is certainly aimed at getting students to feel happy and comfortable and successful in their learning.

From the problems outlined above, the author felt the need to learn more about how to implement Islamic Religious Education learning for students with special needs at SLB 'Aisyiyah Tembung by making a study entitled "implementation of Islamic Religious Education Learning for Students with Special Needs (Case Study: SLB 'Aisyiyah Tembung)".

2. LITERATURE REVIEW

2.1 Implementation of Islamic Education Learning

Implementation in the Great Dictionary of The Indonesian Language is interpreted as the implementation or implementation. Implementation is an action or implementation of a plan that has been prepared in a mature and detailed. Implementation is usually done after the planning is considered ready. It means that implemented and applied is a curriculum that has been designed / designed to then run completely (Arikunto, 2005). Learning is an effort to influence one's emotions, intellectuals and spiritual in order to learn by his own will. Learning activities must be able to make behavior changes. The expected change from learning is a better chance than before (M. Fathurrohman & Sulistyorini, 2012). Islamic education is an Islamic education system sourced from the Qur'an and Hadith. The Qur'an and Hadith govern all the rules of life and guidance, so that we as Muslims are obliged to adhere to the Qur'an and Hadith. Islamic education is also taught and outlined in the subjects of Islamic Religious Education (Hasbullah, 2009). Therefore, the implementation of Islamic religious education learning can be interpreted as an act of applying that has been prepared in detail and maturely done by teachers by involving emotions that are supported intellectually and spiritually so that students are able to make changes in behavior in a better direction based on the Qur'an and Hadith.

2.2 The Purpose of Learning Islamic Education

The purpose of learning has three dimensions / domains, namely cognitive, affective, and psychomotor. All three describe changes in the behavior of learners as a result of learning activities (Zuriah and Sunaryo, 2008). The formulation of the purpose of Islamic Religious Education in extraordinary schools consists of *jismiyyat* or oriented to human duty as *caliph fi al-ardh*, *ruhiyyat* or oriented to human ability (Islamic teachings *kaffah* as 'abd), and 'aqliyat or oriented to the development of intelligence of the students' brains (Nusa and Santi, 2012). So, in essence the purpose of Islamic religious education is for learners to understand and recognize their identity as human beings who have a duty on the face of the earth.

2.3 Effort to Improve the Quality of Islamic Religious Education Learning

The quality of learning needs to be improved. And efforts in improving the quality of learning are adjusted to each curriculum and learning objectives, so that teachers are required to be creative in teaching so that the learning is effective and students can understand the lessons delivered. Indicators of learning effectiveness include: 1. Conformity of learning process with curriculum; 2. Implementation of learning programs by teachers; 3. Implementation of learning programs by students; 4. Interaction between teachers and students, between students and students; 5. Student participation in the learning process; 6. Student motivation increases; 7. Skills and abilities of teachers in delivering materials; 8. Quality of learning outcomes achieved by students (Nana Sudjana, 2001). The achievement of Islamic religious education learning also requires the full support of all relevant parties such as principals, fellow teachers, employees and administration. In addition, it also needs to be supported by supporting facilities and infrastructure so as to help in improving the quality of learning, not only the learning of Islamic religious education.

2.4 Students with Special Needs

The term children with special needs (ABK) which is now used in the world of education, previously used the term different children or extraordinary children. However, both terms seem to discriminate against children so that the term special needs children appear that are judged more appropriate and impressed positively. According to Efendi, different children or extraordinary children are children who have abnormalities or deviations from the average

normal child in the physical, mental, and social aspects, so for the development of its potential need special educational services in accordance with its characteristics. Greetings this SLB 'Aisyiyah Tembung in the admission of students who apply provide special conditions that only accept deaf and deaf only.

3. METHODOLOGY

In this study, researchers used qualitative and descriptive approaches. In this study, researchers tried to explain the reality without the need for data in the form of numbers (quantitative) and describe a situation with all aspects in order to provide information as clearly as possible. As stated by Bodgan and Taylod in Meleong that qualitative research is as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Lexy J. Meleong, 2008). The author obtained data from informants, namely principals and pai teachers through communication established through mobile phones and emails due to the pandemic condition covid-19 which causes writers and informants cannot meet in person.

