

PAI Learning Strategy for Graduate Students at Extraordinary Junior High Schools in Tangerang

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Abstract

This research aims to find strategies, methods, evaluations, media, and obstacles to implementing PAI for mentally retarded students at SMPLB Negeri. The research method uses qualitative analysis. Data sources are PAI teachers, administrative staff, and students' parents. Data collection techniques were carried out through observation, interviews, and document review. Data analysis was carried out by reducing data, presenting data, and drawing conclusions. The findings in this research are (1) PAI learning strategies with expository and contextual strategies on the cognitive aspect, value clarification technique strategies on the affective aspect, and direct learning strategies on the psychomotor aspect. (2) PAI learning methods are the lecture model, question and answer model, demonstration model, and exemplary model. (3) PAI learning media is prayer equipment, namely sarongs, mukenas, prayer mats, and prayer rooms. (5) Evaluation of PAI learning using the question-and-answer model and memorization tests. Written test and oral test models. Meanwhile, the non-test technique is observation. (6) Obstacles to PAI learning are students' limitations in remembering lessons, students' limited language skills, students' lack of discipline during school hours, and the absence of accompanying teachers.

Keywords: PAI learning, mentally retarded students, school

1. Introduction

Education is the right of all citizens without distinction of origin, ethnicity, caste, or a person's physical condition, including children who have disabilities that require special Education supports and provides facilities for children or students with special needs (disabilities).

The education and teaching provided apart from general knowledge is also religious knowledge. General knowledge, for example, science, moral science, exact science, and others. General science is taught to students so that they know the surrounding environment. Religious knowledge is provided so that students have noble morals and are devoted to Allah SWT. Islamic religious education is not only given to normal children but is also given to children who have physical or mental disorders and deficiencies. Because humans have equal rights before Allah SWT. Moreover, Islamic religious education is education that forms the basis of

morals and beliefs for education in schools. Even children with disabilities have the right to education that suits their talents and potential.

This is due to the view that children with such conditions have no talent and cannot develop their potential optimally. However, if they receive guidance from the start, it does not rule out the possibility that they can develop according to their potential. Islamic religious education is an important thing to instill in children with special needs because by instilling religious values it will form them to develop motivation in living life with the limitations they have. Every individual has the instinct to be religious and understand and practice religious values, including children who experience intellectual, mental, and/or physical disorders (mental retardation), physical disorders (physical impairment), and hyperactivity.

Based on psychological principles and student differences which state that students 3 have different learning speeds and abilities. 2 With the differences in students with special needs, educational services for each type of disorder experienced by the participants education is different according to their needs. Teaching religion to children or students who have disorders, limited abilities, and disabilities certainly varies in terms of materials, methods, approaches, strategies, and so on. For example, the way to teach prayer to mentally retarded children will be different from teaching it to children with autism, visual impairment, physical impairment, and so on. So religious education for mentally retarded children is not just about conveying material, imposing the teacher's will, pursuing curriculum targets, and completing teaching materials that are sometimes less functional for the needs of mentally retarded children.

Conceptually, handling children with disabilities should be a fun learning pattern, in the sense that it should lead to generating motivation to learn, and prioritizing the process, so that children become active, not bored, and create a feeling of comfort and at home in learning. This description provides information that from the learning aspect further studies need to be carried out, especially PAI learning. Considering that religion is a provision for humans in living life, it is important to continue it in the form of research with a focus on learning for mentally retarded children.

2. Research methods

The type of research used in this research is descriptive qualitative. It is called descriptive qualitative because in this research the primary data uses verbal data, namely descriptive data obtained from observations of the implementation of Islamic Religious Education in the classroom.

2.1. Data source

The data sources used in this research are as follows:

- a. Primary data source Primary data source is data directly collected by the researcher (or his staff) from the first source. 3 This primary data is data collected by the researcher himself or herself. Information is obtained directly from actors who see and are directly involved in research conducted by researchers.
- b. Secondary data sources Secondary data sources are data directly collected by researchers as support for the first source. It can also be said that data is arranged in the form of documents.

2.2. Data Collection Technique

In research, data collection techniques are an important factor for the success of research. This relates to how to collect data, who the source is, and what tools are used

- a. Observation Observation is focusing attention on an object using all the sense organs. Observations are carried out to obtain the necessary data and information and are collected through observation
- b. Interview, namely holding questions and answers directly with respondents regarding matters related to this research. To obtain the desired data, researchers conducted interviews with study teachers as a data source to obtain data regarding the implementation of PAI learning for mentally retarded students at SMPLB Negeri PTP - Tangerang and parents or guardians of mentally retarded students to find out how to guide students in carrying out worship at home.
- c. Document Study Documents are records of past events. Documents can be in the form of writing, images, or someone's works. Documents in written form, for example, someone's notes, life history, stories, regulations, and policies.

