



Islamic Therapy as a Curative Action for Slow Learners at SD Muhammadiyah

Fatma Nadiatul Khusna and Fitri Puji Rahmawati^(✉)

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia
fpr223@ums.ac.id

Abstract. Background: The use of Islamic therapy is one of the creative techniques that help children's learning process through habituation activities given at school. This study focuses on the curative actions given by the school to slow learners by providing Islamic therapy that is applied every day in the school environment. This paper aims to analyze the application of Islamic therapy as a curative action for slow learners at Muhammadiyah Alam Surya Mentari Elementary School. Method: This study uses a descriptive qualitative approach. The design of this study uses case study, study design that has a unique value that lies in Islamic therapy given through habituation in the school environment. This study was conducted at Muhammadiyah Alam Surya Mentari Elementary School with the target of special assistant teachers, inclusion teams and slow learners. This data was taken from interviews, observations and documentation to obtain in-depth information about Islamic therapy applied in the school environment. Data collection techniques were carried out by observation, interviews and documentation. Then the data is validated with data collection techniques and triangulation of data/sources. Data analysis in this study uses interactive data analysis from Miles and Huberman which consists of data reduction, data presentation and conclusion drawing. Result: Islamic therapy applied at Muhammadiyah Alam Surya Mentari Elementary School consists of several habits that are carried out in the form of morning stretching activities, habituation of dhuha prayers and memorizing the Qur'an. With Islamic therapy, it can have a positive impact on slow learners in helping to overcome the problems they face. Especially in the problems that are often faced, namely problems in concentration, memory and impulsiveness. As well as in applying Islamic therapy has a positive impact in several other aspects. Implication: The implications of this study are: this study analyzes the Islamic therapy given as a curative action for slow learners at Muhammadiyah Alam Surya Mentari Elementary School through habituation that is applied in the school environment. The habituation applied is in the form of morning stretching activities, dhuha prayers, and memorizing Qur'an. Novelty: Previous studies related to various types of therapy that help slow learners in improving their abilities only use therapies that have not applied the Islamic side in the implementation of therapy given to slow learners. The findings of this study will be important in the future, especially for inclusive schools in providing curative action for slow learners using Islamic therapy.

Keywords: Islamic therapy · Curative action · Slow learner

1 Introduction

1.1 Background

Slow learners are different from most children in terms of learning and getting information. Slow learners should be treated according to their abilities. Slow learners have limitations in remembering because they have low levels of concentration, besides that they will tend to show attitudes that indicate that they are bored. When they feel bored, children will tend to be bored, restless and feel uneasy in the classroom to follow the learning process. Not only that, when bored, slow learners will show an impulsive attitude in the form of an attitude of disturbing friends and making noise. In addition, Slow Learners also cannot digest words that are too complicated, or discussions that are too confusing, or too complex that really suitable for student [1].

1.2 Problem of Study

Problems that arise can be solved by curative action as a form of effort to help slow learners in dealing with learning difficulties they face. With the curative action given, it is hoped that slow learners can more easily follow the learning process that really suitable for student [2]. To accommodate the ability of slow learners, inclusion therapy is given, as well as in the process of implementing the learning given to slow learners, prioritizing aspects of fun learning, but children are brought to active and creative learning patterns.

The use of Islamic therapy is one of the creative techniques that help children's learning process through habituation activities given at school. There are 2 types of therapy for slow learner children at MASMES, namely therapy provided by the Global Therapy Center Institute which is routinely given to children with special needs and Islamic therapy applied in the school environment which can indirectly help slow learners in improving their abilities. in several aspects including improving concentration, memory and reducing the impulsiveness of slow learner children that really suitable for student [3].

MASMES is an inclusive school and implements Islamic activities in the school environment. Habituation activities carried out in the form of morning stretching activities, praying *dhuha* together and memorizing Qur'an. Through this habituation activity, it will stimulate the slow learner's cognitive abilities to develop their memory. Therefore the learning process by doing cognitive treatment can stimulate the ability of slow learners to develop their memory skills so that children's abilities no longer experience delays in receiving lessons, especially in remembering lessons that really suitable for student [4].