The data obtained in this study were obtained through observations and interviews. The interview was conducted to trace the truth and obtain accurate and accurate information about the problem of pai learning implementation in SLB 'Aisyiyah Tembung. Observations are also made during PAI learning. The data obtained from subsequent observations is compared to the data obtained from the interview. The comparison of the data shows a way of triangulating the data that serves as data verification so that a reasonable data bias can be avoided or reduced. Once all the data is collected, it is then analyzed using interactive models such as those presented by Miles, Huberman, and Saldana (2014). This interactive model contains several important elements, namely data collection, data compaction, data presentation, and conclusion drawing. Data collection is done as described above by interview and observation. Compacting data is done by grouping data based on several meaningful themes. Data presentation is done by presenting data based on a coded theme by providing detailed explanations and discussions. Finally, the conclusions or summaries of all data are drawn in the correct way.

4. RESULT AND DISCUSSION

4.1 Islamic Education Learning Planning for Students with Special Needs

Islamic education learning planning in the extraordinary school SLB 'Aisyiyah Tembung for children with special needs should be more widely reviewed in terms of application because children with special needs do not understand knowledge problems. Instead they are guided by hands-on practice such as providing visual examples. And the curriculum used is the 2013 curriculum.

The purpose of Islamic Religious Education for students with special needs that want to be achieved is obtained data as follows: "The purpose of Islamic education in SLB ABC Melati Aisyiyah is to teach students about the fundamental things related to God, Commandments and prohibitions so that changes occur in students from the uninitiated to know, who have not been good and from the unskilled to be skilled especially in living their lives as a y religious ang". The cognitive, effective and psychomotor aspects of students develop well so that the goals that have been set and become the mission of the school can be applied.

Pai learning achievement target determination for SBK, obtained data as follows: "There is a change in behavior in SLB children in accordance with PAI material taught by teachers to be one of the indicators of learning achievement targets". This is in line with pai material given to SBK namely "Islamic religious education whose theories are based on the Qur'an and Hadith. So the

essence of PAI education provided to SBK in SLB 'Aisyiyah tembung is as an effort to provide assistance for ABK in order to help itself and be able to live like other normal children".

Special principles in the development of PAI learning for SBK is "by demonstration method and behavior development such as formation and modeling so that SBK children have strong religious knowledge and strong faith and increasingly spirit in terms of doing worship to Allah SWT". While the model of pai learning planning is "RPP-based".

As for the constraints in the determination of PAI material for SBK felt by teachers and principals "so far there are no obstacles. If there are obstacles found in the learning of PAI then immediately sought solutions for example with gradual rpp improvements that will provide different methods or ways in delivering PAI material to SBK".

Furthermore, there is a planning of routine activities carried out in an effort to habituation of worship / deepening pai material for SBK, namely "performing Zuhur prayer every day in the musholla SLB Aisyiyah Tembung". In addition to the cognitive realm, the purpose of learning also includes two aspects, namely affective, and psychomotor. Teachers certainly hope in this case after the students are able to answer the questions given by the teacher, then students should also be able to do, work on or practice the materials that have been received (Zulkifli, 2020). The above findings are in line with Rosyada's opinion (2004) that in an effort to improve the effectiveness of learning to achieve the best learning outcomes as expected, learning planning is something that must be prepared by each teacher will carry out the learning process, although not necessarily all that is planned will be implemented because the conditions can occur the classroom reflects the different demands of the prepared plan, especially about optional strategies.

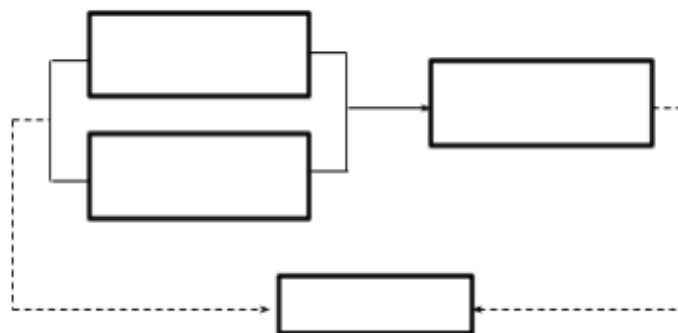


Figure 1. PAI Learning Planning at SLB 'Aisyiyah Tembung.

