



Islamic Religious Education Learning Strategies for Children with Special Needs

Ummah Karimah (✉), Adlan Fauzi Lubis, Siti Rohmah, Ahmad Irfan, Ahmad Ziyaan Syamir, and Rizki Fatchurozi

Universitas Muhammadiyah Jakarta, South Tangerang, Indonesia
ummah.karimah@umj.ac.id

Abstract. Learning strategies refer to plans to manage and learn and then achieve outcomes for students. The purpose of this study was to determine the PAI learning strategy applied to children with special needs in determining changes in learning outcomes for students at SD Muhammadiyah 12 Pamulang during the pandemic. This study uses a qualitative method with a phenomenological approach. The results of this study were carried out by describing events in PAI learning activities at SD Muhammadiyah 12 Pamulang, data collection was carried out using interviews, observation, and documentation. The data analysis technique is carried out in stages: data reduction, data presentation, and making conclusions. The validity of the research data was checked by using source triangulation techniques, methods, and theories. The results showed that PAI teachers in determining the learning outcomes of children with special needs gave scores according to the KKM. It is not enforced for ABK to stay in class because it is considered to have completed the teaching material. The teacher plans special methods related to learning, provides motivation, adapts methods, and mentors and inserts the Qur'an and Hadith, Mahfudzot, and stories of the Prophets and Apostles as learning so that it becomes a stimulus starting from the beginning of the learning process.

Keywords: Learning Strategies · PAI · Children with Special Needs · Elementary Schools

1 Introduction

Education is one of the most important aspects of human life. There is a proverb that states the progress of a country depends on the education of the community. Education can be obtained through the learning process [1]. Learning is the duty of every human being. Thus, humans gain knowledge and can develop themselves through the learning process. Learning is an activity or process of acquiring knowledge, improving skills, improving behavior and attitudes, and strengthening character. Experience is a process of human contact with nature based on the context of knowledge or cognitive processes and according to the scientific understanding of previous experts. The process of repeated experience produces knowledge or a collection of knowledge. Learning is a process of knowledge in life. In the learning process, teachers can find out the process of solving

problems, exploring, discovering, and absorbing them to gain knowledge, and experience [2].

The process of learning requires a learning strategy. Learning strategies refer to plans or policies developed to manage and learn and then achieve outcomes. Learning strategy is a set of procedures in the learning process related to student management, teacher activities management, learning environment management, management resource, and assessment thus learning becomes more effective and efficient following the objectives activities set.

In one-on-one learning, the teacher must first describe the students' current abilities. This is achieved by specially developed evaluations. Once the student's abilities have been explained, the learning objectives are further developed. It is a formalization of the abilities we want our students to achieve. The learning objectives set can be in the form of long-term goals or certain goals to be achieved. Then develop learning strategies that must be taken to achieve the goals that have been set. Also, determine the media and learning resources involved. Define success metrics and determine how the evaluation will be conducted [3].

This is reinforced by the results of research by [4] suggesting that learning for children with special needs uses demonstration learning strategies and fun learning strategies with Play, Singing, and Stories (BMC). Several obstacles were experienced, especially in technical problems, such as the lack of teaching materials, the lack of learning media used, and the incompatibility of the lesson plans with implementation practices in the field. The focus of research on learning strategies for Islamic religious education at Elementary School Muhammadiyah 12 Pamulang can be described as follows: methods, approaches, and evaluations in learning for children with special needs.

2 Method

But in the field, there are still PAI teachers who do not have creativity in learning thus they make students passive. The results of research by [5] and [6] show that the strategies used by teachers in PAI learning still dominate and make students passive. Teacher-centered learning process. This is influenced by factors from teachers because they are not PLB graduates, the minimum number of religious teachers, lack of teacher mastery of strategies, and no use of sign language in PAI learning. However, some factors support PAI learning, namely interest, and motivation, as well as the creation of a harmonious relationship between teachers and students as well as teachers and parents, and the inhibiting factors for language development and lack of concentration.