This study focuses on the curative actions that schools provide to slow learners by providing Islamic therapy that is applied every day in the school environment. This paper aims to analyze the application of Islamic therapy as a curative action for slow learners at MASMES. So, it is hoped that this study can be an insight for inclusive schools to overcome slow learner problems, especially in terms of concentration, memory and impulsiveness by providing Islamic therapy.

1.3 State of the Art

[5] found that therapy is a treatment given by experts to children with special needs in various aspects. The purpose of therapy was to help children with special needs in improving various aspects such as in the academic field so that children were able to participate in learning activities well, then in the social field so that children could socialize with their peers and the surrounding community and in the emotional field so that children could dispense emotions into their positive things. While what was meant by Islamic was an identity that appears in a person's behaviour dynamically based on Islamic norms with a complete explanation of the source of Islamic teachings that really suitable for student [6]. Therefore, it could be understood that Islamic therapy was one form of treatment given to slow learners as a form of treatment by using an Islamic identity and based on Islamic norms. This treatment could also be referred to as curative action. Where curative action could be interpreted as an effort in solving the chosen problem to solve the obstacles faced by slow learners that really suitable for student [7].

Slow learner is a condition where children have low intellectual power, which is below the average intellectual power in general. The IQ of a slow learner is between 70–90 below the scores of other normal children. Slow learners tend to have various problems that may be faced in the learning process at school, including slow response, difficulty in remembering, less stable in emotions and slow learners tend to take a long time to complete academic tasks that really suitable for student [8]. With the various problems it faces, it was necessary to take a curative action in an effort to provide handling and assistance efforts to slow learner children.

Several studies related to therapy given to slow learners as a curative measure, namely: as found by [9] that art therapy was an alternative assistance in supporting the academic, emotional and moral-social development of children with special needs. [10] found that that family therapy had an important role in meeting the needs of slow learners. [11] found that through Child Centered Play Therapy (CCPT) was a therapeutic method that could be used to increase self-esteem in children with slow learners. [12] found that *murrotal* therapy was considered more effective than classical music therapy (Mozart) on change in emotions and relation with peers. [13] found that through kinetic sand games, it was considered to be able to develop cognitive, social skills, motor skills, and craft creation abilities. [14] found that the cognitive treatment given could stimulate the ability of slow learners in developing their memory skills. [15] found that memorizing Qur'an could increase effectiveness to improve functional communication skills. [16] found that spiritual therapy from the Qur'an and As-Sunnah could help various problems faced in life that would complement medical solutions or counseling.

1.4 Gap Study and Objective

The difference between this study and the previous study is that this study analyzes the Islamic therapy given as curative action for slow learners at MASMES through habituation that is applied in the school environment. Previous studies only used various types of therapy that had not applied the Islamic side in the implementation of therapy applied to slow learner children. The reason of the researcher wants to analyze Islamic therapy is that by applying the Islamic side it can also help overcome various problems

commonly faced by slow learners, especially in increasing concentration, memory and reducing impulsiveness. Especially in Muhammadiyah school environment which has an Islamic environment in the school that allows implementing various activities that contain Islamic values.

2 Method

2.1 Type and Design

This study uses descriptive qualitative approach. This study emphasizes a process and data analysis with analytical induction which is modified based on the case study. The design of this study uses case study design that has a unique value that lies in Islamic therapy given through habituation in the school environment. This study was conducted at MASMES with the target of special assistant teachers, inclusion teams and slow learners. Through Islamic therapy given by slow learners, they could be more prepared to accept learning materials and be helped from several aspects of the problems they usually handle.

2.2 Data and Data Sources

The object of this study is MASMES. The subject of this study is focused on special assistant teachers, inclusion teams and slow learners. This study data uses qualitative data in the form of qualitative descriptive using a case study design. This data was taken from interviews, observations and documentation to obtain in-depth information about Islamic therapy applied in the school environment. The source of the data for this study was taken from resource persons, namely special assistant teachers and the inclusion team at MASMES, the data taken is expected to be a reinforcement of the researchers' findings.