4.2 Implementation of Islamic Education Learning for Students with Special Needs

The learning model applied is "using the media of the book and written on the board". While the class division system is done "through the level of blindness there is deafness and there is moderate deafness". And pai's approach and learning method applied is by "face-to-face method". Then related to applied PPI (Individual Education Program) or not "in SLB 'Aisyiyah Tembung do not apply it".

In the learning process using accompanying teachers and special teachers, in the form of *team teaching*, "in SLB 'Aisyiyah Tembung does not use accompanying teachers. This means that the core teacher or the primary teacher is absolutely responsible for the students". The daily learning flow conducted at SLB 'Aisyiyah Tembung is "Written on the board and then they write and called one by one to read gradually".

Furthermore, the important stages that are done during the learning process are "the most important stages of reading and memorization. This is in accordance with their submission." Pai learning media used is "Media books and whiteboards". Then related to the learning innovations carried out by PAI teachers namely "Encouraging to learn to children SBK". The obstacles faced in the implementation of learning and the solution is: "when dealing with deaf children explaining rather difficult solutions is to explain in a land using sign language". In this case of course the teacher must also master sign language so that the learning can be done effectively because it does not use an accompanying teacher.

The implementation of learning in the school is described as follows:

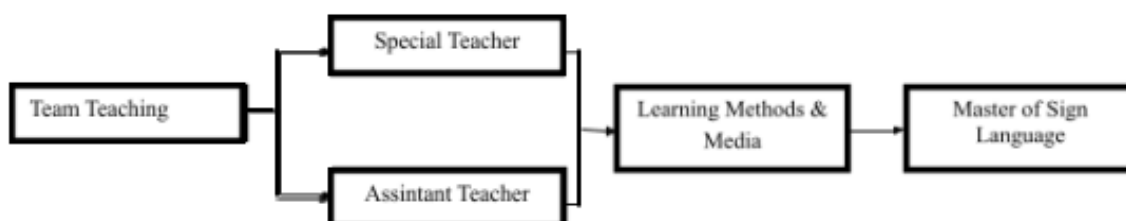


Figure 2. Implementation of PAI Learning at SLB 'Aisyiyah Tembung.

4.3 Evaluation of Islamic Religion Education Learning for Students with Special Needs

The pai learning evaluation system is applied by "evaluating lessons both daily, weekly and semester. This is done to help students to get a good learning experience and results". The evaluation was conducted considering the willingness they provide so that teachers must give more attention so that PAI learning can be received by SBK well. Included in the evaluation system design team are "Teachers and Principals". This means that there is a solid collaboration and cooperation between all elements involved in SLB 'Aisyiyah Tembung. The form of student development report is "Talking directly to parents". This means that the school periodically provides SBK development reports to their parents based on daily records according to the child's development.

Those who contributed to the evaluation were "teachers and principals as well as all elements involved in SLB 'Aisyiyah Tembung". While the type of evaluation performed is "daily, weekly and persemester". Then the assessment component is "done on atunaan basis". For PPI assessment (individual assessment) in SLB 'Aisyiyah Tembung "exists, i.e. based on daily score, practice score, and test score". And based on the curriculum applied is the 2013 curriculum, the value of attitude becomes an important point in the assessment of the SBK.

With regard to the specific criteria in evaluating learning data obtained is "there are no specific criteria in evaluating learning". Furthermore, the principle of not going to class or all students are entitled to take classes according to their capacity, then the data obtained is "all are entitled to take classes according to their capacity". And related to the obstacles in conducting learning evaluation, the data obtained is "There are no obstacles in the evaluation of learning". The evaluation of PAI learning in the school can be described as follows:

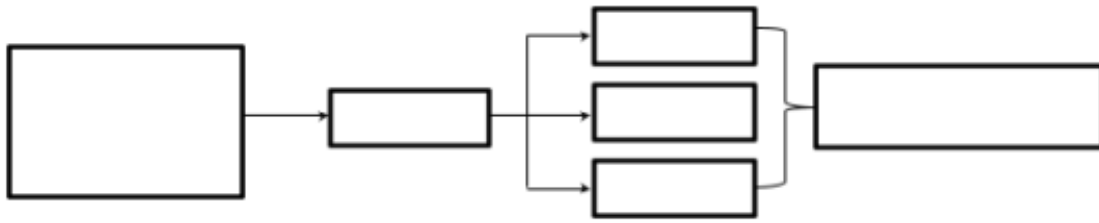


Figure 3. Evaluation of PAI learning at SLB 'Aisyiyah Tembung

4.4 Special Education Services

Admission of New Students process and there are special criteria, based on the data obtained is "There are special requirements especially in terms of homeiness in SLB Aisyiyah Sumut only accept deaf and moderately deaf. In general, special facilities are provided for SBK and the data obtained is "There are media books and whiteboards". While special facilities in learning PAI for SBK, the data obtained "There is a musholla where practice directly and computer media see the ordinances of performing worship. The Qur'an and Iqra are one of the special media in doing reading lessons.