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3 Findings and Discussion

The results of interviews with PAI teachers and Guidance and Counseling teachers at Elementary School Muhammadiyah 12 Pamulang about learning strategies carried out by PAI teachers suggested that PAI teachers in determining the learning outcomes of children with special needs gave scores according to the Minimum Criteria (KKM). It is not urged for children with special needs (ABK) to stay in class because they are considered to have completed the teaching material. The teacher plans special methods related to learning, provides motivation, adapts methods, guides and inserts the Qur'an and Hadith, Mahfudzot, and stories of the Prophets and Apostles as learning thus they become a stimulus starting from the beginning of the learning process.

Ten students have special needs consisting of students who are autistic, have weaknesses in language, ADHD, dyslexia, dysgraphia, dyscalculia, communication, passive learning, communication disorders, impaired concentration, hyperactivity, and emotional disorders. All students with special needs are under the supervision of the teacher and there are two students with Shadow Teacher. However, some students are in therapy and are getting better thus they can follow the lesson well.

Educational institutions that have students with special needs, of course, pay attention to the learning process, one of which is learning strategies. Learning strategies are closely related to learning techniques. Learning techniques are the implementation and learning methods that take place in the classroom where the learning process. Learning technology requires a deeper understanding. The relationship between methods and techniques can be compared with the relationship between strategy and tactics [8]. And have PAI learning management in inclusive schools [9].

Schools with children with special needs in implementing the learning process based on the most important characteristics or disabilities, the needs and capacity of students, and learning with children who have special needs must be adjusted and targeted in such a way that their potential can be utilized optimally. And it requires special skills where educators are not only able to convey learning but also have to be more careful in observing the special talents of students and develop according to their age [10, 11, 12]. As well as PAI teachers to students with one another. This refers to the physical and psychological conditions of students, thus using individual learning [13]. Teachers use core and basic competencies for students [14]. And in the evaluation of learning for children with special needs, there are four kinds of learning evaluations, namely daily test assignments, Middle, and Final tests. While there are three aspects of the assessment, namely cognitive, affective and psychomotor [15].

As for the strategies that PAI teachers do when the learning activity, several research results, show that learning strategies with an individual learning program approach (PPI)

will not be separated from extracting data from an early age, because strategy is an activity that learning must be done on the pattern of teachers and students, adjustment of curriculum and methods, as well as habituation thus learning objectives, can be achieved effectively and efficiently [16] and [17]. The PAI learning process uses methods, approach models, and learning strategies [18]. And carry out learning strategies with individual groups, cooperatives, and behavior modification [19].

This means that the learning process runs better if the classroom teacher makes a performance-based special purpose program in addition to the curriculum learning objectives [20]. In achieving curriculum goals, for students with special needs, the competencies that students must acquire and be identified in a way that can be assessed from direct experience as the result of student learning related to certain behavioral goals. The competencies to be achieved are specific target behaviors that must be arranged and sorted from the easiest to the most difficult, known as task analysis. Therefore, students need to know the direction and objectives of their learning as well as the level of mastery that can be used as a clear measure of achievement and contribute to their learning competencies [20].

One of the curricula in learning is the subject of Islamic Religious Education. PAI learning for students with special needs on the principle of material related to Islamic Religious Education (PAI) subjects is the principle of learning. Children with intellectual disabilities are considered special children. That is, development is not as seen in normal children, who develop according to a regularity that can predict behavior and development. However, this is not possible for a mentally retarded child, and any experienced teacher in the field can talk about the difficulties, some children cannot speak, but seem to understand them correctly. People with mild and severe intellectual disabilities can experience normal personality development in the same way as people with normal intelligence. With an understanding of PAI and their family environment and wanting to support them appropriately, normal love relationships can develop between people. According to institutional and professional [7].

4 Conclusion

The teacher's strategy in learning Islamic Religious Education for children with special needs at Elementary School Muhammadiyah 12 Pamulang begins with considering children who have special needs at different levels. Therefore, a method is needed for students to explore scientific information and discussion.

In connection with some research findings, it is hoped that school principals always encourage teachers to improve teacher competencies, especially in learning techniques for children with special needs. Islamic religious education teachers have little knowledge, including how to deal with children who have special needs, and only have experience and through training, especially for learning children with special needs, PAI teachers are expected to increase their competence a lot.

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