

Learning Strategies for Islamic Religious Education for Mentally Disabled Students in State Junior High Schools Extraordinary - Jakarta

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Abstract

The purpose of this research is to find out (1). Procedures for learning Islamic religious education for mentally disabled students at State SLB (2). The strategy applied in the learning process of Islamic religious education for mentally disabled students at State SLB (3). Islamic spiritual education learning method for mentally disabled SLB Negeri - Jakarta students. Research Methods Using descriptive qualitative theory describes the phenomena occurring in research locations. The data collection technique involved interviews with subject teachers, teaching staff, and parents. Documentation studies in the form of official notes at meetings, archives, and literacy related to learning, observations at research locations at SLB Mental Disability. Conclusion The learning procedure consists of initial, core, and final activities, with preparation before the learning process is carried out. Doing prayer learning and training on cognitive aspects, teachers with expository and contextual learning strategies. Learning methods through lectures, questions and answers, demonstrations, and exemplary. The media used in learning are prayer equipment, sarongs for male students, makes for female students, prayer mats, and places for ablution. The evaluation was carried out through test and no-test techniques. The test techniques are written tests and oral tests. Obstacle factors in learning are limitations in remembering lessons, language limitations, lack of discipline, and the absence of accompanying teachers.

Keywords: Learning Strategies, PAI, Mentally Disabled Students

1. Introduction

Education and teaching are provided in addition to general knowledge and religious knowledge. General knowledge such as science, moral science, exact science, and others. General knowledge is taught to students so that they know the surrounding environment. Religious knowledge is given so students have noble characters and are devoted to Allah SWT. Islamic religious education is not only given to normal children but also to children with physical or mental disorders and deficiencies. Because humans have equal rights before Allah SWT. Moreover, Islamic religious education is education which is the basis of morality and faith for education in schools. Children with disabilities have the right to education according to their talents and potential.

Islamic religious education is important to instill in children with special needs because instilling religious values will shape them to grow motivation in living life with their limitations. Every individual has an instinct for religion and understands and practices spiritual matters, including children who experience intellectual, mental, and physical impairments (psychological disability), physical impairment (paradise impairment), and hyperactivity. The

education of children with special needs is based on psychological principles and differences in students, which state that students have different learning speeds and abilities.

With these differences in students with special needs, the education services for each type of disorder experienced by students are different according to their needs. Teaching religion to children or students with disabilities, limited abilities, and disabilities is different in terms of material, methods, approaches, strategies, and so on. For example, how to teach prayer to mentally disabled children will be different from teaching it to autistic, blind, quadriplegic children, and so on. So religious education for mentally disabled children is not just conveying material, imposing the teacher's will, pursuing curriculum targets, and completing teaching materials that are sometimes less functional to the needs of mentally disabled children.

SLB Negeri - Jakarta is one of the schools that helps develop children with special needs. This school provides the necessary educational requirements for children considered abnormal in society's social view. In other words, this State SLB helps fulfill the rights of all Indonesian citizens to obtain a proper education. This school accommodates several disorders, such as deaf, disabled, mentally retarded, and autism. However, the researchers focused this research on Islamic religious learning for children with special needs in the mentally retarded section.

2. Research Methods

This study uses a descriptive qualitative approach. This research has primary data, which is descriptive verbal data obtained from observations in the process of implementing Islamic Religious Education in the classroom. (Lexy J. Meleong., 2018).

2.1. Data collection technique

This is the most strategic step in research because the study's main goal is to get data. Are as follows:

- a. Observation is focusing attention on an object by using all the senses. Comments were made to obtain the necessary data and information and were collected through observation
- b. Interviews through question and answer directly with respondents regarding matters related to research
- c. Document Study is a record of actual events in writing, pictures, or works that took place, as well as policies.

2.2. Data analysis

This study uses the interactive model of qualitative data analysis (Miles and Huberman). Includes data reduction, data display, and data verification, as well as drawing conclusions

- a. Reduction of data obtained in the field in large quantities, to be recorded carefully and in detail
- b. The reduced data is then presented by presenting a set of information arranged in sequence, which can then conclude.
- c. It was concluded to be verified at the final stage in the data analysis process. Furthermore, researchers conclude from the data obtained to find the meaning of the data collected by looking for relationships, similarities, or differences.

