

# *Islamic Religious Education Strategy Learning for Special Needs Children at Primary Education Level*

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**Abstract**—This study aims to describe some learning strategy and its implementation in the learning of Islamic religious education for children with special needs, as well as supporting factors and obstacles in implementing the strategy. Research was conducted on students with special needs in primary schools outstanding public and private. Data collection techniques in this study using questionnaires, interviews, and observations. Data analysis techniques used in this research is the analysis of qualitative data, in accordance with the concept of data analysis model of Miles and Huberman which consists of three stages of data reduction, data presentation and conclusion. Test the validity of the data in this study using triangulation techniques and triangulation. The results of the research are: (1) the strategy used is to use methods and tools to customize the circumstances at the time of the learning process is done, (2) implementation strategies that performed well in its implementation, according to the indicators in question. (3) supporting factor lies in the professional teacher educators in teaching students with special needs and supported by state of the class that is conducive to learning and inhibiting factor lies in the students and parents of students.

**Keywords**—*learning strategies; islamic education; special needs children; school status*

## I. INTRODUCTION

Education is a basic right of every human being, without exception. In the Law on National Education System states: citizens who have physical, emotional, mental, intellectual and social entitled to special education [1].

their outstanding schools from elementary to middle level government and private-treated aims to provide special education services to children with special needs.

In handling the children with special needs are not the same between individuals of one another, the means and methods used in the delivery of learning, especially learning the religion of Islam. In this case we know that we face is that children are different from normal children, the methods, strategies, facilities, and handling any teacher would berbedaan. Required more handling and super special order learning objectives can be achieved overall.

A strategy of teachers in the delivery of learning is very extremely important and prioritized. Because in the learning process, so that what is planned or drafted on the indicators or achievement can be achieved with good learning. As with

the notion of the strategy itself. Strategy (learning/ education) are the action steps are fundamental and plays a major role in the learning process to achieve educational goals [2].

Based on the observation of pre-study found that of elementary schools outstanding public and private have Islamic religious education learning strategi similar and learning strategies of individual groups (groups-individual).

Researchers interested in conducting a study entitled learning strategy Islamic religious education for children with special needs at the primary school level in terms of the status of the school, with the aim to describe learning strategies of Islamic religious education is used, enabling and inhibiting factors as well as compare by status school.

## II. RESEARCH METHODS

Type of research is the type of field research (field research). with a qualitative research approach. This study aims to assess the learning strategies of Islamic education of children with special needs primary school level in terms of the status of the school. This research was conducted in two schools the elementary schools outstanding public and private. The research subjects were used in this study is a teacher of Islamic religious education who have the same qualifications. Data collection techniques in this study using questionnaires, interviews, and observations. Data analysis techniques used in this research is the analysis of qualitative data, in accordance with the concept of data analysis model of Miles and Huberman which consists of three stages of data reduction, data presentation and conclusion. Test the validity of the data in this study using triangulation.

## III. STUDY THEORY

### *Strategy of learning*

Abdul Majid said that the strategy is a pattern of planned and deliberate set of activities or actions. Includes the objectives of the activity, who is involved in activities, the contents of activities, process activities and supporting facilities [3].

In addition, the strategy also has an idea of an outline of the bow to act in order to achieve the goals or objectives that have been determined. If the strategy is associated with learning, then Bisha defined as the general patterns of activities of teachers and learners in realizing the learning activities to achieve the goals set [4].

The strategy here is different from the method. The strategy is a plan of operation Achieving some thing. While the method is a way Achievingsome thing. The point here is demonstrated on a planning strategy to achieve the goal, while the method is a method that can be used to implement the strategy [5].

Learning is a process to educate students using the principles of education and learning theory. As with teaching, learning is a major determinant of educational success. Learning is a two-way communication process, teaching is done by the teacher as education, whereas the study carried out by the students as learners [6].

The purpose of the two directions namely: communication between teachers and learners. Teachers teach and learners to learn.

In essence, the learning process is a learning process that occurs on the learner. Learning success can be seen from the process of learning on the learner, the learning process will occur when there is a change in behavior (cognitive, affective, and psychomotor) learners, behavior change will occur when there is motivation to learn to students, if the students feel the need to what will be learned, and he felt the need because he knew that he had learned it important and useful in later life [7].

#### *Islamic education*

According to Islamic religious education DaradjatZakiya or At-MT Al-Islamiah is a business guidance and care to students that in the future after the completion of education can understand and practice the teachings of Islam and make it as a way of life [8].

Meanwhile, according to Ahmad D. Marimba (in UmiUhbiyat) Islamic education is the physical and spiritual guidance is based on the laws of Islamic agam, towards the creation of a major personality according to the size of islam. [9] Islamic religious education is an activity that aims menghasilkan religious people, thus the religious education needs to be directed toward moral and character growth [10].