2.3 Data Collection Technique

Data collection techniques were carried out by observation, interviews and documentation. Observations were made to determine the process of implementing therapy given to slow learners and to observe the interactions and attitudes of slow learners when participating in learning. Then interviews were conducted to obtain data in the form of detailed information about the therapy given to slow learners and various activities in schools that could support slow learners' abilities, especially in academics. This interview was conducted with special assistant teachers and the inclusion team as resource persons. While the data collection technique was in the form of documentation, which was used as a form of completeness in the data collection process and study would be more credible or trusted with the documentation data.

2.4 Data Validity

The data were validated by data collection technique and data/source triangulation. Data collections techniques compare data or information collected using other techniques. The source triangulation technique was obtained from the results of interviews and observations.

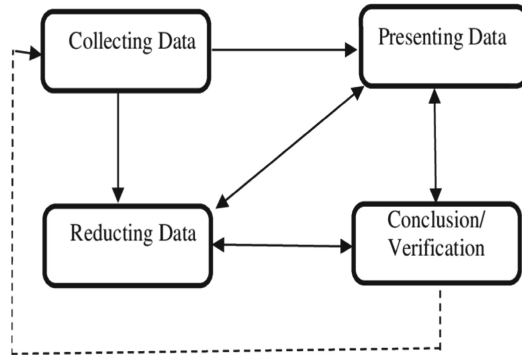


Fig. 1. Interactive Data Analysis Model Schematic (Miles and Huberman 1992 models)

2.5 Data Analysis

Technical data analysis was carried out after the data collection process was obtained. The data analysis used is descriptive, meaning that after the data is collected, the data is processed, analyzed and interpreted. Furthermore, the analysis of the process and analysis of the results of the implementation of Islamic therapy in an effort to help slow learners to solve their problems was carried out by descriptive analysis, namely describing the form of habituation that became Islamic therapy, and comparing the conditions of slow learners before and after the implementation of Islamic therapy. Data analysis in this study uses interactive data analysis from Miles and Huberman which consists of data reduction, data presentation and conclusion drawing (Fig. 1).

3 Result and Discussion

3.1 Lesson for Slow Learners at Muhammadiyah Alam Surya Mentari Elementary School

Implementation of learning at MASMES teachers have provided learning strategies that are in accordance with the needs of slow learners, in slow learner learning activities will be accompanied by special assistant teachers who will assist students in the learning process and other activities. Special assistant teachers will help slow learners in understanding and solving various problems. Special assistant teachers have an important role in the success rate of slow learner learning. With the existence of special assistant teachers, slow learners will get attention, energy and also motivation. This can help slow learner abilities so that education will be more targeted. But of course, this is accompanied by an understanding of the teacher in terms of the method or method given by the teacher to the slow learner that really suitable for student [1].

MASMES also provides special services for children with special needs, one of which is for slow learner children. The facilities provided are in the form of routine therapy that can be accepted by slow learners as an effort to assist the school in helping slow learners face the various problems they face. The forms of therapy given are occupational therapy, speech therapy and Islamic therapy which are applied through habituation at

school. The therapy process provides various benefits for slow learners, therapy provides opportunities for slow learners to explore thoughts, feelings, communicate ideas that are difficult to convey, and regulate emotions, as well as empathy that really suitable for student [11]. Therapy is also carried out in the stage of improving cognitive, social, and motor skills as an effort to fulfill the needs and rights of children in their cognitive, physical and social development with various limitations they have that really suitable for student [9].

Slow learning is a condition where children have cognitive abilities below the average ability of other normal children. Slow learners tend to have achievements below the average of normal children in general. Slow learners need longer time to understand certain things, both about learning and in understanding certain instructions that really suitable for student [17]. As found by [10] that slow learners have abilities below the average but cannot be called a disability. Physically and socially slow learners do not show any difference with children in general. Slow learners need more guidance and assistance in order to optimally participate in learning according to their level of ability. It is possible for slow learners to experience various kinds of problems in the learning process. The problems that arise can be caused by several factors including concentration problems, weak memory, cognitive, emotional problems and social problems. Based on the various problems faced, the teacher is led to be able to provide a treatment in the learning process to support slow learner academic achievement.