2.3. Data Analysis

After the required data is collected using the specified data collection techniques, the next activity is to carry out data analysis. The data. In processing the research data, we used non-statistical analysis, that is, the data obtained was not analyzed using statistical formulations, but the data was described so that it could provide clarity according to the reality in the field.

3. Results and Discussion

3.1. PAI Learning Strategy for Intellectually Disabled Students at SMPLB Tangerang

The strategies used in teaching and learning activities for mentally retarded students cannot be equated with strategies used with other students who are not mentally retarded. The difference lies in the level of understanding and thinking abilities that are not the same. The character of mentally retarded students who have difficulty concentrating, get bored easily, cannot do work for a long time, communicate less fluently, and tend to be passive are factors that hinder them from using strategies that emphasize activeness, critical thinking, and problem-solving. Therefore, inquiry learning and problem-based learning strategies will be difficult to implement.

In teaching students whose circumstances are different from normal students, teachers must adhere to principles based on student needs. In this case, Mr. Syamsuddin explained that "the most important principle is patience, understanding children's abilities and weaknesses, and treating them like their own children. Because affection is what they need and want to feel most.

Based on these interviews, it is known that teaching students with special needs (mental retardation) must prioritize patience, understanding of student's shortcomings and compassion. Therefore, considering students' deficiencies in terms of intelligence, concentration, activeness, and lack of smooth communication between friends and teachers, teachers do not use strategies that will make it difficult for students in their learning process.

Regarding this, the researcher will outline strategies for learning the Islamic religion with prayer material in the cognitive, affective, and psychomotor domains.

- a. Learning strategies in the cognitive domain The cognitive domain is the domain that includes mental (brain) activities. From the results of the researcher's observations, by looking at the situation of mentally retarded students, teachers more often use expository and contextual learning strategies. In implementing PAI learning with

prayer material at SMPLB State PTP, the learning carried out emphasizes the process of conveying the material verbally from the teacher to a group of students with the aim of students being able to master the lesson material optimally. Teachers play a very important and dominant role because the learning process is teacher-oriented or centered. Through this strategy, religious teachers teach prayer material slowly in the hope that students can master the prayer material well.

- b. Learning strategies in the affective domain Apart from achieving cognitive domain goals, teaching prayer is also intended to achieve students' affective domain goals. This affective domain prioritizes feelings, emotions, or attitudes. These goals relate to how students should feel something. Affective is related to value. Based on researchers' observations in teaching affectivity, attitudes, or values contained in prayer to mentally retarded students, teachers use affective learning strategies with value clarification techniques (VCT).
- c. In the psychomotor aspect, students can correctly carry out the prayer procedures properly, starting from the intention by saying the lafaz, takbiratul ihram by raising both palms, and so on. So that in this aspect a teacher can guide the procedures for good prayer movements according to the Shari'a and can be used as good physical exercise for mentally retarded students.

Based on researchers' observations in teaching psychomotor skills, teachers use direct learning strategies. It is implemented in prayer learning to directly demonstrate prayer movements. The teacher guides the students by demonstrating movements, namely the movements of takbiratul ihram, bowing, prostrating, sitting, and other movements. So, by demonstrating movements from the teacher, students can see, observe, and feel the process demonstrated by the teacher.

3.2. PAI Learning Model for Intellectually Disabled Students at SMPLB Tangerang

Students or students are an element that determines success in the teaching and learning process. Regardless of the efforts the teacher has made, if they do not get a positive response from students, whether in terms of their attitudes or actions, then this can become an inhibiting factor in the progress of the PAI teaching and learning process. Their low intelligence condition, as previously mentioned, is an inhibiting factor in the teaching and learning process of Islamic religious education. PAI teachers at SMPLB Negeri PTP - Tangerang in delivering material to students use several learning methods. Apart from that, the teacher conveys the material to students slowly using simple language, and does this repeatedly until the students understand the material presented by the teacher.

- a. The use of the lecture method in learning prayer is certainly something that must be implemented because to convey prayer learning material it must be delivered orally, for example about the procedures for performing prayers.
- b. The teacher to students and sometimes questions come from students to the teacher. In teaching prayer to mentally retarded students, this question-and-answer method is not used very often. This is due to the direction of the conversation no longer being by the material being discussed, thus creating a non-conducive atmosphere in the class. When teachers ask questions about prayer to determine students' level of understanding, it is not uncommon for students not to understand the meaning of the questions asked, resulting in inappropriate answers. Vice versa, when students are invited to ask the teacher questions about things they don't understand in prayer, students instead ask questions that have nothing to do with prayer.