#### *Children with Special Needs*

Children with special needs is defined as individuals who have different characteristics with other individuals that are considered normal by society in general. More specifically children with special needs show the characteristics of physical, intellectual, emotional and lower or higher than the normal child her age or are beyond the normal standards prevailing in the society. Thus experiencing difficulties in success both in terms of social, personal, and educational activities. Specificity they have to make special needs children require special education and services to optimize the potential in themselves perfectly.

## IV. DISCUSSION

### *Learning strategies used in primary schools outstanding public and private*

Based on data analysis conducted by researchers learning strategies used in primary schools outstanding public and private is a group of individuals (individual group). Strategy group of individuals (individual group) is an effort to provide opportunities for students to learn according to their needs, abilities, pace and in its own way. According Sudjana individual differences can be seen: intellectual development, language ability, background experiences, learning styles, talents and interests, personality [11].

Thus, the learning strategies of individual groups is more widely used by Islamic religious education teachers in delivering the learning process for children with special needs.

### *Reason implementation of the strategy*

Implementation of the strategy group of individuals (individual group) in the learning of Islamic religious education for children with special needs in primary schools outstanding public and private, among others: 1) Students can learn according to their ability and potential. This is in accordance with the opinion of Muhammad Ali stating that the individual teaching and learning strategies in addition to allowing every student can learn according to their potential capabilities, also enables each student to master the lesson of all the materials in full [12]. 2) Establishment of self-confidence, students will become more independent in carrying out the teaching of Islamic religious education so that students do not have a dependence on others. 3) Monitoring of the achievement of students with special needs easier and controllable.

### *Implementation of learning strategy*

In terms of the implementation of Islamic religious education instructional strategies of the two schools the elementary schools outstanding public and private in terms of concept there is no difference. Starting from the preparation of teachers, students and learning devices. In elementary school teacher preparing the country tremendous learning media and the need for the learning process one day before the study began, it was also done by the outstanding elementary school teacher privately. In terms of the preparation of the learning device of both schools alike have been prepared at the beginning of the semester. But there is a difference in terms of implementation.

### *Enabling and inhibiting factors*

TABLE 1 SUPPORTING FACTOR

Indicators	School(A)	Education (B)
Teachers	V	V
Students	V	V
Parents	V	V
learning tools	V	V

Based on Table 1. It is known that the antecedents of both these schools there is no difference. From the aspect of teachers of both schools have good teachers qualifications, master the strategy adopted, have patience and tenacity. From the aspect of students at both schools, students have a high passion in learning, students listen and execute commands well, has good morals, can perform their prayers. From the aspect of the parents, on both school most parents caring support and actively participate in making moral education of children. From the aspect of learning tools, both schools have had and prepare a learning device at the beginning of the semester.

TABLE 2 INHIBITING FACTOR

Indicators	In		External	
	Learning Tool	Learning Media	Curriculum	Relations Teachers and Parents
School (A)	V	V	V	V
School (B)	V	V	V	V

Based on Table 2. It is known that in the application of learning strategies of Islamic religious education to children with disabilities in school (A) and school (B) there are factors that originate from inside and outside. Inhibiting factor of the device include teaching and learning media, while the inhibiting factor of the outer covering of the curriculum used and the relationship between teachers and parents.

Inhibiting at almost the same two schools on learning and learning media device is still not fully able to meet the needs of the learning process. The curriculum used in the school curriculum was adopted in general, there is still no government curriculum that focus on children with special needs. Relationship between teachers and parents have not fully been good, because most parents do not fully pay attention to children who have a difference with normal children in general.

#### *Comparison of the implementation of learning strategies*

In primary school teaching and learning of outstanding domestic role only teacher of Islamic religious education alone while the teaching and learning of Islamic religious education in primary schools outstanding private all teachers participate in Islamic religious education lessons.

## V. CONCLUSION

From the analysis of the data in this study there are some that can be concluded that the learning strategy applied Islamic religious education in primary schools outstanding public and private alike that using the strategy group of individuals. By grouping all learners, teachers can provide the material he taught according to ability and potential of the students. The reason the application of learning strategies of Islamic religious education in primary schools outstanding public and private use of individual strategies

for more effectiveness, more independent students, to the students' motivation. Implementation of learning strategies in primary school outstanding in terms of the concept of public and private alike. Starting from the preparation of teachers, students and learning devices. Factor - enabling and inhibiting factors in primary schools outstanding public and private have a same comparison of strategies in primary schools outstanding public and private have differences. domestic outstanding primary school teachers only Islamic religious education subjects who plays while in grade school all the teachers of private exceptional participate in learning.

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