Characteristics of slow learners as found by [18] that slow learners have limited cognitive abilities, so they tend to require more time and longer explanations so that children can really understand a concept, slow learners have limited memory, in remembering a slow learner concept tends to take a long time and requires repetition several times to remember well, slow learners tend to be difficult in terms of concentration, slow learners easily feel bored and easily lose focus during learning, slow learners have difficulty in receiving the instructions given, and have difficulty expressing ideas. With the various limitations they have, slow learners need services according to their needs.

Based on several studies, it shows that slow learners experience learning and behaviour problems because they have limited intellectual abilities and psychological skills that really suitable for student [3]. In addition to the problem of low academic achievement, slow learners have limited psychological skills which include limited mechanical skills, low self-concept, immature interpersonal relationships, communication problems and inappropriate understanding of social roles. Teachers or educators have a very important role in overcoming various problems in slow learners. Teachers must be able to identify slow learners in order to provide various efforts to overcome obstacles by making improvements. One of the efforts that can be given is therapy or by providing appropriate learning strategies tailored to the ability of slow learners that really suitable for student [19].

[20] found that there are several learning strategies that can be applied to slow learners, namely accommodation services for teaching and material methods are mostly carried out by teachers, in delivering material the teacher can use concrete media to make it easier for slow learners to understand, then the assignment and assessment accommodation services are carried out by the teacher by guiding students in working on assignments, the teacher can re-explain the activity instructions, give fewer and simplified

tasks. The next strategy is the time demand accommodation service is carried out by the teacher by giving longer time in completing tasks for slow learners.

3.2 Implementation of Curative Actions for Slow Learners at Muhammadiyah Alam Surya Mentari Elementary School Through Islamic Therapy

MASMES is an inclusive school and also a natural school that continues to strive to provide the best education for all students, including children with special needs. Learning activities are optimized with proportional learning and activities that support both intelligence, emotional and spiritual intelligence. The curriculum used at MASMES is a refined curriculum that includes the national curriculum, the Muhammadiyah curriculum and the natural school curriculum. So that it is expected to develop the abilities of all students that really suitable for student [21]. As an inclusive school, MASMES also provides facilities for children with special needs to meet their own needs, these facilities are in the form of therapy tailored to the needs of each child that really suitable for student [3].

Therapy is a treatment given by experts to children with special needs in various aspects. The purpose of therapy is to help children with special needs in improving various aspects such as in the academic field so that children are able to participate in learning activities well, then in the social field so that children can socialize with their peers and the surrounding community and in the emotional field so that children can channel their emotions into positive things that really suitable for student [5]. Therapy is an effort to overcome the problems faced by slow learners, by providing therapy, children can improve and develop their abilities that really suitable for student [22].

One type of therapy that is the focus of this study is Islamic therapy which is applied in the school environment. Islamic therapy is given through morning habituation activities that are routinely carried out every day. The purpose of giving Islamic therapy is to strengthen religious aspects in the form of attitudes and behaviour, which in this habituation provides various positive impacts for slow learners who can later support academics and help slow learners in the problems they face that really suitable for student [23]. The following forms of Islamic therapy are given at MASMES (Table 1.).

Islamic therapy applied at MASMES is in the form of habituation activities. Through habituation activities, it can help slow learners to continue to improve their abilities. Habituation is considered to be an important factor in achieving a certain goal [24]. Pavlov's theory states that to bring up a desired reaction (response), it is necessary to have a stimulus that is repeated so that it is called habituation. Meanwhile, according to Thorndike mentions that to get a good result, it is necessary to practice repeatedly. The habituation applied at MASMES is a curative action that is given through several activities. Through morning stretching activities in the form of morning warm-up activities in the form of repeating the material that had been delivered the previous day and giving quizzes to students. The design of the morning stretching activity will be different every day according to the teacher's plan. The teacher provides strategies as accommodation so that students can master the learning material to the maximum. The teacher also gives a game in the implementation of the morning stretch so that students are more enthusiastic and excited that really suitable for student [20].