3. Results and Discussion

Description of the findings relating to the results during the research, based on direct observations in the field and answers to questions posed to parties associated with the focus of the study.

- a. Vision To Form a Young Generation Who Is Faithful, Tough, Skilled, and Independent
- b. Mission As an effort to realize the vision mentioned above, the school's mission is:
 - (1). Growing faith and devotion to God Almighty by organizing learning and non-learning activities with religious nuances.
 - (2). Conduct regular curriculum reviews and make curriculum adjustments if necessary.
 - (3). Conducting character education services
 - (4) and developing human resources for educators, education staff, and students to become professional, qualified, creative, innovative, and resilient human resources.

3.1. Islamic Religious Education Learning Procedures

Several factors, including the learning process, influence learning. The learning process is a series of activities and interactions between students and teachers, controlled through learning planning. Therefore, education must be designed and implemented systematically and systemically. Teachers are certainly expected to carry out learning by appropriate procedures. Implementation of the learning process needs to be done based on learning procedures that have been developed. So one of the abilities that the teacher must possess is understanding and carrying out learning procedures in group, individual and classical learning.

In general, the learning procedure consists of initial activities, core activities, and final activities. These three activities are a unified whole and sequential in forming abilities that students will master to develop student abilities in accordance with predetermined goals. One aspect that influences the success of learning is the teacher's ability to manage learning; in the process, the management must be directed to become a meaningful and conducive process in forming student abilities.

Therefore, apart from being developed systematically, effectively, and efficiently, learning activities also need a variety of activities as an alternative to developing students' motivation and training in learning. The learning procedures in the form of initial exercises, core activities, and final activities that religious teachers apply in teaching prayer material to mentally disabled students with an expository strategy are as follows:

- a. Preparation This preparation stage is the initial activity of the teaching and learning process. The teacher prepares students to receive lessons that will begin by arousing and attracting students' interest by luring good grades, creating an open, warm, and friendly learning atmosphere, and informing the material to be studied and the goals to be achieved later. In apperception, the teacher asks students to express experiences related to discussing the material. All these preparatory activities are carried out briefly by the teacher to prepare students to receive the lesson.
- b. Presentation of material This presentation is carried out by the preparations made and is a core activity in the learning procedure. In order for this presentation activity to run well, the teacher conveys the material in very simple language so that students easily understand it. In addition, the teacher also avoids words from foreign languages because it will confuse students so that the meaning and message of the lesson are conveyed differently. Activities carried out at the stage of presenting the material, namely the teacher explaining the names of the obligatory prayers and the number of cycles, explaining very briefly the provisions of the prayer, the teacher listening to the student prayer readings by guiding individually, students reading surah al-Fatihah and other prayer readings together - with the teacher, giving examples of prayer movements, answering student questions about prayer. However, the teacher should have given time to students to memorize the prayer readings at school because it would take a long time. In presenting material, the teacher uses an individual learning

- program approach for each student because of differences in each student's knowledge of prayer.
- c. Connecting the teacher connects the prayer material that is being studied with the obligations that every Muslim must carry out. The teacher gives examples of families or people around students who pray at home or the mosque. The teacher provides and explains to students examples of the relationship between prayer and other goodness; for example, people who pray diligently will be loved by Allah SWT. With this linking step, students are expected to be able to understand the obligation to pray to Muslims, including themselves.
 - d. Concluding This concluding activity is the last activity in the learning procedure. The teacher ends the learning of prayer material while at the same time strengthening students that all Muslims in the world are obliged/must pray 5 times a day, as well as the students themselves must also pray according to their abilities as mentally disabled students.
 - e. Applying the last step is demonstrating the prayer in the school prayer room and making it happen at home. At school, the teacher provides facilities for students to carry out congregational prayers in the prayer room and reinforces the form of praise, such as you are getting smarter and getting good grades to students who have done it. The teacher advises students to pray at home with parental guidance. The teacher also persuaded the students not to be embarrassed to pray in congregation at the mosque around their homes by imitating the movements of other communities so that students would get used to praying without fear and embarrassment. The teacher gives this advice and direction continuously so that students can pray well.