Examination and control services of psychologists based on the information obtained is "There is an examination conducted by psychologists". Furthermore, plb (Extraordinary Officer) and assistant teacher (shadow teacher) for students in need based on the information obtained is "there is an accompanying teacher but not in doing learning but in terms of doing worship practices only". Then is it done routine therapy performed by the therapist at a specialized clinic? The data obtained is "there is a special therapy that the school does to children SBK".

Standard Operating Procedure specifically applied to parents of students with special needs, based on the data received, namely "Actually there is, but because there are more economic conditions of parents who cannot afford it so they are not able to implement the Standard Operating Procedure. The Standard Operating Procedure for parents of students related to educational services at SLB ABC Melati Aisyiyah is as follows:

1. Providing assistance to children in school until the children have independence in taking care of themselves, especially in eating and drinking and related to toilet. Mentoring is carried out outside the study room (class).
2. Must wear Muslim / ah clothes while in the school environment both during the shuttle and when accompanying them.
3. Be polite and courteous to stakeholders in SLB ABC Melati Aisyiyah.
4. Maintain the cleanliness of the school environment during mentoring
5. Bringing children's needs that are not provided by the school.
6. Participate in running wall magazines in schools
7. Participate in the success of the Parenting Class held by the school once a month.

In a special program that involves parents or the community in an effort to help outreach children with children with special needs, the data obtained is that "in helping to socialize children with special needs, there is a school committee called this school committee, which means it is the association of parents in terms of disseminating children with special needs-friendly schools". This means that the school collaborates with the school committee in socializing special needs-friendly schools. This needs to be done so that parents are confident that their children with special needs can also attend the right schools.

Regarding the existence or absence of a partnership program and if so, who are the stakeholders who are partners of SLB 'Aisyiyah Tembung? And the data obtained is "there is a school partnership program. And who the stakeholders are are all school administrators and school committees, especially students with special needs itself and its families". This means that SLB's are provided with provisions to be able to help themselves so that they do not trouble others and can at least help their parents in doing light work and their age.

5. CONCLUSION

Based on the results of the study, it can be concluded that the implementation of Islamic education learning for students with special needs (case study: SLB 'Aisyiyah Tembung has been going on and is running well starting from lesson planning, learning implementation, learning evaluation and special education services. PAI learning planning made in SLB 'Aisyiyah Tembung is of course adapted to the purpose of the school, which is to teach students about basic things related to God, commands and prohibitions so that changes occur in students from those who do not know to know, who are not good to be good and from who are not yet skilled become skilled, especially in carrying out their lives as religious people.

The objectives to be achieved in SLB 'Aisyiyah Tembung cover three domains, namely the cognitive, affective, and psychomotor domains. In achieving the learning objectives, various variations of learning methods are used. In teaching the teacher using the lecture, discussion and practice methods, sometimes the teacher uses gestures depending on the class he is facing. In its application, there are differences in the learning strategies that PAI teachers apply to students from one another. This refers to the physical and psychological conditions of students, so the learning tendencies are individual.

While the implementation of PAI learning carried out is adjusted to the class based on their respective disabilities. And the obstacles faced by teachers in learning are when dealing with deaf children explaining is rather difficult and the solution is to explain slowly using sign language. This of course requires special abilities for teachers in order to maximize PAI learning for SBK. In evaluating SLB learning, it is carried out based on the achievement of children's learning outcomes in daily, weekly and semester reports. And not using special criteria in evaluating learning outcomes by applying the principle that all children have the right to go to class according to their capacity. With regard to special education services, from the beginning students who were accepted at SLB 'Aisyiyah Tembung only received the deaf and moderately mentally retarded. And SBK gets regular checks and controls from psychologists every month. The inability of SBK parents in implementing the SOP applied by the school is more due to economic factors.

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