Table 1. Impelementation of Islamic Therapy

No	Islamic Therapy	Activity Description	Advantage
1	Morning Streaching	Morning stretching is an activity designed to strengthen students' understanding of the material. This activity is provided with various strategies so that students can be enthusiastic and excited. Morning stretching activities are carried out every day after students arrive at school.	Help slow learner's ability to increase activity, train social attitudes, self-confidence and better emotional management.
2	Dhuha Prayer	The habit of dhuha prayer can be carried out after morning stretching activities. Students will take turns ablution and perform dhuha prayer in congregation and be led by one of the children.	Helping slow learners' abilities in increasing emotional stability, reducing impulsiveness and motor skills.
3	Memorizing Qur'an	Memorizing Qur'an is a habit that is routinely carried out at Muhammadiyah Alam Surya Mentari Elementary School Muhammadiyah Alam Surya Mentari. This activity will be carried out led by a teacher who will guide students in memorizing Qur'an. Then students can deposit the memorization that has been memorized to their respective class teachers	Helps slow learners' abilities in improving cognitive development, concentration and helps practice pronunciation and articulation in pronunciation

Through morning stretching activities, it certainly has many positive impacts for slow learners. With morning stretching activities, slow learners will tend to be more active. In general, slow learners are more passive and tend to be silent. If not asked, slow learners will tend to be silent because of limited vocabulary so they prefer to play with children under their age. With morning stretching, it can train slow learner social attitudes, because activities are carried out outside the classroom and are provided with variations in the form of giving games that can attract the attention of slow learners. Through morning stretching activities, slow learners will be eager to learn, provide positive feedback, not afraid to try new things and increase slow learners' self-confidence. As found by [11] that In accordance with the results of observations that slow learners seem to be able to participate in activities well and enthusiastically. In addition, with the habit of stretching in the morning, slow learners are able to work together between friends to complete

the given task, and slow learners will be better able to manage their emotions. During activities, children can express their emotions such as laughing, moving, and jumping. This can help slow learners in providing a stimulus for expression that really suitable for student [19].

Curative action given to slow learners as a problem-solving effort is in the form of regular habituation of *dhuha* prayer. As found by [25] that habituation of *dhuha* prayer provides many positive impacts for students. It can be seen that the benefits resulting from the habit of praying *dhuha* students always remember Allah, become more disciplined in time, sincere and do good things. Islamic therapy in the form of habituation of *dhuha* prayer is carried out after students carry out morning stretches. Based on the observations of slow learners, they seem calmer in carrying out *dhuha* prayer. The usual impulsive attitude tends to be invisible when performing *dhuha* prayer. The impulsive attitude of slow learners is usually seen when children feel bored both in learning and activities at school. Impulsivity is an attitude such as an urge to say/do something without any consideration. An example of a slow learner's impulsive attitude is in the form of impatient and hasty behaviour that really suitable for student [26].

Ibn Qayyim al-Jauziyyah explains some of the benefits of praying as follows, one of which can make the heart calm, happy and strong. It even makes the heart feel airy and peaceful. By providing Islamic therapy in the form of habituation of *dhuha* prayer, it helps slow learners in their emotions. Slow learners have unstable emotions and are very volatile. When the slow learner's emotions are unstable and he gets a small disturbance, the slow learner will show emotions and they tend to have the attitude to immediately take revenge and sometimes even show explosive emotions. By doing *dhuha* prayer, it is very visible that slow learners can be more stable in their emotions and are better prepared in the learning process. With the *dhuha* prayer, slow learners have more control over their emotions and are easier to remind. When the slow learner accepts basic emotional needs such as security, the need to give and receive love, the need to be accepted by others, recognition and self-esteem, the need for independence. Then slow learners will find it easier to express themselves and have more stable emotions that really suitable for student [8].

With the habit of *dhuha* prayer which in its implementation involves the movement of all organs of the body and must focus on when worshiping. Prayer movements that are carried out have a significant impact on body health that really suitable for student [24]. This also helps slow learners to be more stable in managing themselves to follow the *dhuha* prayer movements appropriately and stay focused. Indirectly, the slow learners' fine motor skills will be trained, where fine motor skills are defined as the ability of a child to perform an activity related to motion control and the ability to focus attention. Fine motor skills will be trained in the *dhuha* prayer movements that are practiced. Slow learners must follow well and refrain from acting impulsively in the form of excessive movements that really suitable for student [13]. Through this habituation, slow learners are able to improve the skills needed as a basis for developing skills so that children are able to be independent. This habituation is in line with the regulatory skills needed by slow learners, namely self-control so that slow learners are able to participate, develop gross and fine motor skills and movement coordination, improve self-help skills and

develop self-concept so that slow learners are able to control and lead themselves that really suitable for student [27].