3.2. Islamic Religious Education Learning Strategy

Strategy is defined as an outline of a bow to act to achieve a predetermined goal. When connected with teaching and learning, strategy can be interpreted as general patterns of activities of teachers and students in the embodiment of teaching and learning activities to achieve the goals outlined.

The strategies used in teaching and learning activities for mentally disabled students cannot be equated with the method used for other students who are not mentally disabled. The difference lies in the level of understanding and ability to think differently. The character of mentally disabled students who have difficulty concentrating, get bored easily, cannot do a job for a long time, lack smooth communication, and tends to be passive are factors that hinder the use of strategies that emphasize activeness, critical thinking, and problem-solving. Because of that, inquiry learning strategies and problem-based learning will be difficult to do. In teaching students whose circumstances differ from normal students, the teacher must hold principles based on student needs.

Based on these interviews, it is known that teaching students with special needs (mentally retarded) must prioritize patience, understanding of student deficiencies, and compassion. Therefore, taking into account the lack of students in terms of intelligence, concentration, liveliness, not smooth communication between friends and teachers, the teacher does not use strategies that will make it difficult for students in the learning process. For students, the limited intelligence of mentally disabled children is the main obstacle to learning. Learning materials for mentally disabled children must be detailed and as far as possible, starting from concrete things, bearing in mind that they experience limitations in abstract thinking. Even so, academic material is still given until they show their inability.

On the other hand, skills subject matter has a high weight because, through this material, it is hoped that they will be able to acquire skills as a provision for their life. Unlike the process of learning the Islamic religion for normal children, for mentally disabled children, Islamic

religious learning is presented in a more varied manner both in the selection and use of methods and the learning strategies used by the teacher, with the aim that students can capture and understand the material presented properly. Providing Islamic religious subject matter for mentally disabled children is not the same as other normal students by introducing the religion of Islam more concisely and simply and not comprehensively or in detail, only the basics and materials related to everyday life.

- a. Learning Strategies in the cognitive domain The cognitive domain is a domain that includes mental activities. From the results of the researchers' observations, by looking at the condition of mentally disabled students, teachers more often use expository and contextual learning strategies. In the implementation of PAI, they are learning with prayer material at SLB Negeri - Jakarta. The learning carried out emphasizes the process of delivering material verbally from the teacher to a group of students with the intention that students can master the subject matter optimally. The teacher plays a very important and dominant role because the learning process is teacher-oriented or centered.
- b. Learning strategies in the affective domain In addition to achieving the goals of the cognitive domain, teaching prayers is also intended to achieve the purposes of the students' affective domain. This affective domain prioritizes feelings, emotions, or attitudes. This goal relates to how students should feel something. Affective is related to value, which is difficult to measure because it involves the awareness of someone who grows from within the student. Based on the observations of researchers in teaching affective attitudes, or even the values contained in prayer to mentally disabled students, teachers use affective learning strategies with clarifying techniques. This value clarification technique can be interpreted as a teaching technique to assist students in finding and determining a value that is considered good in dealing with a problem which is regarded as the process of analyzing values that already exist and are ingrained in students.
- c. Learning strategies in the psychomotor domain Psychomotor is a domain related to the skills and ability to act after a person receives a certain learning experience. The psychomotor domain is related to physical activity, for example, running, jumping, painting, dancing, hitting, etc. In the psychomotor aspect, students can correctly carry out the prayer procedures properly, starting from the intention by saying the pronunciation, 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 body movements for mentally disabled students

The stages of direct learning in prayer training for mentally disabled students can be summarized as follows:

- a. Orientation stage
 - a. The teacher determines the scope of the material to be taught to students.
 - b. The teacher does apperception and relates the material to students' daily lives.
 - c. The teacher conducts an initial test in the pre-test to find out the students' psychomotor abilities and weaknesses in praying.
- b. In the presentation stage, the teacher conveys the prayer material briefly and concisely using the lecture method to students.
- c. Structured practice stage
 - a. The teacher guides students through practical examples and steps in prayer by presenting examples of prayer movements transparently and openly.
 - b. The teacher pronounces all the prayer readings in a voice that students can hear, from Takbir, bowing, and prostration to greetings with clear lessons, stable intonation, and a slow tempo so that students can follow them.
 - c. The teacher corrects mistakes and directs students to the right practice.