- c. The demonstration method is more useful for getting a clearer picture of things related to a process of implementing real activities so that students can observe carefully and thoroughly and be full of attention and participation in what the teacher has done. Apart from that, students can also actualize it in their lives.
- d. Exemplary method The exemplary method is to provide an example and be a good example in every word and deed to students. Regarding this method, Mr. Syamsuddin stated in the interview that was conducted, namely: That's why I hope that the people around the children will also pray so that they become role models for the children to continue praying. It will be difficult for children to get used to praying if they see people around them not praying

3.3. PAI Learning Media for Intellectually Disabled Students at SMPLB Tangerang

In implementing PAI learning at SMPLB Negeri PTP - Tangerang, teachers use media intermediaries to support learning activities, stimulate children to learn well, increase interest, and attract children's focus on learning. Mr. Syamsuddin stated in an interview that "for media, I usually use audio-visual media such as CDs, pictures and videos for prayer, ablution and tayamum materials."

This statement shows that the use of media is quite adequate in the learning process. Thus, the media used to teach Islamic religion with prayer material, the teacher ensures that students are interested in the lesson and can focus on learning so that they can achieve the expected PAI goals. The results of the researcher's observations showed that when performing the prayer service, students were led to the school prayer room. In the prayer room, there is prayer equipment available such as sarongs for male students, mukenas for female students, prayer mats, and places for ablution.

Before the practice of prayer begins, they are taught how to perform ablution first. All of this equipment is a medium used for learning to pray. Media in learning has a very important role in supporting learning, especially in material that needs to be practiced. The use of media must also be adjusted to the learning material so that it functions optimally. The example above includes the compatibility between the media and the material being taught.

3.4. Evaluation of PAI Learning for Intellectually Disabled Students at SMPLB Tangerang

Evaluation is a process to see the success achieved by students after studying certain material. Through this evaluation, teachers can see the extent of students' understanding of the material they have just learned. Regarding the evaluation carried out on PAI lessons, The following explanation:

Evaluation is carried out formally using question papers and answer papers. However, in practice in the field, it is somewhat different. We already understand that these students are not good at reading so the teacher helps by reading questions to the students. Then apart from that the teacher will also test students on prayer reading. The teacher will call students one by one to read prayer readings such as Surah al-Fatihah, the number of prayer rakats, and the names of obligatory prayers by luring them with grades.

Then they will scramble to get to the front of the class. And after that, we practice praying in the prayer room. From this practice, we will observe the extent of the student's ability to perform prayers. In practice, this is not 100% for exams, but also for learning. So exams are learning. If students forget or make mistakes during practice, the teacher also reminds or models the correct movement or reading.

- a. Test techniques, namely written tests and oral tests. a) Written test. Evaluation in written form is given at the end of each semester. This evaluation aims to measure students' overall success in PAI material. Evaluation using this written technique must be carried out to determine the abilities and cognitive development of each student at the end of the odd and even semesters. Unlike state schools in general which get questions from the education office, - Tangerang PTP State SLB-E creates its questions that they will test on students. Apart from that, they also set KKM (Minimum Completeness Criteria) that students must achieve. b) Oral test This oral evaluation is carried out on students' normal study days. The teacher will conduct an oral test to determine students' understanding of the lesson they have just learned. This oral test also strengthens the subject matter because every student's wrong answer will be immediately corrected by the teacher. In the prayer material, the teacher will conduct an oral test regarding the names of obligatory prayers and the number of rak'ahs, prayer times, and prayer readings.
- b. Non-test technique, namely observation. In the prayer material, the observations made by the teacher were during practice. In this practical activity, students are guided and given facilities to pray together. When students start praying, the teacher observes the development of student's abilities in performing prayer movements and reading. When students forget or make mistakes in the reading or 103 prayer movements, the teacher also reminds and models the wrong or forgotten readings and prayer movements. This prayer practice activity is always carried out to help students be able to do it correctly and achieve the PAI learning goal, namely performing prayers independently.

3.5. Obstacles in PAI Learning for Intellectually Disabled Students at SMPLB Tangerang

In every learning activity, there will be obstacles that hinder the achievement of the goals that have been set. State SMPLB PTP - Tangerang is also not free from the obstacles it faces. This obstacle can come from the school and students who are students with mental retardation. As is known, mentally retarded students are students who have intelligence abilities below the intelligence of normal children in general. With the existing limitations and abilities possessed by mentally retarded children, various obstacles will arise in their learning activities.