The next Islamic therapy given is the habit of memorizing Qur'an which is carried out after students carry out the habit of *dhuha* prayer. With the habit of *dhuha* prayer, students will be calmer and ready to do the next habituation, namely memorizing Qur'an. The habit of memorizing the Qur'an is familiarized with students following the readings read by the teacher first. Each verse will be repeated until students can follow it well and memorize it. With readings that are repeated continuously and listened to slow learners, it has the potential to provide calm and tranquillity so that slow learners will be more concentrated and focused on following the next reading that really suitable for student [28]. Through this habituation, the cognitive aspects of students will be trained as well as slow learners. Cognitive therapy is done by stimulating a person's behaviour. There are three important behaviours in education, namely increasing desired behaviour, using encouragement and formation and reducing unwanted behaviour. Cognitive aspects of slow learners have limited cognitive capacity, low memory or memory and impaired concentration. With this limitation, slow learners have difficulty in almost all lessons. With a special assistant teacher at MASMES, it can help accommodate the difficulties of slow learners that really suitable for student [10].

Memorizing Qur'an can help provide a stimulus to slow learners' cognitive, with habituation that is repeated every day, it will help slow learners to improve their memory skills. [15] found that Qur'an chanting that is played repeatedly through the habit of memorizing Qur'an is able to reduce stress hormones, activate natural endorphins hormones, increase feelings of relaxation, control emotions, mature thinking and make body metabolism better that really suitable for student [12]. This condition helps the slow learner to concentrate more on memorizing Qur'an and increase his focus so that he does not appear impulsive. Through the ability to remember, it will help cognitive development in slow learners that really suitable for student [19]. By memorizing Qur'an, it will continue to develop slow learner intelligence which will certainly help slow learners in their academics. With better memory skills, slow learners will be helped in solving their problems in participating in class learning that really suitable for student [16]. According to the special assistant teacher and the inclusion team at MASMES, Islamic therapy is considered effective when teachers and parents can work well together in providing appropriate habituation and follow-up that really suitable for student [21].

Through memorizing Qur'an, slow learners will also be trained in pronunciation and articulation. Where slow learners at MASMES have difficulties in pronouncing good words, it is not uncommon for slow learners to speak backwards and less clearly. This of course will result in slow learners having difficulties when communicating with other people. This is one of the consequences of his cognitive limitations. Limitations in understanding abstract information, limited language skills, vocabulary that is understood and owned is also very limited that really suitable for student [19]. By memorizing the Qur'an slow learners will learn to read perfectly, meaning that in reading Qur'an the spelling of the letters is very important because it can affect the meaning of Qur'an. Based on this understanding, of course slow learners will be taught to read the Qur'an

by reading perfectly. Where when reading slow learners will also learn in good pronunciation and of course will train slow learners to practice the difficulties they face, namely communication difficulties that really suitable for student [23].

Ibn Kathir (1999) explains that the Qur'an is the cure for all confusion and doubt found in the hearts of believers. Quraish Shihab (2009) also states that Qur'an is a guide for believers that can cure all kinds of spiritual ailments and anxieties. Qur'an is able to influence individuals by raising a new spirit that is not only beneficial for a person but also has a lot of positive impacts on the surrounding community that really suitable for student [23].

4 Conclusion

Islamic therapy applied at MASMES through several habituation activities in the form of morning stretches, *dhuha* prayers and memorizing Qur'an. The habituation activity is carried out routinely every day at MASMES. Through Islamic therapy, it can have a positive impact on slow learners in helping to overcome the problems they face. Especially in the problems that are often faced, namely problems in low concentration, weak memory and impulsiveness when participating in learning and activities at school. By providing Islamic therapy, it is considered effective in helping slow learners in overcoming their problems and providing benefits to other aspects.

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