- d. The practice stage under the guidance of the teacher
 - a. Students practice independently: students do practicals of their own accord.
 - b. The teacher provides opportunities for students to practice and observe the practice. In this case, the teacher's role is to control students and give a response, namely to improve movements and readings that are still not quite right so that they become better.
 - c. The teacher provides feedback in the form of praise.
- e. Independent practice stage
 - a. The teacher asks students to practice independently at school and at home. In this case, the teacher provides opportunities for students to practice prayer independently.
 - b. Independent practice is carried out several times over a long period. With weak comprehension and memory inherent in mentally disabled students, direct teaching in this prayer cannot be successful in just 2 or 3 meetings because they have not been able to remember the names of the movements they are doing and cannot perform the prayer movements properly. Therefore, they need more time to be able to master the material and perform their prayers properly.

3.3. Islamic Religious Education Learning Methods

The learning method can be interpreted as how educators optimize the teaching and learning process, which aims to achieve the expected learning objectives. This learning method has an important role in the learning process; in addition to making the teaching and learning process exciting, it is also easier for students to digest the material provided. For this reason, when choosing a method, the teacher must pay attention to the characteristics of the students. Educators can use different ways for each class according to the abilities and characteristics of students.

Several PAI learning methods are applied at SLB Negeri - Jakarta for mentally disabled students, including:

- a. Lecture method Teachers use this method to present lessons through oral narratives or direct explanations to a group of students by the teacher to the class. The lecture method in learning to pray is, of course, something that is certain to be implemented because to convey prayer learning material, it must be given orally, for example, regarding the procedures for carrying out prayers.
- b. Question and answer method Question and answer is the teacher's and students' interaction regarding the lesson being studied. In this question-and-answer method, sometimes questions come from the teacher to students and sometimes from students to the teacher. In teaching prayers to mentally disabled students, this question-and-answer method is not used too often.
- c. The demonstration method is a method of presenting or delivering teaching materials by showing a process directly. The demonstration method is more useful for getting a clearer picture of matters related to a real activity implementation process so that students can make careful and thorough observations and full attention and participation in what the teacher has done. In addition, students can actualize it in their lives.
- d. The exemplary method is to set an example and be a good example in every word and deed to students. Oleg teachers in charge of subjects, as well as education staff, as well as other school members
- e. Learning media is a tool for the teaching and learning process. Everything can be used to stimulate students' thoughts, feelings, attention, and abilities or skills to encourage the learning process. There is no doubt that all media are necessary for learning. In choosing learning media, it needs to be adjusted to the needs, situations, and conditions of each. In other words, the best media is the existing media. It is up to the

teacher to develop it appropriately in terms of content, message explanation, and student characteristics to determine the learning media.

3.4. Evaluation of Islamic Religious Education Learning

Evaluation is a process to see the success achieved by students after learning certain material. Through this evaluation, the teacher can see the extent of students' understanding of the material just learned.

Based on the results, it can be seen that the evaluation carried out on mentally disabled children is different from evaluations on other normal children; this evaluation is adjusted to the needs and abilities of the child. From the description of the interview above, it can be specified that the evaluation carried out on mentally disabled children at SLB Negeri - Jakarta is as follows:

- a. Written test. This written evaluation is given at the end of each semester. This evaluation aims to measure the success of students as a whole on PAI material.
- b. Oral test This oral evaluation is carried out on a normal student's study day. The teacher will do an oral examination to find out students' understanding of the lesson they just learned. This oral test also reinforces the subject matter because the teacher will immediately correct every student's wrong answer. In prayer material, the teacher will conduct an oral test regarding the name of the obligatory prayer and the number of cycles, prayer time, and prayer readings.
- c. The teacher carries out this observation at any time in Islamic religious lessons. In the prayer material, the comments 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 carrying out prayer movements and readings. When students forget or make mistakes in reading or prayer movements, the teacher also reminds them and exemplifies the wrong or forgotten lessons and prayer movements.