These obstacles complicate the learning stages and make the learning process not run smoothly. These obstacles are:

- a. Students' limitations in remembering lessons or information. The limitations of mentally retarded students are limited thinking abilities, so it cannot be denied that they experience difficulties in learning, especially in the academic field. The problems they experience related to the teaching and learning process include difficulty grasping lessons, difficulty learning well, and poor memory. This is as expressed by a religious teacher, "an obstacle in learning PAI is the problem of students' ability to remember the lessons that have been taught. They are very forgetful. Their long-term memory is not working as it should. So their short-term memory plays a more important role." In the interview, it can be seen that mentally retarded students cannot remember lessons that have been taught for a long period. They are only able to remember information and lessons for a short time so teachers have to repeat the same lessons over a long period. For example, in teaching simple prayers or prayer readings, teachers need months. So the teacher asks them to memorize the prayer or reading at home with the help of their parents to save more time.
- b. Limited students' language skills. With students' limitations in speaking and pronouncing words, becomes an obstacle in educational communication between

students and between students and teachers. In learning prayer, obstacles often arise from students' memorized prayer readings that do not match the proper reading. Another thing that hinders learning is the inability of students to retain the information obtained in learning for a long time, making students often forget the lessons they have learned. Therefore, teaching prayer to mentally retarded students takes a long time.

- c. Students' lack of discipline in entering school. From the results of the researcher's experience, several students were late entering school in the morning so the teacher gently reprimanded the parents who accompanied the students who were late. By being late, the student loses several minutes of class time and makes him miss the lesson. It is indeed the character of mentally retarded children that even though they have entered adolescence, their mental development is below normal age development.
- d. Lack of accompanying teachers One of the obstacles in the teaching and learning process felt by religious teachers is the absence of assistant teachers whose job is to accompany study teachers in carrying out teaching activities. Because of this, the class conditions will become chaotic, which will disrupt the orderliness of learning and will waste a lot of time to calm them down and restore class order. So with this, the time spent studying becomes less and less. Therefore, learning will be better if assisted by a companion teacher whose job is to discipline students while the study teacher is teaching

4. Conclusions and recommendations

4.1. Conclusion

After analyzing the data obtained or extracted from the field, the next conclusion can be made as follows:

- a. The learning procedure consists of initial activities, core activities, and final activities. These three activities are preparatory activities before studying, presenting lesson material, connecting lesson material with real life, concluding lessons, and applying lesson material to everyday life.
- b. In teaching prayer from the cognitive aspect, teachers use expository and contextual learning strategies. Meanwhile, to teach prayer in the affective aspect, teachers use affective learning strategies with value clarification techniques (VCT). In teaching prayer on the psychomotor aspect, teachers use direct learning strategies.
- c. The media used in prayer learning are the commonly used prayer equipment, namely sarongs for male students, mukenas for female students, prayer mats, and places for ablution.
- d. The evaluation carried out on mentally retarded children is using test and non-test techniques. Test techniques are written tests and oral tests. The written test is a learning evaluation given at the end of each semester. Oral tests are oral evaluations carried out on students' normal study days. The teacher will conduct an oral test to determine students' understanding of the lesson they have just learned. Meanwhile, the non-test technique is observation. In the prayer material, the observations made by the teacher were during prayer practice.
- e. Obstacles faced in learning are students' limitations in remembering lessons or information, students' limited language skills, students' lack of discipline when entering school, and the absence of accompanying teachers.

4.2. Suggestion

Based on the results that have been discussed and the conclusions, suggestions can be made as follows:

- a. For SMPLB Negeri PTP - Tangerang
 - a. Improving personal quality in advancing the school with good management.
 - b. Improving good cooperation between the school and student parents.
 - c. Improving school administration.
 - d. Increase the ability to master various strategies that can be applied to students with intellectual disabilities so that learning can achieve goals.
 - e. Arrange the classroom to make it more attractive and tidy.
 - f. Adding teaching staff as accompanying teachers to be able to assist subject teachers when teaching in class.
 - g. Improving the quality of teachers to find out student potential.
 - h. Make preparations before teaching and be able to master the class.
- b. For parents of mentally retarded students
 - a. Parents are advised to accompany and guide their children to study and perform worship at home and monitor the implementation of good Islamic practices for their children.
 - b. Establishing better cooperation with schools so that the goals of Islamic religious education can be achieved well.
 - c. Helping children to be more disciplined in obeying discipline and rules at school. An example is helping students not to be late for school.

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