3.5. Obstacles in Learning Islamic Religious Education

Each learning activity will find obstacles that hinder the achievement of the goals set. The Jakarta State SLB is also inseparable from the challenges it faces. These obstacles can come from the school and students with mental retardation. These constraints are:

- a. Limitations of students in remembering lessons or information Limitations possessed by mentally disabled students are limited thinking abilities, so it is no longer denied that they experience difficulties in learning, especially in the academic field.
- b. Limitations of students' language skills With the rules for students speaking and uttering words become an obstacle in educative communication between students and between students and teachers. In learning to pray, obstacles often arise from memorizing student prayer readings that do not match the proper task.
- c. Lack of student discipline in entering school According to the researcher's experience, some students needed to arrive on time for school in the morning. Hence, the teacher gently reprimanded the parents who accompanied the late students.
- d. One of the obstacles in the teaching and learning process that religious teachers feel is the need for an auxiliary teacher to accompany the subject teacher in teaching activities.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the analysis and discussion of the findings obtained in the field, conclusions can be drawn, including the following:

- a. Learning procedures consist of initial activities, core activities, and final activities, activities in preparation before learning, presenting subject matter, connecting subject matter to real life, concluding lessons, and applying subject matter to everyday life.
- b. Teachers use expository and contextual learning strategies to teach prayer on cognitive aspects. Meanwhile, to lead prayer on the affective part, the teacher uses an effective learning strategy to clarify values. And in teaching prayer on the psychomotor element, the teacher uses direct learning strategies.
- c. The prayer learning methods used include the lecture method, the question and answer method, the demonstration method, and the exemplary method. The teacher teaches patiently, repeats the material, and gives examples so students can understand the material. In this case, the teacher uses prayer equipment in the prayer room to make it easier to apply the method.
- d. The media used in learning to pray are prayer equipment that is commonly used, namely sarongs for male students, mukena for female students, prayer mats, and places for ablution.
- e. The evaluation carried out on mentally disabled children is by using test and non-test techniques. The test techniques are written tests and oral tests. The written test is a learning evaluation given at the end of each semester. An oral examination is an assessment of a typical student's study day. The teacher will do an oral test to find out students' understanding of the lesson they just learned.
- f. In comparison, the notes technique is by observation. The teacher made this observation at every time of Islamic Religious Education lessons. In the prayer material, the comments made by the teacher were during prayer practice.
- g. The obstacles encountered in learning are the limitations of students in remembering lessons or information, limited students' language skills, lack of discipline in students entering school, and the absence of accompanying teachers.

4.2. Suggestion

Based on the discussion and conclusions about the learning strategy of Islamic religious education, it can be recommended as follows:

- a. For teachers at SLB Negeri - Jakarta (1). It is improving personal quality in advancing schools with good management. (2). Increase good cooperation between the school and parents of students. (3). Improve school administration. (4). Improving the ability to master various strategies that can be applied to mentally disabled students so that learning can achieve goals. (5). Classroom arrangement to make it more attractive and neat. (6). Adding teaching staff as accompanying teachers to assist subject teachers when teaching in class. g. Improving the quality of teachers to know the potential of students. (7). Prepare before teaching and be able to master the class.
- b. For parents of mentally disabled students (1). Parents are advised to accompany and guide their children to study and worship at home and to monitor their children's implementation of good Islamic practices. (2). Establish better cooperation with schools so that the goals of Islamic religious education can be achieved properly. (3). Helping their children to be more disciplined in complying with discipline and rules at school. An example is helping students to arrive on time for school.

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